

GCSS Resource Book

150 Quick, Easy, Effective Lessons

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2005 Yearbook Project of the
Georgia Council for the Social Studies

Introducing

“GCSS Resource Book: 150 Quick, Easy, Effective Lessons”

We hope you enjoy using the 2005 yearbook project from the Georgia Council for the Social Studies. As curricular emphases shift and place increasing demands on teachers' time, social studies often takes a back seat to other disciplines. Because social studies is such a vital discipline, we want to ensure that the quality and quantity of social studies instruction remain high.






Whether you're a new teacher with minimal social studies experience, or a veteran teacher with insufficient planning time, we think you'll find some helpful ideas for instruction. Every lesson is formatted in a simple template, so that they will quickly become familiar and easy for you to use. Another criterion for this project was that all lessons use those materials and/or technology that is readily available in most schools.

In a separate file, a blank template is included. In the left column, you'll note that the purpose of that portion of the lesson plan is explained. You may choose to use this template for your own lesson planning, since it contains all of the parts of a well-planned lesson.

Another important – and very useful – inclusion in this resource is a set of annotated bibliographies (Literature Banks) that contain teacher-created notes on the books and suggestions for the concepts the book could be used to teach. These suggestions will be especially helpful for those teachers who incorporate social studies instruction with their language arts instruction.

From the time this project was first conceptualized, it was the goal of the GCSS Board of Trustees to provide a useful tool for teachers. We hope that the GCSS Resource Book helps to ensure that social studies is taught on a consistent, high-quality basis. As always, the GCSS Board of Trustees welcomes your feedback, especially in regard to the usefulness of this product and suggestions for future yearbook offerings.

GCSS Yearbook Committee:
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Lesson Title	
Author:	(Name and School or District)
Grade Level(s)	
 Essential Question <i>* (objective in the form of a question)</i>	
 Hook <i>* (motivates and links to prior knowledge)</i>	
 Teaching Strategies <i>* (instructional activities)</i>	
 Summarizer <i>* (causes students to answer the essential question)</i>	
 Materials <i>* (resources to gather prior to the lesson – must be readily available in the classroom or media center)</i>	

Lesson Title	Which One Do You Want?
Grade Level(s)	K-3
Authors	Donna Hitchcock, Jennifer Simpson, Jennifer Smith, Allison Huff
Essential Question	Why do we have to make choices? How do we count money?
Hook	Begin by giving each student play money: Three \$1 bills, 2 quarters, 4 dimes, 1 nickel, and 5 pennies (for a total of \$4). Show students items (toys, food items, classroom items, etc.) with various prices. Tell students to count their money and to think of what they might do with the money. (They should already know how to count money and how much each bill or coin is worth, so this is a way to assess their skills with money).
Teaching Strategies	<ul style="list-style-type: none"> • Ask students (a few volunteers) how much money they have. When they tell you, ask the rest of the class if this is the same amount of money they have. If they say that they have a different amount of money, help them count to make sure. Make sure each student understands that they have \$4. • Tell students that they are going to have a chance to spend their money. • Show the students the various items that are for sale and their prices. • Remind the students that they can spend only the \$4 that they have been given. • Talk to the entire class about how sometimes you do not have enough money for everything you want. When this happens, you have to make a choice of which item(s) to purchase. Explain to students what a choice is. (Use an example to show this. Pretend that you want two items, a \$2 and a \$3 item, etc. and tell the students that these items together cost \$5. Explain to them again that you only have \$4, so you will have to decide which item you want or whether to put both items back and start over.)
Summarizer	Have a grand conversation (large group) with the class and talk about how when making purchases they had to make choices because they could not afford everything in the store. Give examples to show this (ask questions like could I have gotten this \$2 item and this \$3 item?). Allow each student to have a turn telling which item(s) they are going to buy. When they tell you the items, ask them the price of each and the total price. Then ask students to count out the correct amount of money. This will assess students on counting money as well as making decisions on which items they want to get.
Materials	Play money School supplies or age-appropriate items with price tags (use various prices and items)

Lesson Title	Importance of Classroom Rules
Grade Level(s)	K-3
Author	Donna Hitchcock, Jennifer Simpson, Jennifer Smith, Allison Huff
Essential Question	<p>How are rules made?</p> <p>Why do we have rules?</p> <p>Why should rules be followed?</p>
Hook	<p>Start by telling the students that they are about to help you complete a very important job. Ask the children to think of a classroom without any rules. Let them raise their hands and describe to you what a classroom without rules would be like. This will get them thinking about ways that rules are beneficial.</p>
Teaching Strategies	<ul style="list-style-type: none"> • Explain to students that we have rules in order to make sure that everyone is safe. Explain to them that without rules, the classroom would not be a very fun place. It would not feel safe, there would be no fairness, and it would be hard for students to work together. • Explain the concepts of respect and fairness to your students. Give them examples to help them remember the concept, “You are showing respect to your mother and father when you listen to them when they ask you to do something. When you ask someone if you can borrow their crayons instead of just taking them, that’s showing respect for that person and their property. You are showing fairness when everyone gets a turn.” • Allow students to raise their hands to give suggestions about what rules they feel are needed in the classroom. Discuss these suggestions as a class. Ask, “Why do you think we need this rule? Will this rule help us make fair decisions? Will this rule keep everyone safe? Will this rule help us work together as a team?” After the rule has been discussed and accepted, write it on a sheet of chart paper. • Display the rules in a prominent spot in the classroom. • Explain to the students that we have our rules in the classroom, but that there are different rules for different things. Explain to them that their parents have rules set at home. Explain to them that those

	rules are there to keep them safe and to keep things fair, just like in the classroom. Ask the children to think of some other places where they have to follow rules.
Summarizer	As your children discuss other places where they have to follow the rules, ask them why we have rules. Ask them to explain how and why they are going to follow the rules.
Materials	<ul style="list-style-type: none">• marker• chart paper

Lesson Title	Community Helpers
Grade Level(s)	K-3
Author	Donna Hitchcock, Jennifer Simpson, Jennifer Smith, Allison Huff
Essential Question	What kind of work do community helpers do?
Hook	Tell students that you have some pictures to show them of community helpers. The teacher will then show students pictures of various community helpers (firefighter, policeman, teacher, mail carrier, doctor, etc.) to help them understand the roles of community helpers.
Teaching Strategies	<ul style="list-style-type: none"> • Ask the students, “What do you know about community helpers?” Students will brainstorm answers. The teacher will then record the responses in the appropriate space on a KWL chart on the board or chart paper. This chart should have the following headings: What I Know, What I Want to Know, and What I Learned. • The teacher will ask the students what they want to know about community helpers. The students brainstorm. The teacher will record the responses in the appropriate space on the KWL chart. • The teacher will tell the class that together they are going to read <i>What Can We Play Today? A Book About Community Helpers</i> by Jane Moncure. Tell the students to listen for more information for the KWL chart. • After reading the book, the class will discuss the helpers in the book and their roles. Ask the students to think of people who have jobs that help others. The teacher will facilitate a grand conversation (large group) about various helpers in the community and their responsibilities. • The teacher will ask the students what they learned about community helpers and their roles from the book and the discussions. The teacher will record the responses in the “L” space on the KWL chart.

Summarizer	<p>The teacher will give each student a sheet of drawing paper. Students will be asked to draw a picture of their favorite community helper. After students have finished their pictures, allow them to write or dictate a few sentences about what the community helper does (what is his or her role in the community?) and why he or she is their favorite community helper. The teacher will assess students' knowledge of community helpers by looking at their pictures and writing.</p>
Materials	<p>Pictures of various community helpers The book: What Can We Play Today? A Book About Community Helpers by Jane Moncure Drawing Paper Crayons</p>

Lesson Title	Courtesy, Respect, and Self-Control
Grade Level(s)	K-3
Authors	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	What are courtesy, respect, and self-control? How are these character traits shown in stories?
Hook	Tell the students that you will be reading the book, <i>Miss Nelson Is Missing</i>, by Harry Allard and James Marshall. Before starting, tell the children to pay attention to the way the children in the story are behaving. Tell them that they may be surprised by the way the students are treating their teacher. While reading the book, make sure all students can see the pictures. Pause throughout the book to ask the children questions about the behavior of the students in the book, and what they think will happen next.
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the story with the children. Ask the students to describe events in the story that made Miss Nelson leave. Introduce the words “courtesy,” “respect,” and “self-control” as the students give examples from the story that exemplify these characteristics. • Encourage students to discuss how Miss Nelson and Viola Swamp (the two main characters from the book) are alike and how they are different. • Use the books <i>Helping Your Child Become a Responsible Citizen</i> (booklet published and distributed by U.S. Department of Education) and <i>Eight Keys to a Better Me</i> by William J. Briggs to give students a better understanding of the following positive character traits: courtesy, respect, and self-control. (Use pages 18-22 in <i>Eight Keys to a Better Me</i> to discuss courtesy, page 5 in <i>Helping Your Child Become a Responsible Citizen</i> to discuss self-control, and pages 9-14 in <i>Eight Keys to a Better Me</i> to discuss respect) • Guide the students in a discussion about courtesy, respect, and self-control. Ask students if they can think of any other events (from their life) or stories (read either at home or in the classroom) in which one or more of the qualities were exemplified. • Have students complete a pictorial account (using

	white paper and crayons/markers) of the story's (Miss Nelson is Missing) beginning, middle, and end.
Summarizer	Allow children to dictate a sentence about each part of the story (beginning, middle, and end). During your discussion with each child, guide them to talk about the three positive character traits discussed earlier (courtesy, respect, and self-control). By talking to each student individually, you will be able to assess each student's understanding of the material presented. This helps to meet standard SSKCG2 (the retelling of stories that illustrate positive character traits).
Materials	Miss Nelson Is Missing by Harry Allard and James Marshall Helping Your Child Become a Responsible Citizen (booklet published and distributed by U.S. Department of Education) Eight Keys to a Better Me by William J. Briggs White paper, crayons, markers

Lesson Title	Flag Day & The National Flag
Grade Level(s)	K-3
Authors	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	Why do we have Flag Day? What does our National Flag represent?
Hook	Ask the students: What has white stars, white & red stripes; it flies in the wind on a breezy day; it can be seen hanging high from metal poles...
Teaching Strategies	<ul style="list-style-type: none"> ▪ Introduce the U.S. Flag by giving each student a mini, hand held U.S. Flag or flag sticker(if available) and have a big flag hanging in the front of the room. Compare the big flag to their little ones so that they realize that all the flags are the same even though they differ in size (stars, stripes, colors...) ▪ Tell the students to count the stripes. How many are there? 13 stripes because a long time ago we (the U.S.) had only 13 states. Our first flag had only 13 stars to represent each state. ▪ Now count the stars on the current flag. We have 50 stars because we have added states to the original 13, and now we have 50 states. ▪ Explain that the red stripes represent bravery of the soldiers who fought for our freedoms. ▪ Explain that the white on the flag represents purity and innocence, and that the blue represents justice and perseverance. ▪ Use examples of the harder words that will make it easier for the students to understand (bravery is being brave like Dorothy was in the Wizard of Oz. She was not scared and killed the wicked witches so that she could go back home...) This flag is a very important symbol for the U.S.A. and shows how proud we are to be free Americans. ▪ Explain to the students that the flag has a birthday, just like they do. Talk about birthdays and let some of the students tell you when their birthday is. Then give them the birthday of the flag, June 14, 1777; and we celebrate Flag Day every year on June 14th. We remember the flag on this day and what it means to us. ▪ Have the students say the Pledge of Allegiance.

<p>Summarizer</p>	<ul style="list-style-type: none"> ▪ Have the students color an American Flag. As they are coloring, walk around and ask students to tell you what the colors and stars represent. ▪ After they have finished coloring the flag have them put the date of June 14th, 1777, our flags birthday, on the bottom of the color sheet. ▪ Reinforce knowledge by having a group discussion and asking questions about the flag and Flag Day.
<p>Materials</p>	<p>Mini flag for each student OR Flag sticker (suggest placing on index card) Large flag Outline of American flag Crayons</p>

Lesson Title	Introduction to Maps: Finding the Gingerbread Man
Grade Level(s)	K-3
Authors	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	What is a map? What are some characteristics of a map? (shows view from above and shows features in a smaller size)
Hook	Tell the students that you have a snack for them. When you go to pass out the snack, act surprised and tell them that the snack is gone! Tell them that the Gingerbread Man must have run off with his friends. Read the note that the gingerbread man left. It says, “My friends and I have run away! You have to earn your snack! You must use what I have left behind to find my friends and me. When you have learned everything you can about what we have left, you will be able to find us! We’ll be waiting.”
Teaching Strategies	<ul style="list-style-type: none"> • Pass out the maps of the school that the Gingerbread Man left. • Hold up the map of the school. Ask the children if they know what you have in your hand. • Explain to them that you are holding a map of the school. Tell them that a map is a drawing of a place. • Ask them to identify some of the places they see on the map. • Explain to the children that a map can show you where things are located. • Explain to the students that a map shows you a view from above, like you are looking down into the school. Ask the kids to stand up, put their maps on the floor, and pretend to be giants that have taken the roof off of the school. • Now, is our school really this small? Explain to students that a map shows features in a smaller size. • Ask the students to look at the map the Gingerbread Man left. Ask them to point to their own classroom (it is marked with an X). Ask them to point to where the Gingerbread Man is. • Ask the students about the Gingerbread Man’s location. What is close to the room? Ask them how knowing that can help them find the Gingerbread Man. • Ask the class where they think the Gingerbread Man is. Ask them to explain why they think what they do. • Take the class to the room where the Gingerbread Man is. Make sure each student has his or her map and point

	<p>out locations on the map as you pass them.</p> <ul style="list-style-type: none"> • When you arrive in the room where the Gingerbread Man is, read the note the Gingerbread Man left them. “You have found my friends and me! Remember that maps are drawings of a place. They can help you find your way around places and show you where things are. You have learned a lot today!”
Summarizer	<p>When you are back in the classroom, distribute the snacks. While they eat, have a discussion with them about what they learned. Call on students to answer questions. Ask them what a map is. Ask them what type of view a map shows and about the size of a map. Use your discussion as an assessment of what the children learned.</p>
Materials	<ul style="list-style-type: none"> • Maps of the school for your students. Maps should have an “X” on your classroom and an icon for the room where the Gingerbread Man is waiting. • Snacks (Gingerbread cookies would be appropriate!) • Gingerbread Man notes

Lesson Title	Have You Any Goods or Services?
Grade Level(s)	K-3
Author	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	What do we mean when we say people offer goods and/or services? How do we pay for goods and services?
Hook	Have you ever wanted to buy a gift for someone? Did you need money to buy the gift? I have a story called Sheep in a Jeep about a sheep who wanted to buy their friend a gift. Guess what happened?
Teaching Strategies	<ul style="list-style-type: none"> • Explain to the children what goods and services are. (Services – something someone does for you. Goods – something you can buy or have that is yours). Ask for examples of goods and services. • Have the children keep count of how many goods the sheep consider buying before making their final purchase. • Tell the children to listen to the story and see if they can spot the “service” in the story. Make sure students know that there is only one service in the entire story. Make the one service a mystery for the students to solve. • Read the story, Sheep in a Jeep, by Nancy Shaw. • What problem did the sheep have when they got ready to purchase the gift? What did the sheep do to try to earn money? • Have the children cut pictures out of magazines which might show goods or services and make group collages to display the pictures.
Summarizer	Have a discussion with the students and ask which (good or service) the sheep bought. What are some examples of goods or services the sheep could have purchased? Why do people provide goods and services? Discuss how people buy things with money, but sometimes we trade, or barter, with others (like the sheep traded their wool to get the gift).
Materials	The book: Sheep in a Jeep by Nancy Shaw Magazines (to cut pictures from)

Lesson Title	Morning, Afternoon, Night
Grade Level	K-3
Author	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	What are differences among morning, afternoon, and night? (For example, What are some things the children do in the morning, afternoon, and night?)
Hook	Ask children if the things they do at school and the things they do at home are different. How are they different? List on the board things the children do at school or at home in the morning, afternoon, and night. (Ask for specific things such as brush teeth, put up book bag, do homework, go to bed, etc.)
Teaching Strategies	<ul style="list-style-type: none"> • Read the book <i>The Snowy Day</i> by Ezra Jack Keats to the children. Tell the students to listen for things that happen in the morning, afternoon and night. • Help students recall, in order of happening, the activities that Peter enjoyed on the snowy day in the story. Sequence the events by referring to them as morning, afternoon, and night. • Have the students write three sentences on a piece of paper that tell what happened to Peter and the snow in the morning (Peter woke up to find snow, after breakfast he goes outside to play in the snow, etc.); afternoon (played in the snow, made snow angels, packed a snowball into his pocket, etc.); and night (got his bath, checked his pocket for the snowball, went to bed). Allow the children to use different examples of what Peter did throughout the story to show morning, afternoon and night. OR • Have the students draw a picture to illustrate the story. Encourage children to draw three different pictures to show what happened morning, afternoon and night. • Discuss with the students what happened with the snowball before Peter put it in his pocket and what happened after he went back into his warm house. Ask questions that will make the students realize why the snow did not melt outside and why the snow disappeared when Peter got back inside. (Concept: Before and after).

Summarizer	Review with the children the list of things that they do in the morning, afternoon, and night. Help the children to make the connection between the differences that take place during these times of the day. Assess the children’s writings or drawings to assess their understanding of morning, afternoon, and night.
Materials	The Snowy Day by Ezra Jack Keats Paper, pencils, crayons

Lesson Title	President's Day
Grade Level	K-3
Author	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	Why do we celebrate President's Day? Who are George Washington, Abraham Lincoln, and George W. Bush?
Hook	Start out by giving each student in the class a penny and a quarter. Ask the students if they can identify the men on the coins. Tell them that they are former Presidents and ask them which one (the one on the penny or the quarter) would not smile because he was afraid of losing his dentures. Tell the students that George Washington, the man on the quarter, is the President who would not smile.
Teaching Strategies	<ul style="list-style-type: none"> • Begin the lesson by telling the students that Lincoln (the man on the penny) once kept a turkey from becoming Christmas dinner. His (Lincoln's) family kept the turkey as a pet and named him Jack. • Have students flip penny to the back and tell students that this is a picture of the Lincoln Memorial. Show a big picture of the Lincoln Memorial and tell students that this honors Abraham Lincoln and his accomplishments. • Explain to the students that Presidents' Day honors our first President, George Washington, our sixteenth President, Abraham Lincoln, and all other Presidents. • Tell the students that our current President is George W. Bush. Explain to them that he is the 43rd President of the United States. • On magnetic board displayed in a central area that each student can see, use 43 magnetic objects to count to 43. As you count, put an object up for each number. For number 1, put a quarter and tell students that the quarter represents George Washington (our first President). For the numbers 2-15, use other objects. For number 16, put a penny and tell students that this represents Abraham Lincoln. Proceed counting with other objects

	<p>through the number 42. For 43, put a picture of George W. Bush to show that he is the 43rd President. (Make sure all students count out loud with you up to the number 43)</p> <ul style="list-style-type: none"> • Read excerpts (pg. 11-21) from book <i>Why It's A Holiday</i> by Ann McGovern. Add information and elaborate during group discussion about key Presidents being discussed (Washington, Lincoln, and Bush). George Washington was our nation's first President and he was a general in the Revolutionary War. He was our President from 1789-1797. Abraham Lincoln was our nation's 16th President and was President during the Civil War. George W. Bush is our nation's 43rd President and he is currently serving his second term. President Bush's father, George H. W. Bush, was our nation's 41st President.
<p>Summarizer</p>	<p>Have the students demonstrate their recognition of the 1st, 16th, and current President by having the students draw or trace and label pictures of them. They may use the coins and/or photographs for reference. Ask the students to explain why we celebrate President's Day.</p>
<p>Materials</p>	<p><i>Why It's A Holiday</i> by Ann McGovern Enough quarters and pennies for each student (or small groups of students) to observe one 43 objects Pictures of Lincoln Memorial, George Washington, Abraham Lincoln, current President Paper, pencil, crayons</p>

Lesson Title	Learning Self-Control
Grade Level(s)	Kindergarten
Author	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	What is self-control? How can we learn self-control?
Hook	Tell the students that you are going to read a story that was written just for them. It is a book written for students in kindergarten. Tell the students that the book will teach them a very important lesson, and to listen for the important lesson while you read. Read the book <i>It's Hard to be Five: Learning How to Work My Control Panel</i>. Pause throughout the book to ask the children questions about how they think the little boy in the book is feeling. Ask them how they think they would react to the situations that arise in the book.
Teaching Strategies	<ul style="list-style-type: none"> • After finishing the book, explain the concept of self-control to the students. Explain to them that they have a choice about how they behave. Explain to them that they might want to react to something without thinking it through, but that the better choice would be to control those impulsive behaviors. Refer to events that happen in the book to give the children examples of ways the character showed self-control and examples where the little boy did not show self-control. • Ask the children to raise their hands to answer your questions. Ask the children if they can think of a time when they did <u>not</u> show self-control. Ask them how they felt after they displayed that behavior. Ask them what they could have done differently. • Ask the students if they can think of a time when they did show self-control. Ask them if they felt better when they did show self-control or when they did not. • Explain to the children that showing self-control is important. It is important for getting along with others and for making other decisions. Explain to students that they will always have to make choices, and showing self-control will make those choices easier to deal with.

Summarizer	<p>Call on several students to act out the following situation where one person is losing self-control and another person has to step in to help that person regain it. (Situation: Character 1 is a small child who wants a toy that is on the verge of a temper tantrum. Character 2 is the father who tells Character 1 that he/she cannot have the toy. Character 3 is the mother who helps the child to regain self-control.) Tell the students to explain to you how they are helping the person regain self-control. Repeat this process until all the students that want to participate have a turn.</p>
Materials	<ul style="list-style-type: none"> • <i>Hard to be Five: Learning How to Work My Control Panel by Jamie Lee Curtis</i>

Lesson Title	Where do we live?
Grade Level(s)	K-3
Author	Donna Hitchcock, Allison Huff, Jennifer Simpson, Jennifer Smith
Essential Question	In what city, county, state, country, and continent do you live?
Hook	Ask students, “Where do you live?” When students give their address or a similar answer, say “You told me only one place. Do you realize you are a citizen of five places? You live in the city/town of (name of city or town), the county of (name of county), the state of Georgia, the country of the United States of America, and the continent of North America. Let’s find all of these places where you live.
Teaching Strategies	<ul style="list-style-type: none"> • Give the students a laminated map of the world and point out the continent where we live. Also point out that there are several other continents on Earth. With a water soluble marker, have the students outline North America while you do the same on a large map in the front of the class. Show them a huge box and explain that this box represents the continent where we live which is named North America. • Then have the students find the United States on the outlined North American continent. Explain that this is the country where we live and have them outline it. Then pull the next larger box and tell them that this represents the country where we live. • Next, we will do the same thing with the state of Georgia. After they have outlined the state that they live in, I will pull out the next box. • Of course by now we can not use this map anymore to find the county and city where we live. Show them on a Georgia map the county and city where they live. Pull out the next two boxes that represent the county and city. • Review these by putting using students to represent city, county, state, country, and continent as follows:

	<p>Choose one student to stand in the center of an open space to represent the city.</p> <p>Choose two students to circle the first student and represent the county.</p> <p>Choose five students to circle the second group of students and represent the state.</p> <p>Let the remaining students circle the third group and represent the country.</p> <p>Tell the students the classroom walls represent the continent.</p>
	<ul style="list-style-type: none"> Divide the class into five groups. Let each group decorate one boxes to represent its respective political entity. For example, on the largest box they can paint the words “North America” and draw the shape of North America on the box. Have other groups decorate their boxes according to the political entity they represent.
Materials	<p>Five boxes in graduated sizes to represent continent, country, state, county, city</p> <p>Laminated maps (enough for each student or pairs of students)</p> <p>Water soluble markers</p>

Lesson Title	Positive Character Traits: Courtesy
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What is courtesy? How does a person demonstrate courtesy?
Hook	Write the word “manners” on the board and ask the children to tell you what it means to have good manners. List their responses on the board. Explain that having polite behavior, like when we have good manners, also means being courteous.
Teaching Strategies	<ol style="list-style-type: none"> 1. Write the word “courteous” on the board. Tell the children that today we are going to learn about what it means to be courteous. 2. Discuss a few of the items listed on the board in the opener. Also talk about the students can display courtesy, such as: <ul style="list-style-type: none"> ▪ saying “please” ▪ saying “thank you” ▪ picking up after themselves ▪ waiting patiently on others ▪ not talking during quiet times ▪ following rules ▪ not hitting ▪ knocking before entering a room ▪ shaking hands with people you meet ▪ not talking with your mouth full. 3. Introduce the book Clifford’s Manners by Norman Bridwell. Tell students to listen for ways that Clifford showed courtesy. 4. Ask the children if they saw Clifford being courteous in the story. List the ways that Clifford was courteous in the book. 5. Pass out pieces of paper and have the children draw out a picture story of someone being courteous. Explain that the children may use some of the things that Clifford used or they may come up with their own. Make sure the children have a main character and beginning, middle, and end to their story. Re-emphasize the fact that the main character should be showing the trait of courtesy.
Summarizer	When the children have finished writing/drawing their stories, ask them what courtesy means. Have each child read or explain their picture story to the class and explain why the character in their story was showing courtesy.
Materials	1. Clifford’s Manners by Norman Bridwell

Lesson Title	Earning Money
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What is income and how do you get it?
Hook	<ol style="list-style-type: none"> 1. Have students sit in a circle on the floor. 2. Place new pencils, candy, small toys or other various desirable objects in the center of the circle; put price tags on the objects. 3. Tell the class that you bought all these great things at the store and you would like to sell them. 4. Some students might say that they don't have any money and ask you if they can have it anyway.
Teaching Strategies	<ol style="list-style-type: none"> 1. Explain to the students that you cannot just give them away, because they all cost money. 2. "When you go to Wal-Mart and you want a toy, can you just walk out with it?" No. "Well, what do you do?" Students will probably say that their parents pay money for it. 3. "Well, let's think... your parents have money and you don't. Where do you think your parents get their money?" Students will probably know that their parents work for their money. 4. Ask the class what kind of work adults do for money. 5. Explain to the class that their parents earn an income (or money) when they go to work. Emphasize the meaning of the word "income." 6. Ask the class if any of them have a job in which they earn money. Allow students to share. 7. Read Arthur's Funny Money by Lillian Hoban. Tell them to listen for ways that Arthur got money. 8. Talk with students about how Arthur got money to buy the t-shirt and cap that he wanted. 9. Tell students that even though they are too young to go to work, there are ways they can earn money. 10. Discuss with students the different ways to make money.
Summarizer	<ol style="list-style-type: none"> 1. Allow students to return to their seats and complete the attached worksheet. 2. Students should draw a job that they can do to earn money. 3. Walk around the classroom while they are drawing and write a brief description that they give you of the drawing for future reference.
Materials	<ol style="list-style-type: none"> 1. Arthur's Funny Money by Lillian Hoban 2. Various goodies 3. Worksheet

Name: _____

Directions: Draw a job that you can do to earn income.

Name: _____

Directions: Draw a job that you can do to earn income.

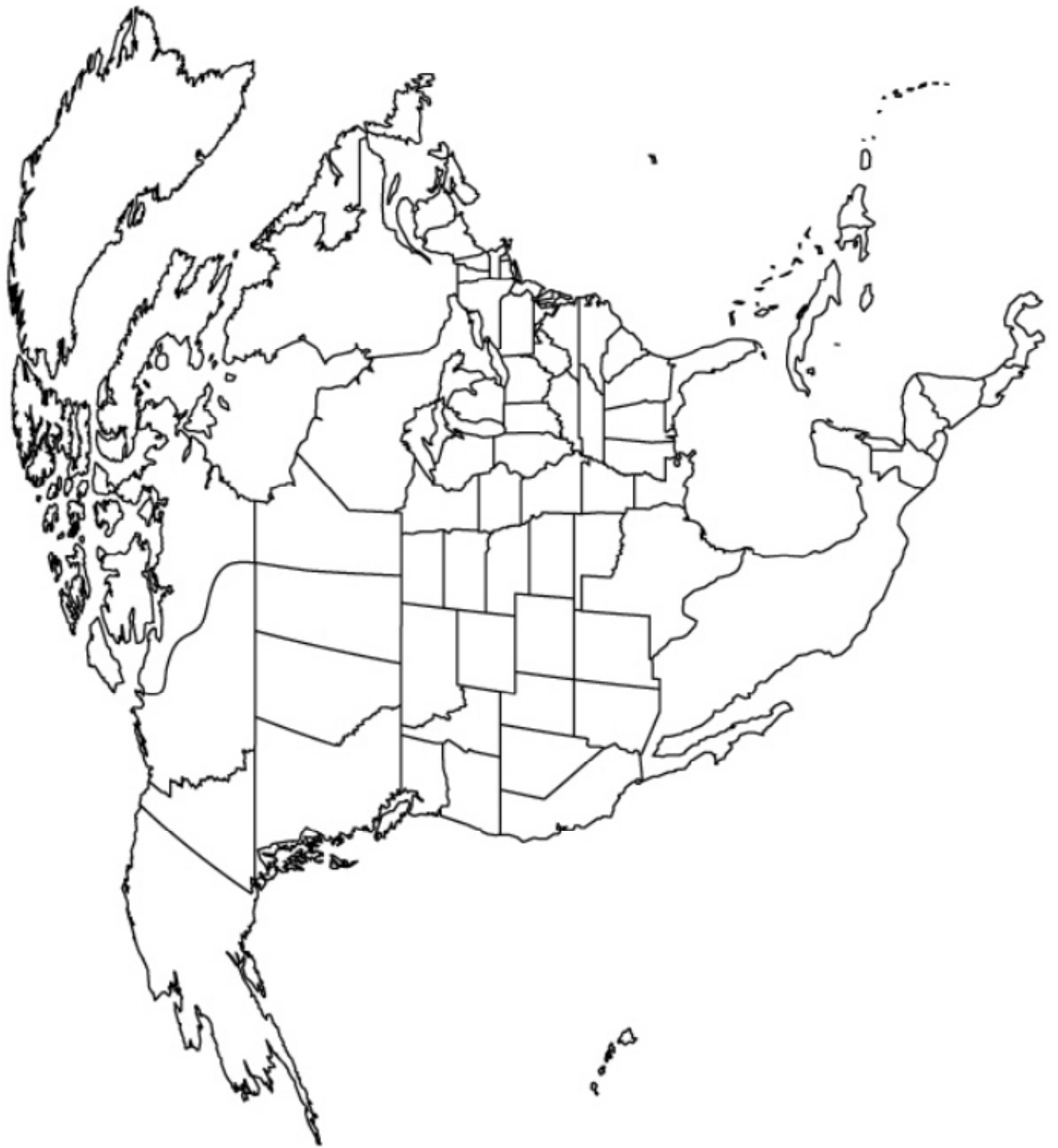
Lesson Title	First, Next, and Last
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	Can the students correctly use words or phrases to tell what comes first, next and last in a story? Can the students sequence pictures in the order they appeared in the story?
Hook	<ol style="list-style-type: none"> 1. Teacher will have large sheets of paper for student responses. 2. “If we were to make our own story of our day at school, what would happen first?” (Write down answer) “Okay, so the first thing we do is _____, what happens next in our day?” (Go through entire day and list everything the students say.) 3. “Let’s make our own story. Let’s take our list of what happened first, next, and last during our day and make it into our own class story.” (Write down student responses to make story.)
Teaching Strategies	<ol style="list-style-type: none"> 1. Students are sitting on the floor. 2. “Books are written in a special order. There is a beginning, middle and end. When we read stories, we are able to say what happened first, next, and last.” 3. The teacher will read <i>The Very Hungry Caterpillar</i>, by Eric Carle, to the class. 4. The teacher will have a replication or copy of the pictures from the book for students to look at. The students will go back through the book <i>The Very Hungry Caterpillar</i> and they will decide what happened first, second, and last by looking at the copies of the pictures from the book. The students will work together with the teachers help. 5. “We just read the book <i>The Very Hungry Caterpillar</i>; can anyone tell me what happened first in the book? What did the caterpillar do second? What happened next?” (Go through entire book until everything is listed. As students say the right answer, put the pictures on the board in the order.)
Summarizer	<ol style="list-style-type: none"> 1. The students will be given a copy of the pictures from the book <i>The Very Hungry Caterpillar</i> and are to put the pictures in the order of what happens first, next, and last in the story. 2. Pictures will be stapled together to make a book for students to keep.
Materials	<ol style="list-style-type: none"> 1. The book <i>The Very Hungry Caterpillar</i> by Eric Carle 2. Copies of the pictures in the book.

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|--|--|
| | <ol style="list-style-type: none">3. Individual copies (one per student) of the pictures for the students to make into a book.4. Large paper and markers for class story. |
|--|--|

Lesson Title	Positive Character Trait: Honesty
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What is honesty? How are people honest? Can you retell a story that shows how a character is honest?
Hook	Ask the students if they have ever been rewarded for being honest. Did their parents ever give them a treat or did they avoid trouble by being honest with their parents?
Teaching Strategies	<ol style="list-style-type: none"> 1. Tell the students to listen carefully as I read about Gilbert in Liar, Liar, Pants on Fire by Diane deGroat. When we finish reading the story we will retell the story through illustrations. 2. Read Liar, Liar, Pants on Fire by Diane deGroat to the students. 3. What did Gilbert do when he left his hat at home? What happened since he did not tell the truth? Is Gilbert honest? What happens when Gilbert tells the truth? 4. Explain to the students that being honest is very important. One consequence of lying is causing trouble for other people. (Phillip is an example in the book.) 5. Explain that when Gilbert was honest he did not get in trouble, yet when he lied everyone was mad at him and it caused a lot of trouble. Is Gilbert an honest character in this story? 6. Ask the students to retell the story Liar, Liar, Pants on Fire using illustrations. This time make sure that Gilbert is honest because we should not lie. Lying gets us into trouble. 7. After the students “write” their story have them go to the author’s chair and share their retold version of Liar, Liar, Pants on Fire with the class. Let the students ask questions about how Gilbert was honest and did not lie.
Summarizer	After students share their stories, ask them how Gilbert was honest. Ask the students how they can be honest and why they should be honest at school, to their parents, and to their friends.
Materials	Liar, Liar, Pants on Fire by Diane deGroat

Lesson Title	Land and Water on Maps and Globes
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	How are land and water features represented on a map or globe?
Hook	Have students sit on the classroom rug. Put a large map in the front of the students. Put a globe in front of the students. Have a bucket of water and a bucket of soil. Have each student feel the soil and then feel the water (go in this order so the soil will not stick to their hands).
Teaching Strategies	<ol style="list-style-type: none"> 1. Hold up the soil. “Have any of you ever seen this before? Was it inside your house or outside your house? If you were to lift your house up, there would be a lot of soil under it. Today we are going to use soil to represent land.” 2. Hold up the water. “Can you name a body of water that is close to us?” (Wait for student responses.) “We have rivers, streams, lakes, and oceans on Earth’s surface. What makes up an ocean?” They may say water. “These are common bodies of water that we represent on maps.” 3. While looking at the map, ask the students what color they usually think of when they color water. Most students will say blue. “Look at the map. Can you point to where the water is on this map?” Point out rivers and lakes as well and note they are thin blue lines. Point to random places on the map. Ask students to you if where you are pointing is a body of water. 4. “The other areas on our map represent the land. This is represented by different colors.” Point to random places on the map and have the students tell you if you are pointing to land. 5. “Now I will call on different students and you tell me if I am pointing to land or water on the globe. Remember that we represent water with what color? Do you think there is more land or water on the globe?” (Water. Help students to discover that there is more blue on the globe.) 6. Have children return to their seats. 7. Pass out map outline that has been copied onto blue

	<p>paper. Each table also needs a cup of glue and a paint brush. Have at least two cups of soil on each table. Instruct children to paint glue onto the land on their map. Once all of the students have done this, have the students take the soil and spread it on the glue. Have students pour the remains into a box top that will be on each table.</p> <p>8. “Now look at all the blue that is left. What does the blue represent? What lives in the water?”</p>
<p>Summarizer</p>	<p>Looking at the big map: “How can we tell the difference between land and water?” Looking at the globe, once again point to various places on the globe and have children tell you if you are pointing to land or water. Having children look at the individual map, ask them to point to the water. Ask them to point to the land.</p>
<p>Materials</p>	<ol style="list-style-type: none"> 1. Bucket of water and bucket of soil 2. Paper towels 3. Large map of North America 4. Globe 5. Blue paper 6. Cups 7. Glue 8. Paint brushes 9. Handouts of map – map from TravelAEI.com (http://www.travelaei.com/north_american.htn)



Lesson Title	President's Day
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What is President's Day and who are the Presidents that are honored? What monuments honor them for their accomplishments?
Hook	Place pictures of Washington, Lincoln, and George W. Bush on the board. Put pictures of the Washington Monument, Lincoln Memorial, and White House on the board also. Ask the students if any of them have ever seen these people or places before? Ask the students if there is anything that they have in common?
Teaching Strategies	<ol style="list-style-type: none"> 1. "President's Day is a national day. Are there any other national holidays that you know about? National holiday means that all of the United States celebrates and the Post Office and some other businesses are not open that day, and your parents do not go to work on some national holidays." 2. First, write on the board Washington's and Lincoln's birthdays. Then write their birthdays on the calendar. Washington's Birthday is February 22, 1732; and Lincoln's February 12, 1809. Explain that there is not always a certain date for President's Day (like Christmas). It is always the third Monday in February. (Count on the calendar to the third Monday and mark it as President's Day). 3. "There have been many other Presidents besides Washington and Lincoln, but we celebrate their birthdays' because they are two of the most important Presidents." 4. Introduce the book, Holidays: Presidents Day by Lynda Sorensen and explain that the book will explain why Lincoln and Washington are so important to us. The book briefly highlights Washington as the first President and General during the Revolutionary War and how Lincoln fought to keep the country (United States) together. The book also explains that Washington Monument (refer to pictures in the book and on the board) and the Lincoln Memorial (refer to pictures in the book and on the board) and the meaning behind President's Day. 5. Point to the picture of George W. Bush and describe that he is our current President, and he lives in the White House. On President's Day we also honor our current President, who is George W. Bush along with all of the past Presidents. 6. Write on pieces of paper George Washington, Abraham Lincoln, George W. Bush, the Washington Monument, the Lincoln Memorial, and the White House. 7. Intentionally place the wrong label under a picture. See if the students notice. Then have the students help correct the label by putting it in the right place. Place all labels under their correct pictures as a class. 8. Point to monuments and ask which President is associated with it. Then move the monument beside the President (visually show the students the correlation between the President and the monument). 9. Give the students worksheets with all the pictures of the Presidents and

	<p>pictures of the monuments honoring them (like the ones on the board). Have the students draw a line to match the monument with the correct President. The students can then color the worksheet after they are finished.</p>
<p>Summarizer</p>	<ol style="list-style-type: none"> 1. Ask students who the current President is and where he lives. Have them point to the picture of the White House and the picture of Bush on their paper as you point to the pictures on the board. 2. Ask the students who the first President was and what monument honors him. Have then point to these pictures as you point to the pictures on the board. 3. Ask the students who helped end slavery and what monument honors him. Have them point to these pictures as you point to the pictures on the board. 4. Ask the students why we celebrate President’s Day in February (refer to the calendar if needed). 5. Have the students check to make sure their worksheet is correct, if it is not correct then they can correct it as you go through the questions.
<p>Materials</p>	<ol style="list-style-type: none"> 1. Pictures of George W. Bush, Abraham Lincoln, George Washington, the White House, the Washington Monument, and the Lincoln Memorial 2. Holidays: President’s Day by Lynda Sorensen (1994) 3. Worksheets (following) 4. Strips of paper with George Washington, Abraham Lincoln, George W. Bush, Washington Monument, Lincoln Memorial, and the White House written on them. 5. February Calendar 6. Magnets for the back of pictures and paper strips

Name: _____

Match the pictures:



Lesson Title	Good Citizens Follow Rules
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	How are rules made and why do we have rules? How do rules help us to be good citizens?
Hook	Place current classroom rules on the board with a piece of chart paper attached beside it. Ask the students, “If you could change one of the classroom rules, which would you change and why.”
Teaching Strategies	<ol style="list-style-type: none"> 1. Explain to the students that we have classroom rules so that the classroom will be safe. No one will be pushing or hitting each other or using materials, such as scissors in the wrong way. Rules help our classroom stay orderly and safe. 2. Begin listing on the chart paper the rules that the students would change. When a student gives a rule they would change, ask the student why they would change the rule and how it would make the classroom better. 3. Read the list of suggestions to the class. Ask the students if there were any rules that they felt might make the classroom unsafe. Are there any rules that they feel that should be changed? 4. Ask students, “Where else have you seen a list of rules? (Some answers might be at home, sports, etc.) Begin a grand discussion with the students about some of these rules. Ask the students how they think that rules might have been made. After discussion, remind students that rules are made to keep us safe and to help us respect each other. 5. Ask the students why there are rules such as no pushing and shoving and keeping your hands to yourself? Why do we have these rules in our classroom? Listen to the responses and then explain that this rule helps us to become good citizens. A good citizen is someone who follows the rules and does not do things that can harm or endanger other people. Pushing and shoving cause others to get hurt. 6. Now have a new sheet of chart paper on the board. Ask the students to think about why rules are important. Let students create a new set of classroom rules, not to exceed five or six. (They may choose to keep some of the existing rules.)
Summarizer	<ol style="list-style-type: none"> 1. Ask the students why they made classroom rules. How did it help our classroom? 2. Ask the students how the rules we made helped us to be good

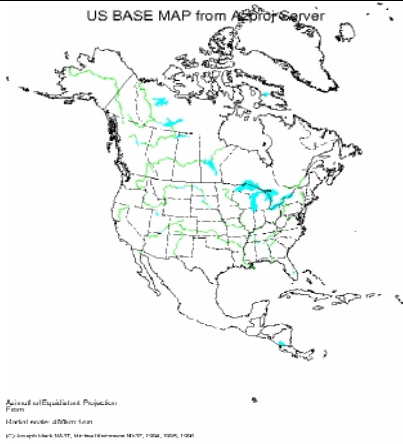
	<p>citizens in our classroom.</p> <ol style="list-style-type: none">3. Ask the students how rules are created.4. Ask students how rules help a community.
Materials	<ol style="list-style-type: none">1. Classroom rules need to be located on the white board2. Two sheets of chart paper needs to be on the white board

Lesson Title	The United States Flag
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What does the United States flag look like? What is the meaning behind the flag?
Hook	Take down the flag in the classroom and take the students to the flag pole located in the front of the school. Emphasize to the students that we NEVER let our flags touch the ground. Have students look at the classroom flag and compare it to the school flag. Return to the classroom.
Teaching Strategies	<ol style="list-style-type: none"> 1. Display the flag in front of the class. Ask the students if they have seen this flag before. Did the flag that we saw outside look different, or did they look the same? If you see flags that look different from this, then they represent something else. 2. Point to the stripes as students count with the teacher. Ask why they think that there are 13 stripes. Briefly show a map of the 13 original colonies (which became states) in the United States. These stripes symbolize these original colonies. 3. Ask how many white stripes and how many red stripes are on the flag (seven red and six white stripes). Ask, so if we wanted to put these stripes in a pattern, what would it be? (ABAB). 4. Count together the number of stars (using the big flag). Ask, what shape the stars are sitting on (while covering the stripes and just showing the blue background). Then show a new map that has the current 50 states and count the states. Point out that this is how our country is divided now, but yet on the other map there were only 13 states. Ask, “Do you think that maybe the 50 stars might have something to do with the United States having 50 states. And do you know what else they did? They made the colors represent something. The white stands for purity and innocence, red for valor and hardiness (courage), and blue for vigilance, perseverance, and justice.” 5. Give the students a piece of cardstock paper. Have red and white strips of paper in a pile of paper strips. Make sure that the strips are cut so that thirteen will fit

	<p>on a piece of cardstock. Have students construct their strips to mimic the United States Flag.</p> <ol style="list-style-type: none"> 6. Have precut blue rectangles to fit in the corner of the “flag.” Have students place the blue rectangle on their flag, in the correct location. Glue everything down (monitor the glue usage). 7. Give the students 50 star stickers to place in the correct spot on their flags and have them count (as a class) as they place the stickers on their flag
<p>Summarizer</p>	<ol style="list-style-type: none"> 1. Ask the students, “How many stripes they have on their flag. How many are on the United States flag? What do the stripes represent? What pattern are the stripes in on the flag?” 2. Ask students, “How many stars do you have on your flag? How many stars are on the American flag? What do the stars represent and what color are they?” 3. Ask, “Do we have more stripes or stars? Do we have more states now or did we have more states long ago?”
<p>Materials</p>	<ol style="list-style-type: none"> 1. Classroom flag 2. School flag (from the flagpole) 3. Map of the 13 colonies 4. Map of the United States (with 50 states) 5. Cardstock paper 6. Red, white, and blue construction paper 7. Star stickers 8. Glue 9. Reference for history: http://www.ushistory.org/betsy/

Lesson Title	Where do I live?
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	In which city, county, state, country, and continent do you live? What is your street address?
Hook	<ol style="list-style-type: none"> 1. Give each child a small piece of paper with their name on it; attach a small piece of double sided tape on the back. 2. In a large group setting, introduce students to the large world map; use the largest desk map you can find. 3. Ask the students to think about the world and how large it is. Using a dry erase marker, put a small dot on the map. Explain to the students that, on a map, this dot would stand for a whole town. 4. Allow students to go to the map one at a time and place their piece of paper on the map where they think they live. (Keep their interest by not giving them any clues. When a student guesses, say I don't know, that could be it, we will see in a minute.)
Teaching Strategies	<ol style="list-style-type: none"> 1. Explain that there people who live all over the world and the world is a very big place. 2. Ask the students if they would like to see who got the closest to where they live on the map. Create suspense and then place a star sticker on Georgia. Talk with the class about who was the closest. 3. With your finger, outline the continent of North America and tell them the name of it. Ask one student to outline North America with a dry erase marker. Stress that North America is one of the world's continents. 4. Show a large map of North America, preferably a political map with countries defined. Discuss with students the fact that there are different countries within North America. Outline the USA with your finger and allow another student to outline the country. Stress that the USA is the country where we live. 5. If the states are not defined on this map, use another markable map of the USA. Allow students to guess where we live in the USA. If one knows the answer, let them put a star sticker on the state of Georgia while another student outlines the state with a dry erase marker. 6. Use another markable map of Georgia with the counties

	<p>defined. Once again, allow the students to guess where it is that their county is located and mark it with a star. Allow a student to outline the county.</p> <ol style="list-style-type: none"> 7. Ask the students, “What is the name of the town city where our school is located.” If they do not know, tell them and explain that it lies inside their county. 8. To give students an idea for the size of the city and county, use places that they have most likely have visited. 9. While reviewing with the students, ask them if they can remember the name of their continent. When they answer, write the words “North America” on the board with the word “continent” beside it. Ask them the name of their country. Write the words “United States of America” on the board under “North America” with the word “country” beside it. Continue to create a list of the political entities (Continent, Country, State, County, and City). 10. When they are all listed on the board, review and explain the differences.
<p>Summarizer</p>	<ol style="list-style-type: none"> 1. Allow students to return to their seats. Distribute the attached handout. 2. Using the information on the board, have the students complete the handout. 3. If students need help with their street address, have that information available. 4. Explain that students should draw a picture of their home in the box in which they write their home address. 5. When students are finished, allow them to cut out the squares and help them staple them together to make a book.
<p>Materials</p>	<ol style="list-style-type: none"> 1. Large laminated (markable) maps of the world, North America, and Georgia 2. Small slips of paper 3. Tape 4. Handout 5. Students’ home addresses



I live in the Continent:



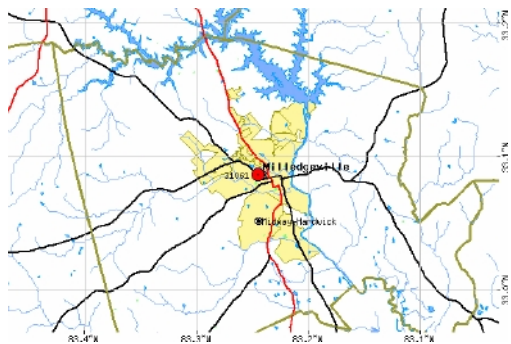
I live in the Country:



I live in the State:



I live in the County:



I live in the City:

My street address is:

Lesson Title	The Work People Do: Fire Fighters
Grade Level(s)	K-3
Authors:	Leigh Anne Crowder, Whitney Fields, Emily Paxson, Shannon Smith
Essential Question	What type of work do fire fighters do?
Hook	Have students sit in a circle. Have pictures of a fire truck, fire hose, ladder, fire extinguisher, a fire fighter hat, a fire hydrant, and a fire fighter uniform on a board. Ask the students what the pictures remind them of. List their responses on the board.
Teaching Strategies	<ol style="list-style-type: none"> 1. Announce, “Today we are going to learn about the work fire fighters do.” 2. Put a KWL chart up on the board. Have students suggest things they already know about fire fighters and fill in the information under the “K” section of the chart. Next, have students list for the “W” section of the chart the things they would like to learn about fire fighters. 3. Introduce the book <i>Corduroy Goes to the Fire Station</i>. Tell the students that they are going to follow Corduroy around in his tour of the fire station. Tell the students to pay special attention to the pictures and to listen for things that fire fighters do. 4. After the reading, have the students recall events from the story they learned that fire fighters do. The students may tell that fire fighters drive fire trucks, use big hoses to put out fires, live in the fire house while on duty, teach fire safety tips, wear special uniforms, work on the fire trucks, and rescue people from fires. 5. Place the children into small groups of three or four. Have the students do a dramatic interpretation of the duties and work that fire fighters do. Have the children practice within their group. Remind them to think about the things Corduroy saw and heard at the fire station.
Summarizer	<ol style="list-style-type: none"> 1. Have the students perform their dramatic interpretations for the class. Have the students explain what duty they are illustrating to represent the fire fighter. 2. Ask the children, “What have you learned about the work fire fighters do?” Fill in the last section of the KWL chart.
Materials	<p>Assorted pictures related to fire fighters</p> <p>KWL chart</p> <p><i>Corduroy Goes to the Fire Station</i> by B.G. Hennessy</p>

Lesson Title	“America The Beautiful”
Grade Level(s)	K-3
Author	Abby Fletcher
Essential Question	What is the meaning of the patriotic words in “America The Beautiful”?
Hook	<ul style="list-style-type: none"> • Play a recording of “America The Beautiful” • After playing normal version/ recording....make the song fun • Let the children decide how they want me/ them (any student who knows the words) to sing it....we can do it whispering, rap style, opera style- this will make it fun, interesting, and get the students who are unfamiliar with song familiar • Ask the children- “Does the way we sing ‘America the Beautiful’ change the meaning of the song?” • After discussing for minute- answer “yes” and discuss why
Teaching Strategies	<ul style="list-style-type: none"> • Ask- “Does anyone actually know the meaning of the words we were just singing?” • “Well it actually started off as a poem by Katharine Lee Bates” • Ask “What is a poem?” The answer is “it is where, in many cases, we use verses (or incomplete sentences) to tell a story or message” • “Therefore, she wrote it to sound more like this...” (now read the first stanza of “America” as a poem) • Get a map out and point to the different places mentioned as you discuss with the children. Ask the children if they know where any of these places are located. • “Katharine Bates wrote the poem after traveling on a train to Colorado. The train stopped at Niagara Falls (Beautiful natural water fall), Chicago (Alabaster cities), Kansas (waves of grain), and Pike’s Peek. Therefore, she writes in the song about why America is beautiful.” Depending on time you have, discuss the beauty of these places (but patriotic meaning is more important!) • Say-“More importantly, the author is discussing a more important message than the physical beauty of America. She is talking about the freedoms and history of America.” • Does anyone know what the author means when she says “Confirm thy soul in self-control, Thy liberty in law?” • Discuss: “Unlike many countries, we have the right to help make our laws that set up our government. We rule ourselves, but many people in other countries don’t have that right. We vote on our mayor, our city council, and even our president who help make rules.” • Does anyone know what “O beautiful for heroes proved in liberating strife, who more than self their country loved and mercy more than life” means? • Discuss: “This is talking about our soldiers.” Ask if anyone knows anyone in the military and discuss the roles of a soldiers and dangers of being a soldier. • Discuss: “When you put everything she is describing together, we find out that she is writing, talking, or singing about how beautiful America is and how lucky we are to live here because of our freedoms and the people who fight for those freedoms.”
Summarizer	<ul style="list-style-type: none"> • Put sentence on the board “The song ‘America the Beautiful’ tells why America is beautiful.” Allow the children to write a sentence on their paper and draw a picture about why America is beautiful and important (should be something we discussed in class). • Let children show pictures and tell importance...If the students convey wrong message in picture help guide children to the patriotic meaning of “America the Beautiful.”

Lesson Title	Choices, Goods, and Scarcity SS1E2
Grade Level(s)	1st SS1E2
Essential Question * (objective in the form of a question)	What is scarcity and how does it cause us to make choices about goods and services?
Hook * (motivates and links to prior knowledge)	<ul style="list-style-type: none"> • Build on prior knowledge of what goods and services are: • Tell the children, “I can buy this ice cream cone or I can pay a cook to make me a cake!” • Ask the children questions such as: “What is the good?” and “What is the service?” Discuss this with the children. • Tell them, “Well now I want everyone to put on their thinking caps and decide something. If you only had enough money to by an ice cream OR, not both, pay a cook to make a cake, which would you do? Now remember that you can’t have both!” Allow the children to think about their decision and to tell their neighbor next to them what they would choose and why.
Teaching Strategies * (instructional activities)	<ul style="list-style-type: none"> • Discuss: “So can anyone tell me why you could not get both the ice cream cone and the cook to make you a cake?” The answer is because you didn’t have enough money. • Discuss: “Not having enough money is a type of scarcity. Scarcity is when there is not enough of something to go around. Therefore, you have to make a decision. For example: we didn’t have enough money to go around so we had to choose between the ice cream and the cook.” • Discuss: “We had to think about what would benefit (or give) us the most. You had to ask yourself ‘What would I get from eating an ice cream?’ and ‘What would I get from paying

the cook to make me a cake?’ Then you had to compare the two.”

- “Therefore, as a class let’s compare: If you chose an ice cream, raise your hand.” Let the children tell you why they chose the ice cream and what benefits they would get from it (do the same with the cake).
- Discuss: “Therefore, we know that if we have scarcity and not enough to go around, we have to make decisions about goods and services. A lot of the time we have to choose one good or one service. But what do we have to keep in mind?” Let the children answer. “We have to remember to pick the good or service that will give us the most or be the most beneficial.

Summarizer

* (causes students to answer the essential question)

- Let the children get involved in an activity where they have to make a decision.
- Tell the children, “We are about to write something. There are 20 of you in the class. However, I only have five pieces of blue paper, three pieces of yellow paper, 8 pieces of orange paper, and four pieces of green paper! Therefore, there is not enough of any color for the entire class to use the same color!”
- “I want everyone to think about what item I am giving you that is scarce, and why do we have scarcity (or why is there not enough to go around)? You will write this on your color of paper.”
- “Think about what color you want. You will also need to tell me why you chose this color. Why did you have to make a decision about the paper you used and its benefits?”
- An example could be: “I chose the yellow paper because it is lighter, and I can see the writing easier.”

	<ul style="list-style-type: none"> • Start the activity by saying, “Now watch. I am going to randomly choose people to get paper. Your color might not be left when it is your turn. What is this going to do to your decision? So think about the order you want if your color is not there.” • Make sure to let the children know that they need to answer all of these questions on their piece of paper when they get the paper. • Write the questions on the board that you want them to answer.
<p>Materials * (resources to gather prior to the lesson – must be readily available in the classroom or media center)</p>	<ul style="list-style-type: none"> • colored paper

Lesson Title	Identifying Goods and Services
Grade Level(s)	1st SS1E1
Essential Question	What are some examples of goods and services?
Hook * (motivates and links to prior knowledge)	<ul style="list-style-type: none"> • Ask for volunteer (choose one student) • Put apron on student, hand him/her tray of cookies, and ask him/her to pass out the cookies to the class • As the children are eating the cookies ask them what _____ has just done for us. • Ask if any of them have ever been served in such a way before • Ask them what _____ served us • Ask if they can think of any other things _____ could have given us or maybe that someone else could have given us
Teaching Strategies * (instructional activities)	<ul style="list-style-type: none"> • Once all cookies passed out, tell the class that we will be learning about services like --- serving us cookies and different kinds of goods like our cookies. • Give definition of service- “So what you are telling me is that a service is work that is done for others.” • Discuss with the class a few questions such as: • “Can anyone tell me what <u>service</u> ----- has just provided to us?” • “Can anyone think of another <u>service</u> that could be provided to you?” • Give definition of goods- “From what everyone in the class is saying, a good is an object that can be traded or sold.” • “Can anyone tell me what <u>good</u> was given to us?” • “What are some examples of other <u>goods</u>?”
Summarizer * (causes students to answer the essential question)	<ul style="list-style-type: none"> • Felt board activity- have board divided into two sides titled “services” and “goods” • Hand out pictures of goods and services (with felt on back) to the students • Ask each student to come to front, put their picture in the correct place, and tell us why their picture is a good or service • Have their peers help them decide if the piece went on the correct side, in some cases the picture could be either and should be put in the middle. • Once all of the pieces are placed on the felt board have a class discussion again about the difference between goods and services. • Define service a service is work that is done for others (have them repeat after you) and ask each child to name a service • Define good a good is an object that can be traded or sold (have them repeat after you) and ask each child to name a good

Materials

- Apron
- Cookies
- tray
- felt board
- pictures of goods and services

Lesson Title	Where are we located?
Grade Level(s)	1st – SS1G2
Essential Question * (objective in the form of a question)	<ul style="list-style-type: none"> • Where are your city, county, state, country, and continent on a simple map?
Hook * (motivates and links to prior knowledge)	<ul style="list-style-type: none"> • Prior to class, teacher mails each student a letter saying, “Bring me this letter and envelope to class.” • Have extras just in case student forgets his or hers. • Have students look at their letters. Ask them how they think the mailman knew to bring their letter to the right house. • Hopefully students will say their address. • Ask the students if anyone can read me their address? • Give children a chance to volunteer to read their address to the rest of the class. • Then ask students if anybody knows how the mailman could tell what city you live in and where on their envelope would he looked. • Then point to the big class map. • “Do you think he looks on a big map like this?” • “Lets look at our envelop. First the mailman would need to look at what state this letter is going to.” • Ask the students what state is on their envelopes. • Demonstrate how the mailman would locate the state. • Do the same with the city and then the street address.
Teaching Strategies * (instructional activities)	<ul style="list-style-type: none"> • Tell the students that they are going to be like the mailman and find the city, county, state, country, and continent that we live in.

- **Pass out desk maps.**
- **Explain to students that their city is in a county, county is in state, state is in country, and country is on the continent.**
- **Tell students that they have an address that is located in Milledgeville.**
- **Locate Milledgeville on the desk maps with children on the Georgia map.**
- **Explain to children that they can use the grid system to locate places.**
- **Tell them to put one finger on G and the other on 7 and pull them together. This will help you locate the place.**
- **Point out that Milledgeville is on G7.**
- **Have a discussion about where Milledgeville is and where it is located in the county.**
- **Locate Baldwin County on the Georgia map. (G8)**
- **Have a discussion with students about Baldwin County and where it is located in the state.**
- **Tell students to flip over desk maps.**
- **Ask students if they can put finger on Georgia. (M8)**
- **Talk about Georgia and where it is in the country.**
- **Locate the United States on the North America map. (F13)**
- **Have a discussion about the United States and where it is located on the continent.**
- **Locate the North America on the world map. (K13)**
- **Have a conversation with students about North America and where it is located on the world.**

Summarizer

* (causes students to answer the essential question)

- **Have students partner up and while they are doing this write on the board “city: Milledgeville, county: Baldwin, state: Georgia, country: United States, continent: North**

	<p>America”</p> <ul style="list-style-type: none"> • Tell the students to locate the places on the board on their maps with their partners. • Pass out little Monopoly houses to each student. Tell students to put their houses on the area they are locating. (Example: House is put on Milledgeville when finding city.) • Tell the students to quiz each other so that they are very familiar with these places. • Bring class back together. • As a whole class, have the students locate the places on the board one at a time by placing their houses on the location. • Walk around and make sure each child is properly placing their house. • If a lot of students are having trouble, go back and go over how to find it again. • If most students are locating places properly just have neighbors check each other.
<p>Materials * (resources to gather prior to the lesson – must be readily available in the classroom or media center)</p>	<ul style="list-style-type: none"> • Desk maps • Monopoly houses • Addressed envelopes

Lesson Title	Johnny Appleseed
Grade Level(s)	1st Grade SS1H2
Essential Question * (objective in the form of a question)	Who is Johnny Appleseed and how did he affect our country's history?
Hook * (motivates and links to prior knowledge)	<ul style="list-style-type: none"> • Ask the children to bring apples to class one week prior (remind each day). • Tell children there is a “special secret” inside of their apples. • Teacher will cut the apples in half as the class watches. • Ask the children to look for the “special secret (seeds)” inside of their apple half. • After finding the seeds place them to the side for later use. • Ask questions: “Do you know where apples come from?” “Do you know what seeds are?” • Tell children that they are going to learn more fact about apples and why we have apples, apple pies, apple sauce, and more. • Have children come to rug with the apples.
Teaching Strategies * (instructional activities)	<ul style="list-style-type: none"> • While reading the book Johnny Appleseed by Reeve Lindbergh, the children are allowed to eat their apple halves. • Make sure you have previewed the book. You need to understand that Johnny affected our history because he is known for the reason we have apple trees all over the United States and have different apple foods. When you preview the book mark the specific places that go into detail of the importance of Johnny. • Read book aloud and stop to discuss questions the children have, important facts, and vocabulary. Have a discussion about how

	<p>Johnny has affected our country's history.</p> <ul style="list-style-type: none"> • Check the children's comprehension by asking simple questions like: Who was Johnny Appleseed? What did he do? Why was he so important? • After the read aloud ask to children to make believe they are Johnny Appleseed. • Tell students that we will be using our own seeds from earlier to plant and hopefully grow our own apple trees. Let the children know that it actually takes years for an apple tree to truly grow and develop to produce fruit. • Pass out a paper cup and a spoon to each child at their seats. Give each table a container of soil and a spray bottle of water. • Instruct the class to shovel (spoon) soil into their cups so it is $\frac{3}{4}$ full. • DO NOT pack the soil down in the cup. • Once their soil is in the cup tell the class to insert one finger into soil to make a hole. (demonstrate) • Take the seed and place in the whole. • "Hide" the seed by covering it with soil. • Spray twice with the water bottle.
<p>Summarizer * (causes students to answer the essential question)</p>	<ul style="list-style-type: none"> • Once the seed planting activity is complete review the story of Johnny Appleseed. • Continue the make believe portion of the lesson by allowing the children to stand up one by one and repeating "I am Johnny Appleseed and I..." Tell the children that they have to finish the sentence with one fact about how Johnny affected our history. • Let them fill in the blank with facts they know about Johnny Appleseed. • Teacher should model the activity first.
<p>Materials * (resources to gather prior</p>	<ul style="list-style-type: none"> • Apples • Knife to cut Apples

to the lesson – must be readily available in the classroom or media center)

- **Paper towels**
- **Johnny Appleseed book Johnny Appleseed by Reeve Lindbergh**
- **Cups**
- **Spoons**
- **Containers to hold soil for each table**
- **Soil**
- **Spray bottle for each table**
- **water**

Lesson Title	Theodore Roosevelt
Grade Level(s)	1st Grade SS1H1a
Essential Question * (objective in the form of a question)	How did Roosevelt affect our national parks and environment?
Hook * (motivates and links to prior knowledge)	<p>Teacher/Students bring teddy bears to school.</p> <p>Teacher ask:</p> <ul style="list-style-type: none"> - How did the teddy bear get the name “teddy” bear? - Did you know that it came from a former president? - Have conversation with students. Really focus on the student’s ideas.
Teaching Strategies * (instructional activities)	<ul style="list-style-type: none"> - Tell the story about the naming of the “teddy” bear came from Theodore Roosevelt. (Referenced lesson from : <u>Don’t know much about Presidents</u>) - Give brief biography about Theodore Roosevelt the 26th President. <ul style="list-style-type: none"> - Vice-president for William Mckinle - Youngest President by assignation (43) He became president without being elected because President Mckinle was murdered. - Born in New York City in 1858 to a wealthy family - Wife and mother dies on the same day - To cope with pain he takes interest in his ranch and its animals - He becomes an animal lover and develops many national parks and wildlife reserves - Define National Parks and Wildlife Reserves. - National Park, National Forest, and Wildlife Reserves are areas reserved by government to protect natural environment.

	<ul style="list-style-type: none"> - He established 5 National Parks, 51 Wildlife Refuges, and 150 Natural Forest. - Discuss with students how the national forest help our environment and wildlife by explaining that there are park rangers and specialists that observe the areas and its occupants. - Have children find National Parks on desk maps. - Discuss location of parks and compare them with location of Georgia.
<p>Summarizer * (causes students to answer the essential question)</p>	<ul style="list-style-type: none"> - Have students answer questions: What did Theodore Roosevelt do as president? What was named after Theodore Roosevelt? Why was the stuffed bear named after the president? How did Theodore Roosevelt affect national parks and our environment?
<p>Materials * (resources to gather prior to the lesson – must be readily available in the classroom or media center)</p>	<ul style="list-style-type: none"> - Teddy Bear - Book: <u>Don't know much about The Presidents.</u> - Desk Maps

Lesson Title	Bartering
Grade Level(s)	K-3
Author	Jamie Dymeck, Kate Navo, Katie Carr, Jennifer Tomlinson, Carrie Cote
Essential Question	How did people pay for the goods they needed before money was made?
Hook	Read “The Day I Swapped my Dad for Two Goldfish.” Tell students to listen for the different swaps that were made and some of the reasons for making them.
Teaching Strategies	<ul style="list-style-type: none"> -Review book to see if students understood the main ideas. -Define a barter system: It is the exchange of goods and services without money. -Explain examples of bartering. For example, children at Halloween trade candy with other children to get their preferred candy. -Have the students bring in an item they like but of little monetary or sentimental value. (Make sure to notify parents in advance and ask for their help in making the selection.) -Explain to children that they will be trading their item and will not get it back. They also have an option of not trading if they feel there isn’t an item worth trading for. -Ask the students to place the item they brought in front of them. (The teacher should make sure that the item is of little monetary value.) - Let the children walk around and see what items are available. -The teacher will begin by asking one student if he/she is interested in trading what the teacher brought in for what the student brought in. -Tell the class that they will have only twenty minutes to do this and tell them when they have 5 minutes remaining. -While students are trading, the teacher will walk around the room and listen to the conversations. - Then ask the whole class questions such as: <ul style="list-style-type: none"> ▪ How many students traded their item for the item they liked most? ▪ How many students didn’t trade at all? Why? ▪ Was there anyone who traded more than once to get the item they wanted?
Summarizer	The class will define “bartering” in their journals. They will also comment on the activity and write three examples of bartering they have been involved with.
Materials	Item to barter The Day I Swapped my Dad for Two Goldfish by N. Gaiman.

Parts of this lesson were modified from www.lessonplanspage.com.

Lesson Title	Cherokee Culture
Grade Level(s)	K-3
Author	Brandi Batson, Ashley Glidden, Morgan Hunter, Christie Shurling
Essential Question	-What are the characteristics of the Cherokee culture? -What are some ways in which the Cherokee culture is different from the cultures of today's mainstream society?
Hook	-The teacher will display a picture of a Cherokee Indian in accurate historical attire. Ask the students if they have ever seen or know an American Indian. Ask the students what they think it would be like to live as a Cherokee Indian.
Teaching Strategies	- The teacher will read <i>If you lived with the Cherokee</i> by Anne Kamma. Before reading, tell the children to listen to see if their ideas were correct -As the teacher reads the book, discuss with the children the characteristics of the Cherokee culture. -As a whole group, compose a Venn diagram to compare and contrast the cultures of the Cherokee Indians with the mainstream culture of today's society. -Distribute pictures of Cherokees from various time periods. - Students will construct an artifact to represent the Cherokee culture. (State the importance of using symbols or markings to illustrate things that are of significance to the Cherokee culture.)
Summarizer	-The students should turn to a partner and tell each other two important facts about the Cherokee culture. -The students should also tell their partners about their artifact and how their culture differs from the

	Cherokee culture. For example, something they valued (television) differs from something the Cherokee valued (corn).
Materials	-Cherokee photos - If you lived with the Cherokee by Anne Kamma -Materials to make artifacts, such as feathers, markers, paper bags, construction paper, colored noodles, rice, beads, string

Lesson Title	Martin Luther King Jr.
Grade Level(s)	K-3
Author	Brandi Batson, Ashley Glidden, Morgan Hunter, Christie Shurling
Essential Question	-What are civil rights? -What are some of the things Martin Luther King Jr. did for civil rights?
Hook	-Ask the students if they know that a long time ago schools were a lot different than they are today. Explain that schools used to be segregated (separated by race). Martin Luther King, Jr. was one of the leaders who helped bring about changes for black people.
Teaching Strategies	-Read My Dream of Martin Luther King by Faith Ringgold. Before reading, tell the students to listen for 1) the way life was for black people during the time of Martin Luther King Jr.; and 2) what kinds of things he did to help bring about change. -Discuss findings from the book -In addition to discussing what happens in the book, read the biographical information of Dr. King found at http://www.stanford.edu/group/King/about_king/ . -Use this resource to discuss things that happened during the civil rights movement, such as the formation of the Montgomery Improvement Association (be sure to tell students what this is), the SCLC, and the SNCC. (Definitions can be found on website.) -Ask the students if they know what civil rights are. Write the definition on the board as follows: Civil rights are the personal rights and freedoms that have been given to us as human beings by the United States government. -Explain that, before the 1960s, African-Americans were not allowed to do some of the same things and

	<p>go to the same places as white people (such as going to the same schools).</p> <p>-Tell them that because of people like MLK, changes were made. Government made a law saying that you have to treat all people the same no matter what color their skin is.</p> <p>-Tell the students that it was leaders such as Martin Luther King Jr. that helped make society better.</p>
Summarizer	<p>Tell students to write a story that describes what they would have done if they had grown up in the time of Martin Luther King Jr. to change civil rights. Include in their story a definition and example of civil rights.</p>
Materials	<p>- My Dream of Martin Luther King by Faith Ringgold</p> <p>-Information from website</p> <p>-paper & pencils</p>

Lesson Title	Comparing Cherokee Past and Present
Grade Level(s)	K-3
Author	Jamie Dymeck, Kate Navo, Katie Carr, Jennifer Tomlinson, Carrie Cote
Essential Question	What are the similarities between the Cherokee Indians and the present?
Hook	Hold up a picture of Cherokee Indians of the early 19 th century. Ask the children if they think they have anything in common with the Cherokee of that time period.
Teaching Strategies	<p>Give the students time to respond.</p> <p>Tell the students some of the things that the Indians of Georgia ate, how they dressed, how they communicated, how they traveled, and what they did for recreation.</p> <ul style="list-style-type: none"> • The Indians homes were made from wattle and daub • Wattle was made of twigs, branches, and stalks that were woven together to make a frame • Daub is a sticky substance that covers the wattle frame • Daub makes the home look like an upside down basket • Their villages had fences around them to protect them from enemies • There were about 30-60 homes in each town <p>Compare these facts with the way the students' neighborhoods are and what they are made of</p> <p>Let student's tell what their homes are like/made of.</p> <ul style="list-style-type: none"> • Cherokee women wore skirts woven from plants • They sewed feathers into light capes that were made of netting • The men wore leggings and painted their skin and decorated it with tattoos • Sometimes children's clothes were made from fabric purchased from traders. • They hunted all of their meat such as deer, rabbit, and bear • They fished using spears and nets • They ate wild plants

	<ul style="list-style-type: none"> • They were excellent farmers and grew large crops of corn, beans and squash <p>Let students derive similarities between themselves and the Cherokee.</p>
Summarizer	Tell students to complete a Venn diagram to compare Georgia's Cherokee Indians with today's students. Place the characteristics of the Cherokee on the left, the characteristics of today's students on the right, the similarities in the middle.
Materials	Venn Diagram Picture of Cherokee Indians of early 19 th century (1800s)

Lesson Title	George Washington Carver
Grade Level(s)	K-3
Authors	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	How did George Washington Carver help his fellow scientists in the 1900s?
Hook	<ul style="list-style-type: none"> • Distribute a few peanuts to each student. (Verify first that no student has peanut allergies.) • Ask, “Does anyone know what peanuts are used for?” • List responses on board or chart paper. After you and students have named several uses for peanut products, ask “Who do you think came up with all these foods?”
Teaching Strategies	<ul style="list-style-type: none"> • Show a picture of George Washington Carver. • Explain to the students that he was a very important man to the scientific community in the 1900s. • “George Washington Carver was a very smart man. He was offered a job when he finished school where he would make \$100,000. That would be the same as 1 million dollars today. Do you think he accepted the job?” • Allow the students to guess whether or not he took the job. • “George Washington Carver was a scientist. He did not accept the job because he wanted to help his fellow scientists. He discovered over 300 uses for the peanut. Because he was a black American, he was not given the same rights as other people of the time. In other words, he often worked under more difficult circumstances.” • “He was a very generous man. He gave away his ideas and inventions to help farmers have better crops.
Summarizer	<p>The students will respond to three items that will be written on the board.</p> <ul style="list-style-type: none"> • How did George Washington Carver help his fellow American Scientists? • Give an example of when you helped someone without being asked to

	<ul style="list-style-type: none">• What else would you like to know about George Washington Carver?
Materials	<ul style="list-style-type: none">• Peanuts• Picture of George Washington Carver

Lesson Title	The Coastal Plain of Georgia
Grade Level(s)	K-3
Authors	Brandi Batson, Ashley Glidden, Morgan Hunter, Christie Shurling
Essential Question	What are the features of the Coastal Plain? Where are the Coastal Plains of Georgia located on a map?
Hook	<ul style="list-style-type: none"> - The teacher will place pictures of the Okefenokee Swamp, beaches in Georgia, and farmland. Ask if anyone has ever seen or visited places like these in Georgia. The teacher will explain that all of these places are located in Georgia.
Teaching Strategies	<ul style="list-style-type: none"> - Display a map of Georgia with the geographic regions labeled. - Have the students come and place the pictures in the appropriate region. - Remind or tell students that Georgia has five different geographical regions. Today we are going to be discussing the southernmost region of Georgia called the Coastal Plain. - Tell the students the pictures represent the Coastal Plain. It is made up of a series of rolling hills, swamps, farmland, and beaches; and all of these different landforms intermingle. - Place the picture of the places on the map closer together so that they overlap. - The teacher will ask a few students to describe (using the pictures on the board) the Coastal Plain - Ask the students to draw an outline of the Coastal Plain. - Place students in pairs. Give each pair a small laminated map like the one that she had on the board. Give one color of play dough. Ask the students to lay the play dough over the area that is the Coastal Plain. Ask them to shape the play dough so that it represents the Coastal Plain.
Summarizer	<ul style="list-style-type: none"> - Randomly call on students to identify the Coastal Plain on a Georgia map. Call on other students to give at least one characteristic of the Coastal Plain.
Materials	<ul style="list-style-type: none"> - Information on the Coastal Plain

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| | <ul style="list-style-type: none">- A big map of Georgia showing the geographic regions- Laminated maps of Georgia for each student- A sheet of white paper and crayons or markers- Pictures of the Okefenokee swamp, farmland, and the beach- Play dough |
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Lesson Title	Five Geographic Regions of Georgia
Grade Level(s)	K-3
Author	Brandi Batson, Ashley Glidden, Morgan Hunter, Christie Shurling
Essential Question	<ul style="list-style-type: none"> - What are the five geographic regions of Georgia and their characteristics? - Where are five geographic regions of Georgia on the map?
Hook	<ul style="list-style-type: none"> - Ask students: Who has ever been to the mountains? Who has been to the beach? Who has been to a farm? Georgia looks quite different in the north than it does in the south. Let's discover some of Georgia's differences.
Teaching Strategies	<ul style="list-style-type: none"> - Discuss Georgia's topographical features: mountains, beaches, farm land, plains, and plateaus. - Identify Georgia's five geographical regions by name and location on a Georgia map. While defining the regions, use the overhead and 5 different colored markers to label in each region. - Georgia's geographical regions: <ul style="list-style-type: none"> -Blue Ridge Mountains -Piedmont -Coastal Plain -Valley and Ridge -Appalachian Plateau - Display a poster size outline map of Georgia on the board with regions outlined. - Distribute to the students pictures representing the regions of Georgia. Call on the students to place their pictures in the appropriate region. - Divide the class into small groups. Give each group a Georgia desk map and water soluble marker. Tell students to draw lines to represent Georgia's geographical regions.
Summarizer	<ul style="list-style-type: none"> - Each group will orally present their maps to the class explaining the location and characteristics of the five different geographic regions of Georgia. - Ask each group open – ended questions about the names, characteristics, and location of the five regions.

Materials	<ul style="list-style-type: none">- Poster-size outline map of Georgia to put on board- Pictures to represent the five geographic regions in Georgia- Georgia desk maps
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Lesson Title	Flowing with the Georgia Rivers
Grade Level(s)	K-3
Author	Brandi Batson, Ashley Glidden, Morgan Hunter, Christie Shurling
Essential Question	Where are the Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and the Flint Rivers in Georgia?
Hook	Who has ever been to a river before? What about a river in Georgia? Can anyone name a river in Georgia? Then the teacher will write a list of the rivers on the board or overhead. There will be a map of Georgia on the floor, where the students will be asked to gather around the map to name the rivers.
Teaching Strategies	<ul style="list-style-type: none"> • As a class, discuss the characteristics of rivers. They flow from high elevations to low elevations. Rivers mostly have fresh water. • As a class trace the path of each Georgia river on the large Georgia map • Place the students in pairs or groups of three. Give each group a map of Georgia, 7 different colors of yarn, and glue. They will outline the major rivers of Georgia using the yarn. • Teacher will display a key to show the students what colors to use for the rivers. (The teacher will monitor and ask the students to identify the rivers).
Summarizer	After students have finished their maps of the Georgia rivers, the teacher will refer to the map of Georgia on the board and ask the students to identify rivers as the teacher points to them.
Materials	<ul style="list-style-type: none"> • Large map of Georgia that shows rivers • Teacher's key to tell which color to use for each of the major rivers • Glue • Yarn in seven different colors • Georgia's outline map on sheets of white paper

Lesson Title	Goods and Services
Grade Level(s)	K-3
Author	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	What are goods? What are services? What are examples of goods and services?
Hook	A colorful decorated poster with the words “Goods and Services” written on the top is placed in the front of the room. Teacher says, “If I were to show you pictures of some things, could you tell me if they are goods or services. Let’s see if you can.”
Teaching Strategies	<ul style="list-style-type: none"> • “What is a good?” Listen to the students’ responses. • Teacher verifies definition of “goods.” “A good is something that you can buy and use. A good is something that can be made by people.” • The teacher will then pull out a bag, which contains pictures of the goods: milk, bread, clothes, shoes, and cars. As the teacher pulls out each picture, students will tell whether it is a good or a service. They will explain why it is a good. Milk is a good that you buy and use to drink and stay healthy...etc. After each good has been explained, the teacher will place that picture on the board with tape. (The teacher needs to use the terms “buy” and “use” in her explanations of the goods.) • Ask students, “What is a service?” Teacher verifies that a service is an act that you pay for or something that people provide for other people. • The teacher will then pull out a bag with

	<p>pictures of the services: mailman, hairdresser, babysitter, teacher, policeperson, and fireperson. As the teacher pulls out each picture, the teacher will explain why each service is a “service.” The mailman provides a service because we pay for mail delivery and benefit from it. (The teacher needs to use the terms “pay for” and “benefit from” in her explanations of services.)</p>
<p>Summarizer</p>	<ul style="list-style-type: none"> • Students will complete the “Goods and Services” chart introduced at the beginning of the lesson. • Teacher will mix all goods and services pictures into one bag • Each student will draw a picture from the bag. The students must tape the picture under the appropriate heading on the chart. • In order to receive a token (star, credit, etc) the student must correctly explain why it is a good or a service.
<p>Materials</p>	<ul style="list-style-type: none"> • Poster Board • Two Bags-One for goods and one for services • Index cards with pictures of goods and services

Lesson Title	Role of Georgia's Governor
Grade Level(s)	K-3
Author	Jamie Dymeck, Kate Navo, Katie Carr, Jennifer Tomlinson, Carrie Cote
Essential Question	What are the roles and responsibilities of the Governor?
Hook	Hold up a picture of the Governor's Mansion and ask if anyone recognizes the house or knows who lives there.
Teaching Strategies	<p>(1) First, have a grand conversation (large group discussion) about who they think lives in the mansion. After telling them that it is the Governor of Georgia, ask them to talk about what responsibilities the governor has. Explain that the Governor is the chief executive of state government.</p> <p>(2) Explain what the word executive and government mean.</p> <ul style="list-style-type: none"> ▪ Executive: having to do with carrying out or managing affairs. ▪ Government: rule or authority over a country, state, district.) <p>(3) Show pictures of the State Capitol and the Governor's mansion and explain that the governor lives and works at these places.</p> <p>(4) Explain what roles and responsibilities the governor has. Write the roles and responsibilities on the board as you discuss them.</p> <ul style="list-style-type: none"> ▪ Is the executive head of a state of the U.S.A. ▪ Directs or manages the state. ▪ Serves as a commander-in-chief of the state's military forces. ▪ Convenes special sessions of the legislature for specific purposes. ▪ Delivers to the legislature at the beginning of each regular session a report on the condition of the state, an accounting of all public money under the governor's control, a recommended biennial budget, an estimate of the amounts of money required to be raised by taxation, and any recommendations he deems necessary ▪ Signs or vetoing bills passes by the legislature. ▪ Executes the laws of the state. <p>(5) Explain that Sonny Perdue is the current governor. If time permits, you may share other biographical facts about the governor.</p> <p>(6) Let students review the notes on the board, then erase the board.</p>
Summarizer	Give the students a piece of construction paper in the shape of the Capitol. Ask each student to write as many facts as he/she can about who the governor is and what his responsibilities are. After

	students have had time to respond, have a large group discussion in which students tell the things they listed. Check to see if all roles and responsibilities have been included.
Materials	<ul style="list-style-type: none">▪ Construction paper in shapes of State Capitol▪ Pencils▪ Chalk or Marker▪ Black board or dry erase board▪ Picture of state Capitol and Governor's Mansion.

Lesson Title	The Courage and Commitment of Harriet Tubman
Grade Level(s)	K-3
Author	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	What project did Harriet Tubman commit most of her life to and in what ways did she show courage?
Hook	Have the students close their eyes. The teacher will say: “I want you to imagine that you are being grounded for your whole life because of the color hair you have. You and the people that have the same color hair can not go play outside, have any toys, T.V, or video games. You are not allowed to come to school anymore; in fact you can no longer leave your house. All you can do all day long are chores. How does that make you feel?” The children will be able to open their eyes and discuss how they would feel. They may say sad, angry, upset, and that it is not fair. The teacher will then ask the children “What would you do to get out of being held in your house?” Some of the children might say they would escape.
Teaching Strategies	<ul style="list-style-type: none"> -Ask the students how they might escape. Then ask: <ul style="list-style-type: none"> -Where would you go? -How would you get there? -Who would help you? -After the children discussed these questions the teacher would put up a picture of Harriet Tubman on the board. -Define slavery: the condition where people are forced to work against their will. -Then the teacher would remind the children how unfair they felt their situation was and how the slaves must have felt the same way. The teacher will summarize some of the conditions of slavery. -The teacher will point to the picture of Harriet Tubman and say: “But, this woman had the courage to escape. Her name was Harriet Tubman.” -How do you think she felt when she escaped? (scared, excited, worried, alone....) -All the black people in America were not free to do whatever they wanted. They had to follow the instructions of their owners. Different places all over the Unites States had slaves. A large majority of the slaves were in the

	<p>South (show them the South on a map). Canada didn't allow slavery, so if they could get to Canada they would have their freedom. (Point to Canada and trace the length from Georgia to Canada) Ask the students to suggest ways they could get from Georgia to Canada in the 1800s without being discovered.</p> <p>-Explain that Harriet Tubman created the Underground Railroad to get slaves from the United States to Canada where they could be free. Explain that The Underground Railroad wasn't actually a train that was underneath the ground, but it was a secret path of different people's houses and churches from the South all the way to Canada. After Harriet escaped, she found enough people who would let slaves hide in their houses and rest as they traveled to Canada. Harriet Tubman would have been killed if she had been caught helping slaves escape.</p> <p>-Harriet Tubman had courage. We say a person has courage when they are really scared about doing something, but they do it anyway. It is overcoming your fears to do something big.</p>
<p>Summarizer</p>	<p>-Have the children name people they think have courage and tell them to explain why the person had courage.</p> <p>-Ask students to think of smaller acts of courage as well. (telling the truth, speaking in front of people...)</p> <p>-Remind them that Harriet Tubman had courage when she ran the Underground Railroad.</p> <p>-Have the children draw a picture of the Underground Railroad and write a sentence about how they think Harriet Tubman had courage.</p>
<p>Materials</p>	<p>-Picture of Harriet Tubman</p> <p>-Map of North America with the United States and Canada labeled clearly.</p>

Lesson Title	Johnny Appleseed
Grade Level(s)	K-3
Author	Abby Fletcher, Kate Banks, Amanda Lomax, Angela Hays
Essential Question	Who is Johnny Appleseed and how did he affect our country's history?
Hook	<ul style="list-style-type: none"> • Ask the students to bring apples to class one week prior (remind each day). • Tell students there is a “special secret” inside of their apples. • Teacher will cut the apples in half as the class watches. • Ask the children to look for the “special secret” (seeds) inside of their apple half. • After finding the seeds place them to the side for later use. • Ask questions: “Do you know where apples come from?” “Do you know what seeds are?” • Tell students that they are going to learn more facts about apples and why we have apples, apple pies, apple sauce, and more. • Have students come to the reading circle with their apples.
Teaching Strategies	<p>NOTE: Preview the book in advance of class time. John Chapman (aka Johnny Appleseed) affected our history, because he is credited for planting apple trees across the United States. When you preview the book, make note of the specific places that go into detail of the importance of Johnny's contributions.</p> <ul style="list-style-type: none"> • Read aloud Johnny Appleseed by Reeve Lindbergh. Tell students to listen for what Johnny Appleseed is known for and any important words or words they don't know. • Have a discussion about how Johnny affected our country's history. • Check the student's comprehension by asking simple questions like: Who was Johnny Appleseed? What did he do? Why was he so important? • After the read aloud ask the students to make believe they are Johnny Appleseed.

	<ul style="list-style-type: none"> • Tell students that we will be planting our own seeds to grow apple trees. Let the students know that it actually takes years for an apple tree to grow enough to produce fruit. • Pass out a paper cup and a spoon to each child at their seats. Give each table a container of soil and a spray bottle of water. • Instruct the class to shovel (spoon) soil into their cups so it is $\frac{3}{4}$ full. • DO NOT pack the soil down in the cup. • Once their soil is in the cup tell the class to insert one finger into soil to make a hole. (demonstrate) • Take the seed and place in the whole. • “Hide” the seed by covering it with soil. • Spray twice with the water bottle.
Summarizer	<ul style="list-style-type: none"> • After the seed planting activity is complete, review the story of Johnny Appleseed. • Continue the make believe portion of the lesson by allowing the children to stand up one by one and repeating “I am Johnny Appleseed and I...” Tell the students that they have to finish the sentence with one fact about how Johnny affected our history. • Let them fill in the blank with facts they know about Johnny Appleseed. • Teacher should model the activity first.
Materials	<ul style="list-style-type: none"> • Apples • Knife to cut Apples • Paper towels • <i>Johnny Appleseed by Reeve Lindbergh</i> • Cups • Spoons • Containers to hold soil for each table • Soil • Spray bottle for each table • water

Lesson Title	How to Spend and Save
Grade Level(s)	K-3
Author	Jamie Dymeck, Kate Navo, Katie Carr, Jennifer Tomlinson, Carrie Cote
Essential Question	What are the costs and benefits of how I spend and save my money?
Hook	Show the students a \$20 bill. Ask them what they would do with it if it were theirs? After several suggestions, ask “would anyone save it?” Tell students, “We are going to think about some of the reasons for saving money.”
Teaching Strategies	<p>(1) Discuss with the students the definitions of “goal,” “save,” and “spend.” Write on the board definitions for the three words. Make sure the definitions relate to the saving and spending of money.</p> <p>(2) Tell a short personal story in which you wanted to buy something but didn’t have enough money to buy it. Describe how you saved your money to get what you wanted. (Talk about setting goals or limits to achieve and what you did to be able to put that money aside.)</p> <p>Point to the definitions on the board as you tell the story. (The goal might be to obtain that item. You saved your money by not spending it on other things. In the end, you spent what you had saved to buy what you wanted. This was benefit of saving).</p> <p>(3) Ask the students if they have ever wanted something and not had enough money to pay for it. If they got that item, how did they get it?</p> <p>(4) After the students share their stories, explain that when we save for something, we have to give up things along the way (this becomes our costs). We can’t have everything, if we want that one big thing!</p> <p>(5) Read the book to the students “A Chair For My Mother” by Vera B. Williams. Tell students to listen for how the family managed to get a chair for their mother.</p> <p>(6) When the reading is finished, ask students questions:</p> <ul style="list-style-type: none"> ▪ How does the girl earn the money? ▪ What does the family actually do with the money they want to save? ▪ What do they give up along the way? (costs), ▪ What does the family do with all of the money saved at the end of the story? (Do they choose to spend it?), ▪ What was their benefit from saving the money?
Summarizer	Ask students to draw a picture of something they would like to have. Tell them to write three sentences about how they can get the money to buy the item. Write another sentence telling the benefits of saving to get the item.

Materials	Chart Paper or Board A Chair For My Mother by Vera B. Williams \$20 bill,

Book idea from: http://teacher.scholastic.com/upromise/k_2lessonplan/

Lesson Title	How Theodore Roosevelt Felt About Conservation
Grade Level(s)	K-3
Author	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	In what ways did Theodore Roosevelt show respect for the environment and a strong effort for conservation?
Hook	<ul style="list-style-type: none"> • <i>Tell the students to go to the reading circle.</i> • The teacher tells the students that she saw something that made her think of Theodore Roosevelt on her way to school that morning. • Let the students ask questions about what the teacher saw that morning. • The teacher will then tell them that she was driving to school and saw a person throwing trash out of their car and onto the side of the road. • The teacher will ask the students: How does that make you feel? Do you think that it is OK to neglect our land? • The teacher will allow the students to give responses to her questions.
Teaching Strategies	<ul style="list-style-type: none"> • The teacher will then ask the students what they think littering does to our forests and land. • She will listen to their responses and allow them to express their ideas. The teacher may contribute her own ideas that reinforce the harmful effects of littering. • The teacher will then ask the students if they know of any ways that we use to protect and conserve our forests. The teacher will listen to the responses. • The teacher will tell the students that in order to protect our forests so that they are not cut down or polluted, the government will often name them and the forest becomes a national forest. • The teacher will then show the students pictures of national forests. This will include a map of the United States that shows the national forests and where they are located. • The teacher will explain “Theodore Roosevelt thought that conserving the land was very

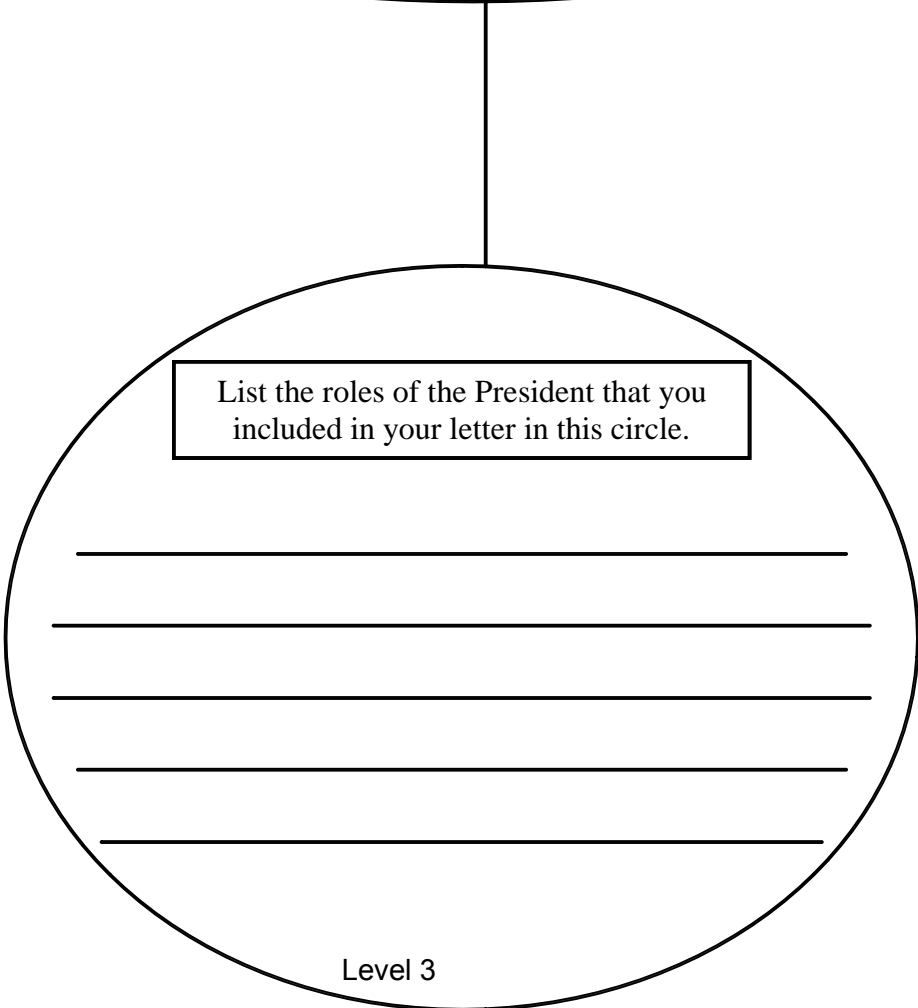
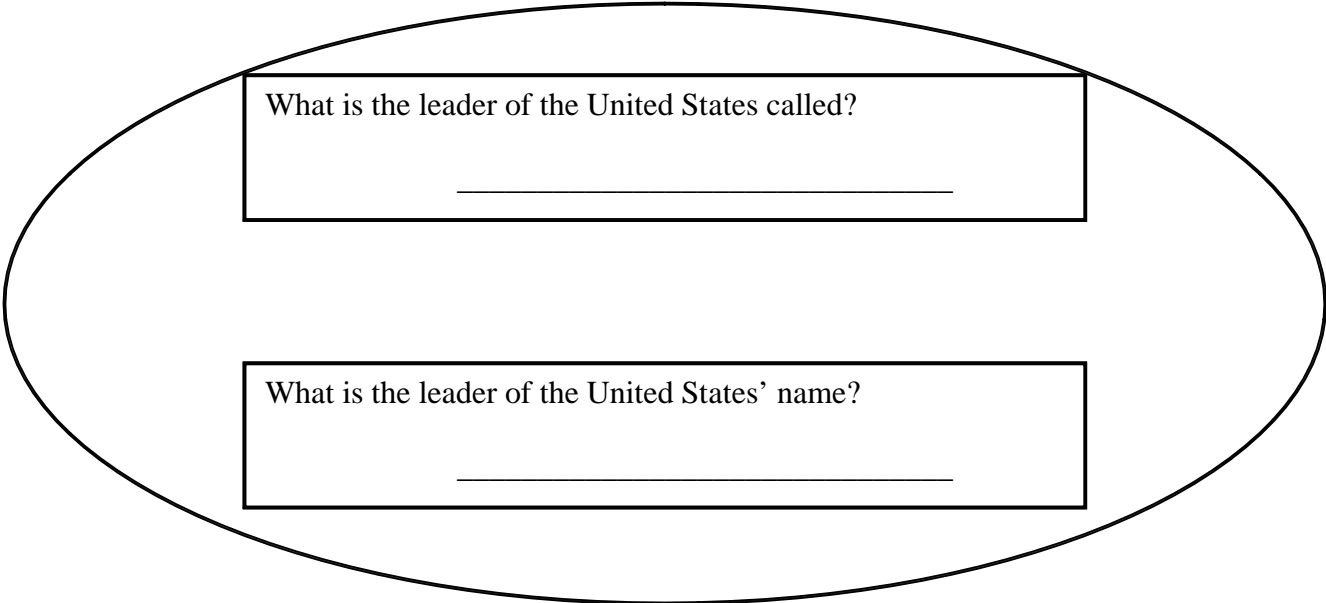
	<p>important. When he was the president he worked to preserve many national forests.”</p> <ul style="list-style-type: none"> • “Theodore Roosevelt was so concerned about the conservation of forest that he created over 150 national forests. These forests are homes to many birds and animals.” • The teacher will ask the students, “Now that we have learned about Theodore Roosevelt what can you remember about how he helped conserve our land and forests?” • The teacher will record their answers on a piece of chart paper under the heading Theodore Roosevelt. • The teacher will then ask the students to think of ways they show respect for land and forest. The teacher will listen to the students’ responses. • The teacher will record their responses under the heading “What We Do!”
Summarizer	<ul style="list-style-type: none"> • Tell the students to draw a picture of how Theodore Roosevelt showed his concern for the environment. Then they will write a sentence explaining their picture.
Materials	<ul style="list-style-type: none"> -Chart Paper -Marker -Paper -Pencils -Crayons

Lesson Title	The Oceans of Our World
Grade Level(s)	K-3
Author	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	What are the four major oceans? Where are the four major oceans located on the map?
Hook	Ask, “Has anyone ever been to the beach?” Allow the students to give their responses. “Can anyone remember the name of the beach?”
Teaching Strategies	<ul style="list-style-type: none"> • After the students have given their responses, the teacher will display a world map. • The teacher will then tell the students “Did you know that the water you swam in at the beach is called an Ocean?” • “Let’s see if we can find the oceans you swam in when you were visiting the beach.” • If you swam at the beach off the coast of Georgia, you were swimming in the very same ocean that people all the way in Africa can swim in! • The teacher then points to the Atlantic Ocean and traces it from Georgia to the coast of Africa. • “Can anyone tell me the names of oceans on your map?” Allow the students to respond. • The teacher will then ask the students to raise their hand if they can give the name of one ocean. Do this until all oceans have been named, written on the board, and pointed to on the classroom map by the teacher or student volunteers.

	<ul style="list-style-type: none"> • The teacher will then call out the names of the oceans and have the students point to them on their maps.
Summarizer	<p>The teacher will distribute a printed map from www.enchantedlearner.com which is a map of the world with blanks to label the oceans.</p> <p>The students will label the oceans on their maps and then color each ocean blue.</p>
Materials	<p>Markers</p> <p>Printed maps from website: http://www.enchantedlearning.com/geography/label/labeloceans.shtml</p> <p>Individual world maps for students (if available)</p> <p>Classroom map for teacher</p> <p>Pencils for labeling the Oceans on the map</p>

Lesson Title	Getting to Know the President
Grade Level(s)	K-3
Author	Christie Shurling, Ashley Glidden, Morgan Hunter, Brandi Batson
Essential Question	Who is the leader of the United States? (position and name) What are some of the roles of the president?
Hook	<ul style="list-style-type: none"> • Read <i>Duck for President</i>, written by Doreen Cronin and illustrated by Betsy Lewin. Ask children to make predictions about what the President does as they listen to Duck’s story.
Teaching Strategies	<ul style="list-style-type: none"> • After reading, the draw a chart on the board. Label it “Responsibilities of the President.” • Look at www.whitehouse.gov under the issues link. Discuss with the students some of the issues the President addresses. For example, education, transportation, security, etc. • Fill in the chart describing some of the roles that the president must play and the issues that he must address. Refer to the book and the website for suggestions. • Let the students identify ways that their predictions were like the actual issues and roles of the President. • The teacher should then discuss some of the roles of the president and why his roles are so important (because he is the leader of the United States, and he makes decisions that affect all of us).
Summarizer	Have students complete the attached graphic organizer.
Materials	<ul style="list-style-type: none"> • <i>Duck for President</i> by Doreen Cronin. • Attached graphic organizer

Name: _____



Lesson Title	Saving and Spending
Grade Level(s)	K-3
Authors	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	What does it mean to save money? What does it mean to spend money?
Hook	The teacher will gather the students into a reading circle and read <i>Berenstain Bears, Trouble with Money</i> , by Jan and Stan Berenstain. Ask the students to listen for what the bears do with the money.
Teaching Strategies	<ul style="list-style-type: none"> • The teacher will show a piggy bank. The teacher will ask the students, “Who has a piggy bank at home that has money in it?” • “When you get money do you put it in the piggy bank or do you take it to the store and buy something?” • “Did you know that when you put your money in the piggy bank or when you keep it and don’t spend it right away you are “saving your money?” • “Why is it good to save your money?” Wait for student’s response. Give positive feed back. • Explain that saving is good because you can buy things that you really need or want. • “Have you ever been to the store with your mom or dad and you really wanted something, and they said ‘no’ because it costs too much?” Allow students to give examples. • “Saving your money is important because if you save enough money you can buy those things that cost a lot of money.” • “Does it make you happy when you have saved to buy something with your own money?” • “When you buy something at the store with your own money, it is called spending.” • “What are some things you spend your money on?”
Summarizer	<ul style="list-style-type: none"> • Tell the students to draw a picture of something they really want. In a sentence, tell how they will save money to get the item. In another sentence, explain “spending.”
Materials	<ul style="list-style-type: none"> • <i>Berenstain Bears, Trouble with Money, by Jan and</i>

	<p><i>Stan Berenstain</i></p> <ul style="list-style-type: none">• Optional: piggy bank for display
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Lesson Title	Choices, Goods, and Scarcity
Grade Level(s)	K-3
Author	Kate Banks, Abby Fletcher, Angela Hays, Amanda Lomax
Essential Question	What is scarcity? How does scarcity cause us to make choices about goods and services?
Hook	<ul style="list-style-type: none"> • Tell the children, “I can buy an ice cream cone, or I can pay a cook to make me a cake!” • Ask the children questions such as: “What is the good?” and “What is the service?” Discuss this with the children. • Tell them, “Well now I want everyone to put on their thinking caps and decide something. If you had only enough money to by an ice cream OR pay a cook to make a cake, which would you do? Now remember that you can’t have both!” Allow the children to think about their decision and to tell their neighbor next to them what they would choose and why.
Teaching Strategies	<ul style="list-style-type: none"> • Discuss: “So can anyone tell me why you could not get both the ice cream cone and the cook to make you a cake?” The answer is because you didn’t have enough money. • Discuss: “Not having enough money is a type of scarcity. Scarcity is when there is not enough of something to go around. Therefore, you have to make a decision. For example: we didn’t have enough money to go around so we had to choose between the ice cream and the cook.” • Discuss: “We had to think about what would benefit (or give) us the most. You had to ask yourself ‘What would I get from eating an ice cream?’ and ‘What would I get from paying the cook to make me a cake?’ Then you had to compare the two.” • “Therefore, as a class let’s compare: If you chose an ice cream, raise your hand.” Let the children tell you why they chose the ice cream and what benefits they would get from it (do the same with the cake).

	<ul style="list-style-type: none"> • Discuss: “Therefore, we know that if we have scarcity and not enough to go around, we have to make decisions about goods and services. A lot of the time we have to choose one good or one service. But what do we have to keep in mind?” Let the children answer. “We have to remember to pick the good or service that will give us the most or be the most beneficial.
Summarizer	<ul style="list-style-type: none"> • Let the children get involved in an activity where they have to make a decision. • Tell the children, “We are about to write something. There are 20 of you in the class. However, I only have five pieces of blue paper, three pieces of yellow paper, 8 pieces of orange paper, and four pieces of green paper! Therefore, there is not enough of any color for the entire class to use the same color!” • “I want everyone to think about what item I am giving you that is scarce, and why do we have scarcity (or why is there not enough to go around)? You will write this on your color of paper.” • “Think about what color you want. You will also need to tell me why you chose this color. Why did you have to make a decision about the paper you used and its benefits?” • An example could be: “I chose the yellow paper because it is lighter, and I can see the writing easier.” • Start the activity by saying, “Now watch. I am going to randomly choose people to get paper. Your color might not be left when it is your turn. What is this going to do to your decision? So think about the order you want if your color is not there.” • Make sure to let the children know that they need to answer all of these questions on their piece of paper when they get the paper. • Write the questions on the board that you want them to answer.
Materials	<ul style="list-style-type: none"> • colored paper

Lesson Title	Sequoyah
Grade Level(s)	K-3
Author	Jamie Dymeck, Kate Navo, Katie Carr, Jennifer Tomlinson, Carrie Cote
Essential Question	Who was Sequoyah? How did he contribute to communication for the Cherokee people?
Hook	Pass each student a letter that is addressed to them. Tell them “someone has sent all of us a letter. The only thing is that it is written in the Cherokee Alphabet. Does anyone know how to read it? Does anyone know who came up with this Alphabet?”
Teaching Strategies	<ul style="list-style-type: none"> • After asking them these questions let them try to answer. • Tell them that a man named Sequoyah made this alphabet. • Tell them some information about Sequoyah so they will have a better understanding of him. <ul style="list-style-type: none"> - Born in Chote lies Taskigi - Probably born handicapped because Sequoyah means “pigs foot” in Cherokee - Married Wut-teh, the daughter of a Cherokee Chief - They moved to Alabama - He enlisted in the Cherokee Regiment - While he was there he realized the need for people to be able to read and write - He came up with the Cherokee Alphabet and taught people to be able to read and write - They adopted his alphabet in 1821 - The Cherokee Alphabet is also known as the “Talking Leaves” and it has 85 letters - Discuss how that is different than ours that only has 26 letters - Ours are letters and theirs are symbols
Summarizer	<ul style="list-style-type: none"> • I will discuss that we have just looked at the alphabet that Sequoyah made and that he taught many people how to use it • After briefly talking to the students about who Sequoyah was and how he contributed to the Cherokee people by making up their alphabet called the talking leaves, I will pass out the Cherokee Alphabet to each student • I will tell them that they are going to figure out what their letter says by using this alphabet as a key • We will do my letter together • I will put it on a transparency and project it onto the board • After doing mine they will have a better understanding of how to do it • I will assess their understanding of this alphabet by reading

	their translation of their letter
Materials	Letter for each student and teacher Transparency Projector Cherokee Alphabet for each student

Lesson Title	Thomas Jefferson
Grade Level(s)	K-3
Author	Mary Ann McKissack, Claire Candler, Katie Bailey, Rachel Jordan, Kimberly Holder
Essential Question	How was Thomas Jefferson important to American history?
Hook	Show a picture of Thomas Jefferson. Ask students what they know about this person. Explain to the students that he was a very important man in American history. He had a lot to do with having the freedom to choose what church you go to, where you live, who is President, how you spend your money, etc.
Teaching Strategies	<ul style="list-style-type: none"> • The teacher will then explain to the class that a long time ago we did not have the freedoms that we have now because England was telling us what to do. • “Who can tell me what an author is?” • “Thomas Jefferson was one of the authors of the Declaration of Independence. What is the Declaration of Independence?” • Allow the students to respond and then clarify for them that the Declaration of Independence was the written paper that explained to England that we wanted our freedom and independence. We were not always our own country and England was telling us what to do. • Tell students that “declaration” simply means declaring or “making known” our “independence.” That meant that we, as a country, were not controlled by England any longer. • “Because of his work on the Declaration of Independence and other important work, he was later elected President of the United States. He was the third President. “
Summarizer	Hold up the picture and ask “Who is this man?” Tell students to write three sentences telling how Jefferson was important to American history
Materials	Picture of Thomas Jefferson

Lesson Title	Theodore Roosevelt
Grade Level(s)	K-3
Author	Abby Fletcher, Kate Banks, Amanda Lomax, Angela Hays
Essential Question	How did Theodore Roosevelt affect our national parks and the environment?
Hook	<p>Teacher/Students bring teddy bears to school. Teacher asks:</p> <ul style="list-style-type: none"> - How did the teddy bear get the name “teddy” bear? - Did you know that it came from a former President?
Teaching Strategies	<ul style="list-style-type: none"> - Tell students that the “teddy” bear is named for Theodore Roosevelt. - Outline a brief biography of Theodore Roosevelt, the 26th President, using the following points: (Following information from Don’t Know Much About Presidents) <ul style="list-style-type: none"> - Vice-president for William McKinley - Youngest President by assignation (43 years old) He became President without being elected because President McKinley was murdered. - He was born in New York City in 1858 to a wealthy family. - His wife and mother died on the same day. - To cope with his grief, he took a strong interest in his North Dakota ranch and its animals. - He became an appreciation of wildlife which led him to establish many national parks and wildlife reserves. - Define National Parks and Wildlife Reserves: National Park, National Forest, and Wildlife Reserves are areas reserved by government to protect the natural environment. - He established 5 National Parks, 51 Wildlife Refuges, and 150 National Forests. - Discuss with students how national forests help our environment and wildlife. There are park rangers and specialists that observe and take care of the areas and its occupants. - Have children find National Parks on maps. - Discuss location of parks and discuss location

	relative to Georgia. Find Georgia's National Parks.
Summarizer	<ul style="list-style-type: none"> - Have students answer questions: What did Theodore Roosevelt do as President? What was named after Theodore Roosevelt? Why was the stuffed bear named after the president? - Tell students to write a sentence explaining how Theodore Roosevelt affected national parks and our environment.
Materials	<ul style="list-style-type: none"> - Teddy Bear - Maps that show National Parks

Lesson Title	Where are we located?
Grade Level(s)	K-3
Author	Abby Fletcher, Kate Banks, Amanda Lomax, Angela Hays
Essential Question	<ul style="list-style-type: none"> • Where are your city, county, state, country, and continent on a simple map?
Hook	<ul style="list-style-type: none"> • Prior to class, teacher mails each student a letter saying, “Bring me this letter and envelope to class.” • Have extras just in case student forgets his or hers. • Have students look at their letters. Ask them how they think the mailman knew to bring their letter to the right house. • Hopefully students will say their address. • Ask the students if anyone can read me their address? • Give children a chance to volunteer to read their address to the rest of the class. • Then ask students if anybody knows how the mailman could tell what city you live in and where on their envelope would he looked. • Then point to the big class map. • “Do you think he looks on a big map like this?” • “Lets look at our envelop. First the mailman would need to look at what state this letter is going to.” • Ask the students what state is on their envelopes. • Demonstrate how the mailman would locate the state. • Do the same with the city and then the street address.
Teaching Strategies	<ul style="list-style-type: none"> • Tell the students that they are going to be like the mailman and find the city, county, state, country, and continent that we live in. • Pass out Georgia desk maps. • Explain to students that their city is in a county; county is in state; state is in country; and country is on the continent. • Tell students that they have an address that is located in (their town). • Locate (their town) on the Georgia desk maps with children. • Explain to children that they can use the grid system to locate places.

	<ul style="list-style-type: none"> • Tell them to put one finger on (letter coordinate) and the other on (number coordinate) and pull them together. This will help you locate the place. • Point out that (their town) is at (grid location). • Have a discussion about where (their town) is and where it is located in the county. • Locate (their county) on the Georgia map using the alpha-numeric grid coordinates. • Have a discussion with students about (their county) and where it is located in the state. • Refer students to desk maps of United States and North America. • Ask students if they can put finger on Georgia. • Talk about Georgia and where it is in the country. • Locate the United States on the North America map. • Have a discussion about the United States and where it is located on the continent. • Locate the North America on the world map. • Have a conversation with students about North America and where it is located on the world.
<p>Summarizer</p>	<ul style="list-style-type: none"> • Have students partner up and while they are doing this write on the board “city: (name of city), county: (name of their county), state: Georgia, country: United States, continent: North America” • Tell the students to locate the places on the board on their maps with their partners. • Pass out Monopoly houses to each student. Tell students to put their houses on the area they are locating. (Example: House is put on {their city} when finding city.) • Tell the students to quiz each other so that they are very familiar with these places. • Bring class back together. • As a whole class, have the students locate the places on the board one at a time by placing their houses on the location. • Walk around and make sure each child is properly placing their house. • If a lot of students are having trouble, go back and go

	<p>over how to find it again.</p> <ul style="list-style-type: none"> • If most students are locating places properly just have neighbors check each other.
<p>Materials</p>	<ul style="list-style-type: none"> • Desk maps (Georgia, United States, North America) • Option – you may want to use maps of your county usually found at the Chamber of Commerce • Monopoly houses • Addressed envelopes

Lesson Title	Bartering for Wants and Needs
Author:	Julie Ross, McKibben Lane Elementary School
Grade Level(s)	Any grade level where economics principles are taught
Essential Question	How can you trade to get items you want and need? What is barter?
Hook	Have you ever had a need for an item and you couldn't afford to buy it? How would you obtain items you need if you didn't have enough money to buy them?
Teaching Strategies	<ul style="list-style-type: none"> • Discuss how money is used to purchase goods and services • Discuss how we might purchase things we need without money • Define the term barter – trading something you have in order to obtain something you want or need • Tell students you are going to read a story about a girl and her mother who used trade or barter to get an item they needed • Ask them to listen for the different times that barter took place in the story • Read aloud the book A New Coat for Anna • Discuss how Anna's mother used barter to obtain a coat for Anna. • Ask students to list all the different things Anna's mother bartered to get Anna's coat. (List items on board as students name them.)
Summarizer	Tell students to write a paragraph describing a time they used barter to obtain something they wanted. (An example might be a student offering to do a household chore in exchange for a privilege.)
Materials	Book A New Coat for Anna

Lesson Title	Pink and Say: Soldiers in the Civil War
Author:	Kerrie Welch, Bibb County
Grade Level(s)	Any grade that discusses slavery and the Civil War
Essential Question	What was it like to be a soldier in the Civil War? How were the lives of former slaves affected by the Civil War?
Hook	Show pictures of: soldiers in the Civil War, Georgia during the Civil War, show clip from www.unitedstreaming.com, Georgia stories 109, part 4
Teaching Strategies	<ul style="list-style-type: none"> • Show the book Pink and Say by Patricia Polacco. Tell students that this book was based on the life of the author's great-great-grandfather. • Listen to the story to find out how Pink rescued Say. • Discuss what it was like to be a soldier during the Civil War and how slaves were affected. • Discuss how knowing the author's personal connections to one of the characters in the story made the story come alive. • Have students write an entry in a diary from the point of view of Pink or Say about serving in the Union Army during the Civil War. • Extension: Interview family members that fought or served in the military.
Summarizer	Ask students: What was it like to be a soldier in the Civil War? How were the lives of former slaves affected by the Civil War?
Materials	Book Pink and Say by Polacco pictures or video clips of soldiers during the Civil War paper and pencils

Lesson Title	Continents and Oceans
Author:	Julie Ross & Diane Vogel – McKibben Lane Elementary
Grade Level(s)	Primary
Essential Question	What are the seven continents? What are the four oceans? Where are the continents and oceans located?
Hook	Today we are going to learn the names and locations of the continents and oceans by singing about them.
Teaching Strategies	<ul style="list-style-type: none"> ➤ Display the world map and remind students why we use maps and the definition of a map: <ol style="list-style-type: none"> 1. A map is a flat representation of a real place on Earth 2. Maps show where land and water are located on Earth 3. We use maps to find information about real places on Earth ➤ Tell students that today we are going to learn a song about continents and oceans that will help them remember their names and where they are located ➤ Ask students to give a definition of a continent and then an ocean: <ol style="list-style-type: none"> 1. A continent is one of the seven huge land masses on Earth 2. An ocean is one of the four main bodies of salt water on Earth ➤ Sing the two verses of the song to the students while pointing at each location ➤ Have the students stand and sing the verses ➤ Make sure you sing along with the students and be sure to point at the location as the students name it
Summarizer	After several repetitions, ask student volunteers to come and identify locations on the map when given the appropriate verbal cue.
Materials	<ul style="list-style-type: none"> ➤ World Map ➤ Continents and Oceans Song

Continents and Oceans Song

- ❖ Point to each location as they sing the name
- ❖ Hold up four fingers each time they sing “four”
- ❖ Sing to the tune of “Are You Sleeping”

Tell me the continents,
Tell me the continents,
Tell me the continents, please.
North America, South America, Europe, Asia, Africa.
Don't forget Australia. Don't forget Antarctica.
Tell me the continents,
Tell me the continents,
Tell me the continents, please.

I know the oceans,
I know the oceans,
I know the oceans, four.
Pacific, Atlantic, Indian, and Arctic,
I know the oceans, four.

Lesson Title	Continents/Oceans/Landforms
Author:	Kerrie Welch, Bibb County
Grade Level(s)	Any grade that studies continents/oceans/landforms
Essential Question	What are the names of the 7 continents and 4 oceans? What is a mountain? Desert? Valley? Plain? Plateau? Coast?
Hook	Sing a song or read a poem about the continents and oceans. Search the website www.teacher.net for learning the continents through songs and poems
Teaching Strategies	<p>After a study of the 7 continents, 4 oceans, and the landforms, play this game “I Have, Who Has?”</p> <ul style="list-style-type: none"> ❖ A sentence is paired with a question. ❖ The teacher writes or copies the sentence and question on an index card. ❖ Mix the cards. ❖ Give each group of students 3 or 4 cards. This will depend on the number of students in the class. ❖ The teacher needs to keep a copy so they will know the answer to the next question. The teacher will select student to start the game. ❖ To start the game, the first student reads his/her card. ❖ The other students have to find the answer to the question. Whoever has the answer to the question reads his/her card next and the game continues. ❖ The game should end with the first person to read having the answer to the last question.
Summarizer	<p>Ask students the essential questions or have students write the answers to the questions.</p> <p>Extension: Game can be changed to include more of the landforms that are being studied.</p>
Materials	Index cards, world maps for each group (optional), 2 copies of the game cards (one for the teacher and one to cut apart to glue on index cards)

Geography “I Have, Who Has?”

1. I have desert. Who has the name of the continent we live on?
2. I have North America. Who has the name of the ocean to the west of North America?
3. I have the Pacific Ocean. Who has the continent to the south of North America?
4. I have South America. Who has the word that means land along the sea?
5. I have coast. Who has the ocean to the east of South America?
6. I have the Atlantic Ocean. Who has the word that means a large, level, or nearly level, area of elevated land?
7. I have plateau. Who has the southern most continent?
8. I have Antarctica. Who has the ocean to the between Australia and India?
9. I have the Indian Ocean. Who has the word that means the land between hills or mountains, usually containing a stream?
10. I have valley. Who has the continent to the west of the Indian Ocean?
11. I have Africa. Who has the continent to the north of Africa?
12. I have Europe. Who has the word that means a lofty elevation on Earth’s surface?
13. I have mountain. Who has the continent to the east of Europe?
14. I have Asia. Who has the ocean north of Asia?
15. I have the Arctic Ocean? Who has the continent that is also an island?
16. I have Australia. Who has the word that means a large, level, or nearly level, area of elevated land?
17. I have plateau. Who has the word that means a large area of land with little or no moisture or vegetation?
18. I have desert.

Lesson Title	Determining Wants and Needs
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Any grade level where economics principles are taught
Essential Question	What is the difference between a want and a need?
Hook	Ask students: “Have you ever wanted something only to have your parents say ‘you can’t have it because you don’t need it?’”
Teaching Strategies	<ul style="list-style-type: none"> • Review the difference between a want and a need: <ol style="list-style-type: none"> 1. A want is something you would like to have (such as a new bike) 2. A need is something you must have in order to live (such as food and water) • Post the following vocabulary words on chart paper and display for student referral: <ol style="list-style-type: none"> 1. Need – something you have to have to live. 2. Want –something you would like to have. • Draw a chart on the board with columns for “wants” and “needs.” • Have student volunteers name things they want and things they need. Record their responses in the appropriate columns. • Ask students, “As you watched TV last night, did you see a commercial that made you really want something?” Discuss how advertising makes us want things that we don’t really need. • Pass out sales circulars to students. • Have students work in pairs or small groups to find items in the sales circulars. They are to choose 5 items they need and 5 items they want. • Have students glue their ads onto white drawing paper to form posters, one column showing “wants” and the other column showing “needs.”
Summarizer	Ask student groups to share their ad posters. They should be able to identify the difference between the wanted items and the needed items and explain the difference to the class.
Materials	<ul style="list-style-type: none"> • Newspaper circular ads • White drawing paper or construction paper • Scissors • Glue • Chart Paper • Marker

Lesson Title	Longitude and Latitude
Author:	Kerrie Welch, Bibb County
Grade Level(s)	Any grade that discusses Longitude and Latitude
Essential Question	What is longitude and latitude? Why is it used?
Hook	Tell this story: I am on a ship in the middle of the Pacific Ocean. My ship is sinking and I am trying to radio for help. How will my rescuers find me? Discuss student's responses
Teaching Strategies	<ul style="list-style-type: none"> • Discuss people that might need to use longitudinal and latitudinal readings. Ex: soldiers, pilots, or captains of ships. • To review longitude and latitude, play this game "Where's (teacher's name)?" This game is similar to "Where's Waldo?" • Have students use textbook or desktop world maps to locate the position given by the teacher. • To begin, the teacher gives the longitudinal and latitudinal readings of a certain continent or country. I am 40 degrees west and 60 degrees north. Where am I? • Students must locate this position and state where the teacher is. • Continue to play. • Extension: Have students call out the longitudinal and latitudinal readings for their classmates to find.
Summarizer	Orally explain: What is longitude and latitude? Why is it used?
Materials	Desktop or textbook world maps

Lesson Title	Map It!
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Any grade level where map skills are taught or reviewed
Essential Question	What kinds of things are included on a physical map? What kinds of things would be included on a physical map of your community?
Hook	What is the most important physical feature in your community? How would you like to make a map that includes the physical features found in your community?
Teaching Strategies	<ul style="list-style-type: none"> • Review the purpose of a physical map – to show landforms in a community or area • Have students brainstorm physical features that are in or near their community • Place students in small groups to complete a physical map of features in or near their community • Tell them to include lakes, rivers, mountains, towns, and places of historical interest (For example, if they live in South Georgia they would include the Okefenokee Swamp.) • Remind students that maps have a title, a compass rose, a distance scale on them, and a key or legend. They should include these items on their maps.
Summarizer	<ul style="list-style-type: none"> • Have students share their maps with the large group • They should state what they considered to be the most important physical feature and why. (There are no wrong answers, this is just to gain insight into their opinions.)
Materials	<ul style="list-style-type: none"> • Poster Board or Drawing Paper • Pens, pencils, markers, watercolors

Lesson Title	National Anthem
Author:	Kerrie Welch
Grade Level(s)	Any grade that discusses American symbols and Citizenship
Essential Question	What is the significance of the National Anthem? What is proper etiquette for honoring the playing of the National Anthem?
Hook	Play a recording of “The Star-Spangled Banner” Ask students if they ever recall hearing “The Star Spangled Banner” at the beginning of sporting or other important events. Listen to the story The National Anthem to find out who wrote the song, when it was written and the circumstances surrounding the writing of it.
Teaching Strategies	<ul style="list-style-type: none"> • Read the book The National Anthem written by Patricia Ryon Quiri or another book about the National Anthem. • Discuss the National Anthem: When was it written? Who wrote it? What were the circumstances surrounding the writing of it? • Discuss proper etiquette for honoring the National Anthem: Stand quietly Place right hand over the heart Men remove hats • Provide students with the definition of a national anthem. A national anthem is a patriotic musical composition that is formally recognized by a country’s government as their official national song. In groups, have students write a modern day National Anthem based on this definition. • Share the anthems.
Summarizer	Let students provide oral answers to the essential questions. Students will write the answers to the essential questions.
Materials	Book The National Anthem by Patricia Ryon Quiri Recording of “The Star-Spangled Banner” Paper, pencils

Lesson Title	Opportunity Cost/Wants and Needs
Author:	Kerrie Welch, Bibb County (adapted from a lesson on www.glc.k12.ga.us)
Grade Level(s)	K-5
Essential Question	What is opportunity cost? What is the difference between wants and needs?
Hook	Have you ever wanted to buy something but realized that you would have to give up something else? Share stories. <ul style="list-style-type: none"> ❖ Discuss the definition of opportunity cost: the single most valuable opportunity given up when a choice is made. Show the book Uncle Jed’s Barbershop. Tell students, “Listen to the story to find out what Uncle Jed gives up for his niece.”
Teaching Strategies	<ul style="list-style-type: none"> ❖ Read the story Uncle Jed’s Barbershop by Margaree King Mitchell. Discuss the wants and needs in the story. What did Uncle Jed give up to help his niece pay for her operation? Tell me something that you learned about the Great Depression from the story. How is this story about opportunity cost? ❖ Divide students into groups of three or four. Fold a piece of paper in half. On one half of the paper, draw a picture of Uncle Jed’s choice and opportunity cost. On the other half of paper, draw a picture of something they wanted and their opportunity cost. ❖ Share their drawings
Summarizer	Write a paragraph that answers the following questions: What is the difference between wants and needs? What is an opportunity cost? Give one example of opportunity cost.
Materials	Book Uncle Jed’s Barbershop by Margaree King Mitchell, paper, pencil

Lesson Title	President's Day
Author:	Kerrie Welch, Bibb County (adapted from an idea in <i>Creative Classroom</i> 1996)
Grade Level(s)	K-3
Essential Question	How have the contributions made by George Washington and Abraham Lincoln affected us today?
Hook	Show pictures of monuments in Washington D.C. Have students name them. Ask students, "What do these places have in common?"
Teaching Strategies	<ul style="list-style-type: none"> ❖ Discuss the fact that many holidays focus on contributions made by respected people. Give examples: Lincoln, Washington, King Jr., and Columbus. ❖ With partners have students research Washington and Lincoln. They may use reference books, non-fiction books, textbooks, and Internet access. ❖ Have students find as many places, buildings, streets, etc. named after these two famous individuals. ❖ Share their results with the class.
Summarizer	Ask students to name at least three ways that the contributions made by George Washington and Abraham Lincoln affect us today.
Materials	Pictures of monuments in Washington D.C. (These may be found on the Internet as well); access to the Internet; reference books; non-fiction books; textbooks; paper; pencils

Lesson Title	Resources, Resources, Resources
Author:	Julie Ross, McKibben Lane Elementary School
Grade Level(s)	Any grade level where economics principles are taught
Essential Question	What are the three types of resources? How do people use these resources to meet their wants and needs?
Hook	Ask students, “Have your parents ever saved money to buy something important? Before they could buy it, an emergency occurred and your parents had to spend the money for something else? How did that make you feel?”
Teaching Strategies	<ul style="list-style-type: none"> ➤ Remind students of the three types of resources: <ol style="list-style-type: none"> 1. natural –useful materials that come from the earth 2. human – people who make products or provide services 3. capital – machines, tools, and buildings used to produce goods and services ➤ For student reference, post a sheet of chart paper with the three types of resources listed. It should be divided into columns with one section for each type of resource (natural, human, capital). ➤ Tell students that you are going to read them a story and you want them to listen for the three types of resources in the story ➤ Read the book – Uncle Jed’s Barbershop ➤ Place students in groups to identify the three types of resources in the story. ➤ Each group should list the resources on a sheet of chart paper set up similarly to the one posted on the board. ➤ Make sure that groups cover each of the resources <ol style="list-style-type: none"> 1. Natural - useful materials that come from the earth <ol style="list-style-type: none"> a. Land farmed by Sarah Jean’s father b. Land farmed by sharecroppers c. Land where barbershop was built d. Crops grown by Sarah Jean’s father 2. Human - people who make products or provide services <ol style="list-style-type: none"> a. Uncle Jed –he provided a service by cutting hair b. Sarah Jean’s father – raising crops c. Doctors and Nurses at hospital d. People who worked at the bank 3. Capital (Machines, tools, and buildings used to produce goods and services) <ol style="list-style-type: none"> a. Equipment to furnish barbershop b. Uncle Jed’s Barbershop c. The family farm d. The hospital

e. The bank	
Summarizer	<ul style="list-style-type: none"> ➤ Student groups will share the types of productive resources they found in the story. ➤ Student groups will respond to Uncle Jed’s sacrifice in the story and how he finally achieved his dream. ➤ Students will write a reflection on how the characters in the story used available resources to meet their needs.
Materials	<ul style="list-style-type: none"> ➤ Several sheets of chart paper or construction paper ➤ Markers ➤ Book – Uncle Jed’s Barbershop ➤ Journals ➤ Pencils or pens

Lesson Title	Sequence Is Important
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Any grade level where sequence of events is taught
Essential Question	When making a product is it necessary to follow a set sequence or can the sequence be changed without affecting the final outcome?
Hook	Ask students, “If you needed a new coat how long would it take for your parents to get one for you? Can you imagine how you would feel if you had to wait more than a year to get a new coat when you really needed one now?”
Teaching Strategies	<ul style="list-style-type: none"> • Tell students that you are going to read a story and you want them to focus on the sequence of events in the story. • Remind students that the order in which events happen is important and helps the reader understand events in the story • Read aloud the book A New Coat for Anna • Help students create a chart delineating the sequence in which the events occurred. <ol style="list-style-type: none"> 1. Anna needed a new coat, because her old one was too small, and it was winter. 2. Anna’s mother didn’t have enough money to buy a coat, so she came up with an idea to get one without spending any money. 3. Anna’s mother offered the farmer a gold watch in exchange for enough wool to make a coat. 4. Anna and her mother went back to the farmer in the spring to exchange the watch for the wool. 5. Anna and her mother took the bag of wool to an old woman who had a spinning wheel. 6. In the summer, Anna and her mother exchanged a lamp for yarn made from the wool. 7. Anna and her mother picked lignonberries so they could make a dye for the wool. 8. Anna and her mother dyed the wool red. 9. In the fall, Anna and her mother gave the weaver a necklace in exchange for weaving the yarn into cloth. 10. Anna and her mother gave the tailor a teapot in

	<p>exchange for making the cloth into a coat.</p> <p>11. At Christmas, they had a party to thank all the people who helped make Anna’s new coat.</p>
Summarizer	<p>Remind students that while sometimes the order in which something happens is not important, in this story the sequence is critical. It was not possible to perform the steps out of order or to leave out a step.</p> <p>Ask students if one of the events had not happened would Anna have gotten a new coat. (Students should be able to determine that the dyeing process could have been eliminated. Anna still would have gotten a new coat, but it would not have been red.)</p> <p>Help students understand that all the other steps were equally important. Without the previous step occurring, the next step could not happen.</p>
Materials	<p>Book – A New Coat for Anna Chart Paper and Markers or White Board and Markers</p>

Lesson Title	Teacher May I?
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Primary
Essential Question	What are the cardinal directions? How are they situated in relation to each other?
Hook	<p>Can you find your way around the room just by using cardinal directions?</p> <p>Would you like to play a new version of “Mother, May I?” called “Teacher, May I?”</p>
Teaching Strategies	<ul style="list-style-type: none"> ➤ Review cardinal directions – North, South, East, and West ➤ Have students stand and point at each direction on the wall map ➤ Remind students of the phrase “<u>N</u>ever <u>E</u>at <u>S</u>our <u>W</u>atermelons” (North, East, South, West) to help them remember how the directions lie in relation to each other ➤ Point out the labels in the classroom. (Each wall should have a large sign labeling it North, South, East, or West. Make certain that labels are oriented accurately. In other words, the “north” label should be on the “north” wall, as indicated by a compass). ➤ Give students directions to move in a certain direction (example) <ol style="list-style-type: none"> 1. Go North 3 steps 2. Turn West and hop 2 times ➤ Have students follow the directions to practice cardinal directions
Summarizer	<ul style="list-style-type: none"> ➤ Take the students outside or into the gym where there is a large open area. Use a compass (or personal knowledge of directions) to determine cardinal directions. ➤ Remind students of the game “Teacher May I?” and the rules and movements involved in playing it ➤ With the teacher acting as “Teacher” let the children play the game with cardinal directional instructions.
Materials	<ul style="list-style-type: none"> ➤ Direction Labels for the classroom (four large strips of paper with a cardinal direction written on each one) ➤ Large open space in which to play the game ➤ Wall Map

Lesson Title	Timelines
Author:	Kerrie Welch, Bibb County
Grade Level(s)	All grades that teach timelines
Essential Question	Why are timelines important?
Hook	<ul style="list-style-type: none"> ➤ Ask the students if their parents or grandparents ever told them about a journey they had taken. Listen to this story to find out where the grandfather goes on his journey.
Teaching Strategies	<ul style="list-style-type: none"> ➤ Read the story Grandfather’s Journey by Allen Say. ➤ Discuss the places grandfather visited on his journey. Discuss the passage of time between the visits. Discuss events that happened in each place grandfather visited. ➤ On the board, have the class create a timeline of the story. Make sure that proportional space is left between entries to correctly reflect length of time between them. ➤ Discuss timelines, the information they contain, the importance of space between spaces on the timeline and how to read a timeline. Tell students that a timeline allows the user to see at a glance important events in chronological order and how far apart or close together they occurred. ➤ Have students create a timeline of their life using illustrations and statements. ➤ Share the timelines as time permits.
Summarizer	<p>Discuss why timelines are important and what they are used for.</p> <p>Extension Activity: Interview your grandparents and create a timeline of their life to share with the class.</p>
Materials	<p>Grandfather’s Journey by Allen Say construction paper crayons/markers</p>

Lesson Title	Sweet Clara and the Freedom Quilt
Author:	Kerrie Welch, Bibb County
Grade Level(s)	Any grade that discusses slavery and the Underground Railroad
Essential Question	What was the Underground Railroad? How did it operate? How did slaves escape on the Underground Railroad?
Hook	Show the cover of the book Sweet Clara and the Freedom Quilt Ask: Does your family have a quilt? Did you know that quilts could tell stories about the past? Listen to find out what story the quilt is telling in Sweet Clara and the Freedom Quilt
Teaching Strategies	<ul style="list-style-type: none"> • Read the story Sweet Clara and the Freedom Quilt by Deborah Hopkinson. • Discuss the significance of the quilt in the story. • What colors/patterns did Clara use to differentiate between the river, big house, the slave quarters, the swamp, the corn fields and the cotton fields. Where did Clara get her information for her colors/patterns that she used for the quilt? • Give students a quilt pattern. You can design this by drawing a square the size you want. • Have them create their own map to a certain location (school, home, church) on the quilt pattern. • Share the quilt pieces. Tape pieces together to make a class quilt.
Summarizer	Answer Essential Questions orally or the teacher may have students write a paragraph to explain their answers.
Materials	Book Sweet Clara and the Freedom Quilt by Deborah Hopkinson; quilt pattern; crayons and pencils; tape

Lesson Title	What Landform Am I?
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	K-5
Essential Question	What are the main characteristics of each type of landform?
Hook	Ask students, “Have you ever played twenty questions? Can you figure out which landform is being discussed without knowing its name just by asking questions about it?”
Teaching Strategies	<ul style="list-style-type: none"> • Have a stack of cards with the name of a landform written on each one • Seat students in a circle • Randomly select a student to stand in the center of the circle • Tape one of the cards on the student’s back where other students can read the card but the student who is in the center cannot see it • The student may ask 5 questions about his landform using the following guidelines provided in the attachment. • As soon as the student correctly identifies the landform, choose another student to go into the center and repeat the procedure, using another landform card. • If the student is unable to identify the landform, provide clues to help the student discover the name of their landform. • Repeat with new students and new cards as time permits until all cards are solved correctly.
Summarizer	<ul style="list-style-type: none"> • After student identifies his landform, but before he sits down ask him to list the main characteristics of his landform that helped him identify the correct landform. • If he does not list all the other characteristics, encourage other students to name elements that would have helped him identify the landform.
Materials	<ul style="list-style-type: none"> • Cards listing one major landform per type • Tape • List of landforms with characteristics (attached)

Landform List and Characteristics

If you need to model one for a child, hold up the card that is labeled “plain” and ask some of the questions that students might ask. Have students answer the questions. This will help them see how to ask the questions. If a child still has problems asking questions, provide prompts that would give them a characteristic. Remember the child does not have to ask five questions if they can solve it sooner. If you are not sure of the characteristics or how the area looks, look in a social studies book.

Questions students might ask about plains:

1. Am I land or water? (land)
2. Do I rise up from the land or am I low-lying? (low-lying)
3. Am I flat? (yes)
4. Where am I located? (In the lower half of Georgia or in the Western United States)
5. Am I a plain? (yes)

Plain – land, covers large area, flat or mostly flat, covers lower half of Georgia, many located in Western United States

Plateau – high land with steep sides, top can be flat or hilly, not as high as mountains, some are located in the Northwest corner of Georgia and in the Western United States

Hill – raised mass of land, smaller than a mountain, area between them is called a valley, many are located in Middle Georgia

Mountain – a steeply raised mass of land, much higher than the land around it. In Georgia, there are mountains in the Northwest.

Valley – lowland between hills and mountains

River – a large stream of water that runs into a lake, ocean, or another river. It has a source, a mouth, and sides that are called banks.

Coast – land next to an ocean or large lake, usually flat, located in Georgia around Brunswick and Savannah

Desert – land, a dry area where there is little rain fall, few plants grow there, hot during the day and cool at night, none are located in Georgia, the hottest one in the U. S. is Death Valley

Bay – an area of a lake or ocean partly surrounded by land

Delta – a triangular area of land formed by deposits of fine soil at the mouth of the river

Gulf – a large area of water partly surrounded by land, smaller than a sea

Island – a body of land with water all around it

Lake – a body of water with land all around it

Ocean- a large body of salt water covering a large area of the Earth, there are four major oceans with smaller seas

Peninsula – a piece of land that is nearly surrounded by water or surrounded by water on three sides, Florida is a peninsula

Canyon – a steep, narrow valley with high sides

Forest – a large area of land where many trees grow

Sea – a large body of water smaller than an ocean

Volcano – mountain with opening at the top formed by bursts of steam and lava

Lesson Title	Where Am I Going?
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Primary
Essential Question	What are the cardinal directions? How are they situated in relation to each other?
Hook	Ask students, “If you left North America and went to Europe, in which direction would you travel?” “How can you find out which way to go?”
Teaching Strategies	<ul style="list-style-type: none"> ➤ Introduce students to the cardinal directions ➤ Have them stand and point at each direction on the map ➤ Introduce students to the phrase “<u>N</u>ever <u>E</u>at <u>S</u>our <u>W</u>atermelons” (North, East, South, West) to help them remember how the directions lie in relation to each other ➤ Have students practice identifying continents and oceans in relation to each other ➤ Sample Questions: <ol style="list-style-type: none"> 1. If you traveled from North America to Africa in which direction would you be traveling? (East or Southeast) 2. Which continent lies south of all the other continents? (Antarctica) 3. Which ocean is north of all the other oceans? (The Arctic Ocean)
Summarizer	Have volunteers take turns answering sample questions.
Materials	➤ World Map

Lesson Title	White House Pets
Author:	Kerrie Welch, Bibb County
Grade Level(s)	K-3
Essential Question	What's it like for a pet to live in the White House? What role do pets play in the life of the President and their families?
Hook	Show pictures of the White House, George W. Bush, and George W. Bush's dog Barney. www.higherpraise.com/bush.htm Ask students if they have a pet. Let them share. Tell about how important our pets are to our families.
Teaching Strategies	<ul style="list-style-type: none"> • Read the story Wackiest White House Pets by Katherine Gibbs Davis. • Discuss unusual pets owned by different Presidents. • Discuss the fact that one dog (Millie) even had a book written for her by her owner Barbara Bush. • Discuss what it must be like for the pets to live in the White House. • Have students write a letter to Barney, George W. Bush's dog. They may ask him what it is like to live in the White House. They may choose to write a letter to the President about which pet they should have and why. • Share the letters.
Summarizer	Orally answer the essential questions
Materials	Book Wackiest White House Pets; paper, pencils, pictures of White House, George W. Bush, and his dog Barney

Lesson Title	The Appalachian Mountains
Grade Level	K-3
Author	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Essential Question*	Where are the Appalachian Mountains located?
Hook	Ask the students if they have ever been to the mountains? Do they know the name of the mountains they visited? Can they list names of other mountain ranges? Ask students if they know the name of the major mountain range closest to Georgia. On a map, show the Appalachian Mountain range.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Explain to the students that the Appalachian Mountains are a system of mountains in North America that run from Alabama to Quebec, Canada. ▪ Trace the route on a large map and repeat the definition to the class. Next, ask the students if they recognize any of the states the Appalachian Mountains run through. Let students respond. ▪ Give each student an outline map of the United States and Canada. The states and provinces should be labeled. (Inform students that in Canada states are known as provinces.) The teacher will use the same map on the overhead and trace the Appalachian Mountain range with a bright marker. While the teacher traces the mountain range, the students should copy onto their individual maps. After the route has been drawn the teacher will walk around checking the student's map and asking questions. <ul style="list-style-type: none"> - Are the Appalachian Mountains located in the North, South, East, or West side of the map? - Do the Appalachian Mountains run through Georgia? - Can you point to the line where the Appalachian Mountains cross over into Canada? - How many states in the United States does the mountain range run through? - Let the students color the states and provinces that the Appalachian Mountains run through. After the students have completed coloring, the teacher will call on students to name these states aloud. Teacher will record states on the board as students say them aloud. <p>States are: Alabama, Georgia, North Carolina, Tennessee, Virginia, West Virginia, Maryland, Pennsylvania, New Jersey, New York,</p>

	<p>Connecticut, Massachusetts, Vermont, New Hampshire, Maine, Newfoundland, New Brunswick, and Quebec</p> <p>The teacher should again trace the route on the overhead as the students follow along on their individual maps.</p>
Summarizer	<p>Ask various students to give a definition for the Appalachian Mountains. The students will be able to use their colored maps to list the states. The students will be assessed according to the definition given and the number of states listed.</p>
Materials	<p>Map overhead</p> <p>Large map of North America</p> <p>Outline maps of the United States and Canada with labeled states and provinces</p>
*Note	<p>This lesson could serve as an introductory lesson to the Appalachian Mountains as well as the Major Mountains of the United States of America. Future lesson could give further detail about the mountain ranges and their stories.</p>

Lesson Title	“Harvesting Hope”
Grade Level(s)	K-3
Authors	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Essential Question	Who was Cesar Chavez? How did he improve workers’ rights? What is a protest?
Hook	Tell students to listen for one interesting fact as the teacher reads the book <i>Harvesting Hope: The Story of Cesar Chavez</i>. Teacher should ask questions throughout reading that will help the students answer the essential questions. Point out that Chavez led a nonviolent march, also known as a protest. Explain to students that a protest is a public display of dislike towards an idea or course of action. Ask students if they have ever witnessed a protest and was it violent or nonviolent? Allow students to share.
Teaching Strategies	<p>(Prior to this lesson, get approval and make plans with your principal for a mock protest.)</p> <ul style="list-style-type: none"> ▪ Ask students if there is something about their school that they would like to change. Guide suggestions and record responses on the board. Through a class vote, let students decide on one issue over which they wish to protest. Tell them they will take their case to the principal through a peaceful protest. ▪ Have students make protest signs and march to the principal’s office. The principal will hear the class’s plea and will decide whether to accept or not to accept the proposed change. ▪ After the protest is over, students will return to class to discuss lesson. The teacher should ask class questions such as: <ul style="list-style-type: none"> - What was accomplished by our protest? - Was it violent or peaceful? <p>Ask students to recall the book, <i>Harvesting Hope</i>, which was read earlier in the lesson. Ask questions such as:</p> <ul style="list-style-type: none"> - Was Cesar Chavez’s protest peaceful or violent? - What did his protest accomplish? - Was it successful? <p>Discuss with students that you can still get people to listen to your cause without using violence.</p>
Summarizer	Ask students to draw a picture of Cesar Chavez’s protest and write a fact on their picture that tells what they learned from the book, <i>Harvesting Hope</i> about worker’s rights.
Materials	<i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull

	Poster board (for protest signs) Markers, crayons Paper(for picture)
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Lesson Title	Costs and Benefits
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Kim Rozier, Ashley Dees
Essential Question	What is spending? What is saving? What is a cost? What are advantages and disadvantages to both?
Hook	Teacher poses the question, “If you were given a hundred dollars, what would you do with it?” Allow students to respond.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Read the story <i>The Leaves in October</i> by Karen Ackerman. Tell students to listen for examples of saving and spending. (This is a story about a family living in a shelter. The daughter, Livvy, and a friend, Belinda, sell tissue roses. They share their profits. Belinda spends her money; Livvy saves hers.) ▪ Teacher should stop throughout book to ask questions such as: <ul style="list-style-type: none"> - Why did the girls decide to sell paper roses? - What did Livvy save her money for? - What did Belinda spend her money on? - After reading the book discuss why the girls decided to sell paper roses and what each planned to spend their money on. Explain the meaning of spending and saving. Spending is taking what money you have and buying something with it. Saving is taking the money you have and putting it away to buy something more expensive when you have enough money. Tell students that when individuals save, they usually have a goal. What was Livvy's savings goal? - Ask students to tell when they have been spenders and savers. Allow students to share. - Make a two column list on the board labeled “choice” and “cost.” Explain that a cost is the loss sustained in gaining something else. - Ask students if they have ever had to make a choice between two items or things they wanted. Record student’s choices. Then ask them why they could not have both, and what they had to give up, recording this under the cost column. - Teacher should then read different choice problems to the class, allowing them to vote whether the problem would best be solved by spending or saving. (Vote for choice problem by having the students raise their hand for either

	<p>spending or saving.)</p> <ul style="list-style-type: none"> - Example of choice problems are: -Renting a video game versus saving to buy your own video game -Buying a Snickers bar versus saving to buy a big bag of candy. -Buying a new toy versus saving to buy a new jacket. -Buying a new CD versus saving to buy concert tickets. <p>Ask students to defend their answers.</p>
Summarizer	Have students write a response to the story identifying the cost and benefits that Livvy received by saving her money and the cost and benefits that Belinda received by spending her money.
Materials	The book <i>The Leaves in October</i> by Karen Ackerman A list of prepared choice questions (or use those above)

Lesson Title	Ancient Greek Olympics
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are some ways that the modern Olympics are the same and different from the ancient Greek Olympics?
Hook	<ul style="list-style-type: none"> ▪ Post headings around the room that say (with enough room for students to stand under the headings): Boxing, Running, Wrestling, Chariot Racing ▪ Ask if they have ever watched the Olympics and explain that these headings are events in the ancient Greek Olympics, which were the first Olympics. ▪ Tape a paper to each student's shirt that has either male or female written on it and the name of a language (including several Greek) ▪ Ask the students to stand under the sport they would like to compete in ▪ Tell them that the females have to sit down because women couldn't participate in the ancient Greek Olympics ▪ Tell the students that only those who speak Greek may stay standing because they were the only ones allowed to compete ▪ Have everyone return to their seat
Teaching Strategies	<p>Ask the students how long ago they think the Olympics started. After taking some responses, tell them that the first Olympics in Greece were about 1200 years ago. Tell them that 100 years is about the longest any person ever lived and show them a paper clip. Explain that the paper clip represents 100 years. Add 11 more paper clips. One paper clip represents 100 years, but all 12 of these paper clips represent 1200 years. This is how long ago the Olympics started.</p> <ul style="list-style-type: none"> ▪ Explain that the Olympics began as a religious celebration that many men attended. The Olympics took place only in Greece when they began. ▪ Show a short clip from a modern Olympics. ▪ Have the students discuss in groups of 4 what the Olympics are like today based on what they have seen. ▪ Have the groups share their findings from their discussions, as a whole group. If they don't mention any of the following talk about them: Some of the events they have seen (running,

	<p>swimming, wrestling). Other observations/comments might include the following:</p> <ul style="list-style-type: none"> ▪ Women were first allowed to participate in the Olympics in 1900. ▪ Olympics move to a different city every year now, but they didn't when they started ▪ When the Olympics started, they took place every 4 years, and they still take place every 4 years ▪ Have the students discuss the differences and similarities of the modern Olympics to the ancient Olympics in their small groups, using the information just discussed. ▪ Walk around while they are talking and join each group for a few minutes. Keep them on track with their discussions and help them if they need it.
<p>Summarizer</p>	<ul style="list-style-type: none"> ▪ Have the students make a cluster map (or Venn diagram) showing some similarities and differences between the modern and ancient Olympics.
<p>Materials</p>	<ul style="list-style-type: none"> ▪ Labels with the names of the events on them ▪ Labels to tape to students' shirts ▪ Paper Clips ▪ Video of modern Olympics: 100 Years of Olympic Glory (1996) directed by Bud Greenspan

Lesson Title	The Hudson River
Grade Level(s)	K-3
Essential Question	Where is the Hudson River located?
Author	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Hook	<p>Ask students, “Have you ever been to a river?”</p> <p>“Tell us what you did at the river and what you saw.”</p> <p>Call on students to share their thoughts.</p>
Teaching Strategies	<p>Teacher continues: “Well, I have a very neat book to share today. My book is about a very famous river called the Hudson River. The book is called, <i>The Little Red Lighthouse and the Great Gray Bridge</i>.” (by Hildegard H. Swift and Lyn Ward)</p> <p>The teacher will instruct the students to clap when they hear the name of the state where the Hudson River is located. When the students begin to clap, the teacher will stop reading and ask the class the name of the state.</p> <p>The teacher will finish reading the book emphasizing the location of the river.</p> <p>After reading the book, the teacher will give each student a map of New York. The cities and topographical features should be apparent on the map. The teacher will ask for a volunteer to help her find New York on a large map of the United States so that the students will be aware of it’s location in the United States.</p> <p>Next, the teacher will ask the students to put their finger on the Hudson River and trace the route of the river.</p> <p>The teacher will ask a series of questions: Is the Hudson River near the ocean? Does it run into any other states? Is the river located in the north, east, south, or west side of the state?</p> <p>The students should trace the Hudson River in blue on their map.</p> <p>Option: The teacher will give each student a pre-made cookie in the shape of New York. The students will ice their cookies with white icing and use blue sour straws to mark the river on the cookie. After each student has shown the teacher his/her cookie and the teacher sees that the river is in the correct place, the teacher will</p>

	instruct the student to eat and enjoy the cookie.
Summarizer	Give each child an outline map of New York that shows only the political features. The teacher will instruct the students to draw the Hudson River in the correct place on the map.
Materials	<ul style="list-style-type: none"> ○ Topographical maps of New York ○ City maps of New York ○ Large map of the United States of America <p>Optional:</p> <ul style="list-style-type: none"> ○ Pre-made cookies (www.foosecookiecutters.com/store/state1-ss3.html) ○ White icing ○ Blue sour straws

Lesson Title	The Judicial Branch
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Kim Rozier, Ashley Dees
Essential Question	What are the three branches of government? What is the judicial branch, how does it work, and what makes up this branch?
Hook	Explain to the students that our government is much like a tree. The roots of the tree are the people; the trunk is the Constitution (what our government is based on); and the branches represent the three branches of the government (Executive, Judicial, and Legislative). Have the class construct a government tree from pre-cut tree parts to hang on the wall. Label each part.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Explain to students that we will focus on only one of our branches of government today, the judicial branch. ▪ Pose this scenario to students: If you and your brother/sister are arguing over a toy and can not come to an agreement, to whom do you turn settle the argument? Students should raise their hands and respond. ▪ They will answer: parents, grandparents, babysitter, etc. Then the teacher should explain that this is similar to how the court works, people turn to a “higher person” to make the decision. ▪ Tell the students that the judicial branch is the branch of government that explains laws. This branch does this by hearing and eventually making decisions on various legal cases. The judicial branch is in charge of the court system. There are three different kinds of courts found in the court system. The lowest level is the district courts, the second level is the court of appeals, and the top level is the Supreme Court. ▪ (To better explain the different types of courts, use the analogy of discipline within your school. When a student misbehaves they are first “tried” by other students. If they are unable to solve the problem, the “case” is passed onto the teacher. If the teacher is unable to solve the problem she then passes the “case” onto the principal, who makes the final decisions regarding the behavior of the student and their punishment. In this analogy, the students represent the district courts. The teacher represents the Court of Appeals, and the principal represents the Supreme Court.) ▪ Begin a KWL chart with the class, asking them to list what they know about the judicial branch of government. ▪ Ask the students what they would like to know about the

	<p>judicial branch of government.</p> <ul style="list-style-type: none"> ▪ Ask students to recall the story The Three Little Pigs and give a brief summary of the story. ▪ Tell students that they will be learning first hand how the courts work by enacting the trial of the Big Bad Wolf versus Curly Pig. ▪ Hand out the scripts, assign parts (teacher will need to explain each part), and set the classroom up as a court room. ▪ Teacher sets the scene: Trial is being held in the once upon a time courthouse. The Bailiff enters the courtroom and calls the case of B.B. Wolf versus Curly Pig to order. Wolf is seated with his attorney at the plaintiff’s table, Pig with his counsel at the defendant’s table. ▪ Class conducts the mock trial. ▪ After the trial concludes, discuss with the students what happened, and how the court worked. Explain that a case can move through the levels, from lowest or district courts to Supreme.
Summarizer	<p>Ask students to think about everything they learned during today’s lesson and fill in the L section of the KWL chart. If there are any questions on the KWL chart that have not been answered allow student’s time to research answers.</p>
Materials	<ul style="list-style-type: none"> ▪ Pre-cut tree parts (roots, trunk, branches) ▪ Tape ▪ Markers ▪ KWL chart ▪ Copies of trial script

Mock Trial Script: Big Bad Wolf vs. Curly Pig

http://www.19thcircuitcourt.state.il.us/bkshelf/resource/mt_bbwolf.htm

Lesson Title	Poles and Ladders (introduction lesson to longitude and latitude)
Grade Level	K-3
Author	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Essential Question	Where is the equator located on a map? Where is the Prime Meridian located on a map? What are latitude and longitude?
Hook	Give students a word search (included) of important vocabulary words that will be introduced in the lesson. (latitude, longitude, equator, prime meridian, Greenwich, globe, Earth, degrees, North Pole, South Pole) Ask students if they recognize any vocabulary words. Ask if they know their definitions.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Have note cards with the definition and picture of each word on it. Go over it with the class. ▪ After reviewing each of the new vocabulary words, ask students to come up to illustrate several vocabulary words on a poster. (Poster will have a circle drawn on it; the students will draw examples of lines of latitude and longitude and the equator and Prime Meridian on the circle.) ▪ Hand out copies of the song to each student. Teach the song about Latitude and Longitude to the class. Then sing it together as a class.
Summarizer	Give each student a worksheet with two circles on it. Instruct students to draw lines of latitude on one circle with a blue crayon, and longitude on the other circle with a green crayon. Then label the equator with a red crayon, and prime meridian with a orange crayon on appropriate circles.
Materials	Word search of vocabulary words Worksheet of globes for assessment Note cards with vocabulary definitions written on

	them Pre-made poster board Copy of song for each student Crayons for each student
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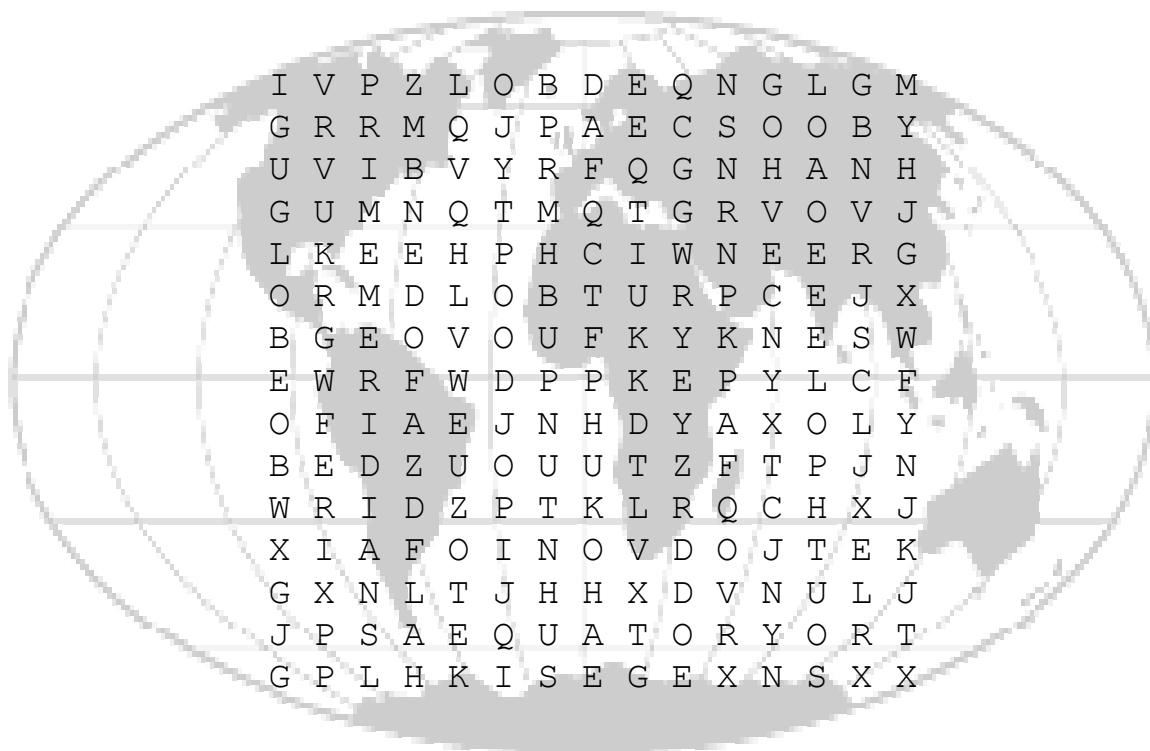
Song written by: Cathy Johnson

www.lessonplanspage.com/SSMusicLatitudeLongitude3.htm

Definitions for note cards:

- **Latitude:** Parallel horizontal lines that run east to west on a globe. These lines are used to measure and locate places on the globe.
- **Longitude:** Vertical lines that run from north to south on a globe. These lines are used to measure and locate places on the globe.
- **Equator:** Imaginary line from which latitude is measured. This line is located equal distance between the North and South Pole and divides the Earth into two Hemispheres. It is in the center of Earth and is the hottest point on Earth.
- **Prime Meridian:** Imaginary line from which longitude is measured. This line is located at zero degrees longitude.
- **Globe:** A sphere on which a map of Earth is represented.
- **Earth:** The planet which we live on.
- **Degrees:** Unit of measurement for a circle. Lines of latitude and longitude are measured in degrees.
- **North Pole:** Northern most point on Earth.
- **South Pole:** Southern most point of Earth.

Poles and Ladders



DEGREES
EARTH
EQUATOR
GLOBE
GREENWICH
LATITUDE
LONGITUDE
NORTH POLE
PRIME MERIDIAN
SOUTH POLE

Latitude & Longitude

Sung to “The Wheels on the Bus”

Song written by: Cathy Johnson www.lessonplanspage.com/SSMusicLatitudeLongitude3.htm

Latitude

I'm climbing the Ladder of Latitudes, latitudes, latitudes
I'm climbing the ladder of latitudes, all around the world.

(Have this song written up with a picture of the globe and the lines of latitude, comparing the lines of latitude to a ladder. It's a great visual reminder.)

Longitude

It's a LONG LONG way from pole to pole, pole to pole, pole to pole
It's a LONG LONG way from pole to pole, so we call those LONGITUDES.

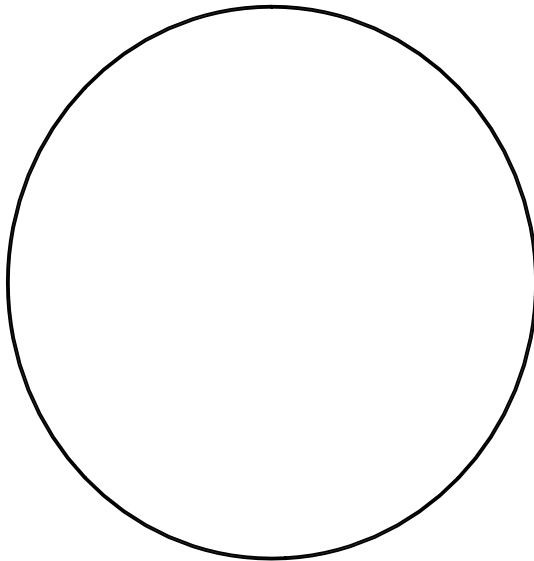
(We stretch our arms from up to down to indicate going from pole to pole.)

Name _____

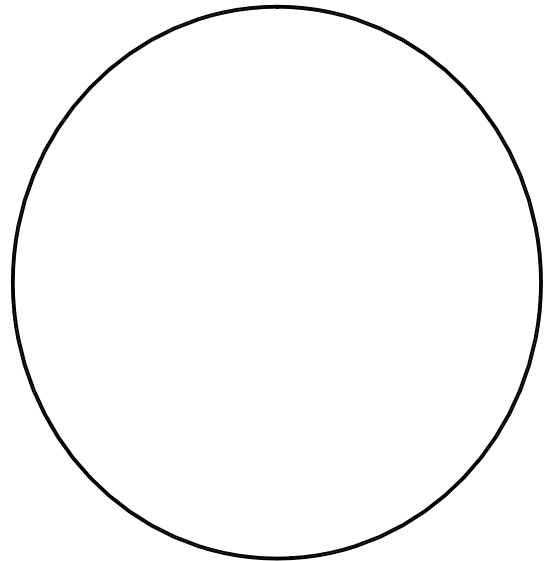
Poles and Ladders

Directions:

1. In the circle labeled latitude draw lines of latitude in blue.
2. Draw and label the Equator in red.
3. In the circle labeled longitude draw lines of longitude in green.
4. Draw and label the Prime Meridian in orange.



Latitude



Longitude

Lesson Title	The Major Rivers of the U.S.A.
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are the major rivers of the U.S.A., and where are they located?
Hook	<ul style="list-style-type: none"> ▪ Ask students if any of them have ever been to a river and listen to a few responses. Then ask the students what a river is and listen to a few responses. Tell the students that a river is a natural stream of fresh water larger than a brook or creek. A river flows toward another river, an ocean, a lake, or other large body of water. A river may begin as rainfall, a melting snowfield or a glacier, a spring, or the overflow of a lake. Today we are going to learn about some very important rivers in the United States of America.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Distribute classroom maps to each student. ▪ Have students trace the rivers with their finger on their own maps while the teacher demonstrates with a classroom map ▪ Using the topographical map, show students the route of the Mississippi River. The Mississippi flows from Minnesota to the Gulf of Mexico. ▪ Using the topographical map, show students the route of the Ohio River. The Ohio flows from Pennsylvania through West Virginia and joins the Mississippi in Illinois. ▪ Using the topographical map, show students the route of the Rio Grande. The Rio Grande begins in Colorado and flows into the Gulf of Mexico. It is a boundary between Texas and Mexico. ▪ Using the topographical map, show students the route of the Colorado River. It begins in Colorado and flows through Wyoming, Utah, New Mexico, Arizona, Nevada, and California. It flows into the Gulf of California. ▪ Using the topographical map, show students the route of the Hudson River. It flows through New York and partially borders New York and New Jersey. It ends in the Atlantic Ocean.

<p>Summarizer</p>	<ul style="list-style-type: none"> ▪ Collect the student maps. ▪ Give each student an outline (black and white) map of the U.S.A. ▪ Pass out red, blue, green, orange, and yellow colored pencils to students who do not have them. ▪ Instruct the students to shade and label the path of the Mississippi River with the red colored pencil. ▪ Instruct the students to shade and label the path of the Ohio River with the blue colored pencil. ▪ Instruct the students to shade and label the path of the Rio Grande with the green colored pencil. ▪ Instruct the students to shade and label the path of the Colorado River with the orange colored pencil. ▪ Instruct the students to shade and label the path of the Hudson River with the yellow colored pencil. ▪ The students can refer to the classroom map, since this is the first time they have been exposed to this concept.
<p>Materials</p>	<ul style="list-style-type: none"> ▪ Classroom topographical map of the U.S.A. (pull down or large) ▪ Smaller classroom maps for each student ▪ Black and white U.S.A. map for student labeling and shading ▪ Red, blue, green, orange, and yellow colored pencils for students who do not have them.

Lesson Title	The Black Rose, Mary McLeod Bethune
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Essential Question	Who was Mary McLeod Bethune? What did she do?
Hook	Show the students \$1.50 in actual currency. Ask the students to think of what they could do with this money. Record some of their responses on the board. Explain to students that you are going to tell them about a woman who did a lot with just \$1.50.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Teacher should then read aloud chapters 3 and 4 from <i>Mary McLeod Bethune: A Great Teacher</i>. Before reading the excerpt from the book, ask students to listen for what Mary Bethune used the \$1.50 for and her role in education. ▪ After reading, discuss the main points with the class. Tell them that Mary McLeod Bethune was a young black woman who started a school for black girls with just \$1.50 in Daytona Beach, Florida. ▪ Divide the students into groups and have them discuss if it would be possible to start a school with just \$1.50 and, if so, how they would do it? ▪ Have students consider the following questions while working in their groups: <ul style="list-style-type: none"> - Where would the school be (in what type of building)? - What would they use for supplies? - How would they pay the teachers? <ul style="list-style-type: none"> ▪ Bring back to the large group and have each group present their ideas to the class. Discuss how Mary Bethune began her school, comparing similarities and differences between her school and their ideas. Teacher should record comparison using a Venn diagram which she has drawn on the board.
Summarizer	Have students pretend they are Mary McLeod Bethune writing in her journal after the first day of school. Write the journal entry from her perspective addressing problems faced (lack of material, students with poor or no reading and writing skills) and outcome of the day. Have students turn in completed journal entry for assessment on whether or not they understand who she is and what she did.
Materials	Book <i>Mary McLeod Bethune: A Great Teacher</i> by Patricia and Fredrick McKissack \$1.50

Lesson Title	The Rocky and Appalachian Mountains
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	Where are the Rocky Mountains and the Appalachian Mountains?
Hook	<p>Begin by talking about an exciting trip taken to the Rocky Mountains (real or imaginary).</p> <ul style="list-style-type: none"> • Pass around vacation pictures of the Rockies • Talk briefly about Colorado or other mountain state (where vacation occurred) • Mention climate including snow-capped peaks • Show a large topographical map of the United States of America • Show map indicating where Rocky Mountains are located, then show how much closer the Appalachian Mountains are to where we are located.
Teaching Strategies	<p>Take a closer look at the Rockies and Appalachians.</p> <ul style="list-style-type: none"> • Ask: What is a mountain range? Listen to students' theories and then explain that a mountain range is a cluster or group of mountains. • Pass out classroom maps to each student. • (Have students follow along on their own maps) Using a topographical map, show students states that are included in the Rocky and Appalachian Mountains. Ask if any students have been to those states. States included in the Rockies stretch from Montana to New Mexico and outside the U.S.A. into Canada and Mexico, and states in the Appalachians begin in New York and extend southward to Georgia. • Explain that sea level is where the ocean and land meet. Indicate the highest point in each range and explain that its height above sea level is determined by the number of feet it is above sea level.
Summarizer	<ul style="list-style-type: none"> • Collect students' maps. • Give students a black and white map of the U.S.A • Distribute brown and orange colored pencils to students who do not have them. • Instruct the students to shade and label the Rocky

	<p>Mountains with the orange colored pencil.</p> <ul style="list-style-type: none"> • Instruct the students to shade and label the Appalachian Mountains with the brown colored pencil. • Students can refer to the classroom map, since this is the first assessment of this concept.
Materials	<ul style="list-style-type: none"> • Classroom topographical map of the U.S.A. • Smaller classroom maps for each student • Vacation pictures of the Rocky Mountains • Outline map of U.S.A. map for labeling and shading • Brown and orange colored pencils

Lesson Title	Bright Ideas: Passing a Bill
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Kim Rozier, Ashley Dees
Essential Question	What steps are taken to pass a bill in Congress? What happens when a bill is rejected?
Hook	<ul style="list-style-type: none"> ○ Ask students if they would like to pass a law stating that they didn't have to eat vegetables. ○ Ask a few students to respond to why they would like to not eat vegetables. ○ If all students choose to pass the law, explain that if they did not eat vegetables then their bodies would not have enough energy for them to run and play. ○ Ask if the students would rather not be able to run and play or not eat vegetables. ○ Explain that, when the Legislative branch of the government makes laws, they have to make sure that the law is good for everyone and that no one will be harmed by the law. Their job is to ensure that the people will benefit positively rather than being impacted negatively.
Teaching Strategies	<ul style="list-style-type: none"> ○ Review the three branches of government and their functions. ○ Outline and explain the Legislative, Executive, and Judicial branches of the government. <ul style="list-style-type: none"> ▪ Who is included in each branch? ▪ What is their job? ▪ How does it help and affect us? ○ Focus on the legislative branch for the purposes of creating a bill. ○ Discuss the job of the Senate and the House of Representatives in making and passing laws for our country and listening to the needs of the people they represent. ○ Divide the class into committees. Put three to four people in a group. ○ Create a web on the board with "Bill Suggestion" in the middle circle. Help students brainstorm ideas for possible bills that they would like to pass for their classroom or school. ○ List all ideas on the board and connect them to the middle circle. ○ Ask students to pick a "Bright Idea" from the web to try to pass as a law.

	<ul style="list-style-type: none"> ○ Give each group a “Bill Form” that will be used to write the bill that they chose to become a law in their classroom. Explain what is required for each section of the bill. ○ Each committee will write a bill, and then choose a speaker. The speaker will present the bill to the classroom. ○ After students present bills to the class, have class members present three comments or questions. ○ Give the committees time to revise and add to their bills. ○ The bill will then be presented to the floor for a final vote to be taken with the voting ballots provided. (Majority vote rules in order to pass this bill) ○ The president (the teacher) then signs or vetoes the bill. ○ If any of the bills can be enacted reasonably, take time to enact them.
Summarizer	<ul style="list-style-type: none"> ○ Pass out worksheet “The Legislative Branch” ○ Have students fill in the chart. ○ Help with any questions.
Materials	<ul style="list-style-type: none"> ○ “Bill Form” worksheet ○ voting ballots ○ “The Legislative Branch” worksheet

Voting Ballots

<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>
<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>
<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>	<p>General Session</p> <p>Title: _____</p> <p>YES _____</p> <p>NO _____</p>

The Legislative Branch

Legislative Branch

Who is in charge?

What do they do?

What steps are taken to pass a bill?

What happens when a bill is rejected (vetoed)?

Worksheet ideas supplied from Katie Ashcroft & Lori Pettit on www.lessonplanet.com

Lesson Title	Paul Revere
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	Who was Paul Revere? What was his role in the Revolutionary War?
Hook	<ul style="list-style-type: none"> ▪ Ask students if they were in the military and were getting ready to fight in a war, would they want someone to tell them when the enemy is about to attack, so they could be ready for the enemy? Ask students why they would want someone to warn them. Ask students if they know of someone from history who did that, to see if they have any prior knowledge of Paul Revere. ▪ Tell the students that Paul Revere warned the military and citizens that the enemy was about to attack them. This attack was at the beginning of the Revolutionary War, which led to our independence from Great Britain.
Teaching Strategies	<ol style="list-style-type: none"> 1. Read the book <i>Paul Revere's Ride</i> by Henry Wadsworth Longfellow and illustrated by Christopher Bing. 2. As the teacher reads the book, explain each stanza of the poem to the students. 3. After reading the book, ask students, "How did Paul Revere know what to tell the people about the British?" 4. Ask students what they think would have happened if Paul Revere did not warn the military and the citizens about the British. 5. Ask students how Paul Revere helped contribute to our independence. <ul style="list-style-type: none"> ▪ Explain to the students that if Paul Revere had not warned the military and the citizens about the British, they may not have been ready to fight them. If we had not won the Revolutionary War, we may have never achieved our independence from Great Britain.
Summarizer	<ul style="list-style-type: none"> ▪ Have students create a graphic organizer of the events of Paul Revere's Midnight Ride. ▪ Have the students use their graphic organizer to write and illustrate their own poem about Paul Revere's Ride.

	Then have students volunteer to read their poems to the class.
Materials	1. The book <i>The Midnight Ride of Paul Revere</i>. 2. Paper, markers, crayons, pencils, pens, and other art supplies for their illustrations.

Lesson Title	One if by Land, Two if by Sea; Paul Revere's Warning
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Ashley Dees, Kim Rozier
Essential Question	How did Paul Revere help Americans gain freedom from Britain?
Hook	Ask students: "How do you get your news?" "How do you think people got their news long ago?"
Teaching Strategies	<ul style="list-style-type: none"> ▪ Remind students that the Revolutionary War was America's war against England for independence from the mother country. Remind them that we celebrate America's independence on July 4. ▪ Tell them that serious problems developed between England and the American colonies in 1775. Ask students, "Since this was so long ago, it's hard to imagine how people got their news, but can anyone make a guess?" Call on various students to share. ▪ After students share, introduce the book Paul Revere's Ride by Henry Wadsworth Longfellow, telling students to listen for how the colonists were warned that the British troops were coming and who warned them. Teacher should then read the book aloud to the class. ▪ After reading the book ask students how the colonists received the news that the British were coming and who spread the news? Call on students to answer questions. <ul style="list-style-type: none"> - What was Paul Revere's duty? - What method did he use to warn the American people that the British were coming? - Tell students that Paul Revere's early warning system allowed the American colonists to prepare for the attack. This early warning aided in America's victory. America's victory provided them with freedom from England's rule; in other words America became an independent country. - Recreate the ride of Paul Revere by dividing the class into small groups. Provide each group with a copy of Paul Revere's Ride. Have students designate different people to be Paul Revere, the British troops, the American people, and the narrator. Act out for the class.
Summarizer	Draw a picture to show how Paul Revere helped Americans gain their independence from Britain.
Materials	Several copies of Paul Revere's Ride by Henry Wadsworth

	Longfellow Paper and crayons (*Props for recreation, if desired)
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Lesson Title	Production Resources
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are the four types of production resources?
Hook	Ask students to think about buildings they have seen constructed. What are some of the resources and supplies need to construct these buildings? List their answers on the board. Tell students that the three little pigs needed some of the same kinds of resources. Tell them to listen as your read the book for all of the materials that the pigs used to build their houses. Then read them the story of The Three Little Pigs.
Teaching Strategies	<ol style="list-style-type: none"> 1. Tell the students that you are thinking of the first little pig and what was needed to build his house. Draw a graphic organizer web on the board showing the resources the first pig used to build his house. (Ex: Straw, glue, and pig). 2. As a class, make a graphic organizer web for the second pig showing what resources were needed to build his house. (Ex: Sticks, Hammer, Nail, Pigs, etc.) 3. For the third graphic organizer, divide the class into groups and have them complete the graphic organizer of resources needed for the third pig’s house. (Ex: Brick, Cement, Pigs, Paint, etc.) Then have each group share their webs. As the groups share, put the graphic organizer for the third pig on the board. This graphic organizer will be made from each groups’ answers. 4. Next put up chart paper that is labeled “Production Resources.” Label three columns as Natural, Human, and Capital. Take the word straw from the first graphic organizer and sticks from the second and put them in the chart under the column “Natural.” Ask the students why you did this. Guide their answers to the concept that straw and sticks are natural resources. Explain what natural, human and capital resources are to the class. 5. Next, take each resource from the graphic organizers and have the class decide which column the resource

	<p>should go under.</p> <ol style="list-style-type: none"> 6. After the chart is completed, tell the students that each pig is an entrepreneur (wants to start his own business). Each pig wants to build houses for his business. Ask students why they think the pigs in the story want to build houses. (Guide them towards the concept that the pigs want to build houses to have protection from the Big Bad Wolf). 7. Tell the students that when someone starts their own business, sometimes the business is a success and sometimes it is not a success. Ask the students which pigs in the story had a business that was successful and which ones had a business that was not. (Third pig was successful and the first and second ones were not). 8. Also, tell the students that in order for someone to start their own business they need to have money and resources to get it started. Tell the students that the third Little Pig could have built more houses since his house was the only one that protected the pigs from the Big Bad Wolf. If the third Little Pig had decided to build more houses, then he would need money to build them. Once the houses are built, he could sell the houses to the other pigs. The money he gets from selling the houses would pay for the resources he used to build the houses, and the money would also give him money to keep (a profit). This is how someone becomes an entrepreneur.
Summarizer	<p>Ask students to think of a product they are familiar with (ex: pencil, shoes, Barbie, pizza). Give each student a blank Production Resource chart. As a class, insert the 4 types of production resources into the chart headings. Next, have the students fill in each column with the resources that are needed to make the product they have chosen.</p>
Materials	<ol style="list-style-type: none"> 1. Book, The Three Little Pigs 2. White board and markers

Natural (land)	Human (labor)	Capital	Entrepreneurship

Lesson Title	Cook-A-Doodle-Doo and Resources, too!*
Grade Level	K-3
Author	Katie Saxon, Katie Stein, Kim Rozier, Ashley Dees
Essential Question	What is the difference between natural resources, human resources, capital resources, and intermediate goods? What are examples of each type of resource?
Hook	<p>Introduce the students to the book Cook-A-Doodle-Doo. Explain to the students that the book is about the Big Brown Rooster making strawberry shortcake with his friends. Tell the students that you need their help picking out the items that the animals use to make the cake.</p> <p>Explain to the students that the rooster has to use many things to make her cake. These things are called resources or intermediate goods. Tell the students there are three types of resources...natural, human, and capital. Then, explain to the students what an intermediate good is. Hold up large flashcards that display each of the new vocabulary words:</p> <p>Natural Resources- things that are found in the earth. On a large sheet of paper, draw sunlight, water, and rocks. Tell the students that these are natural resources.</p> <p>Human Resources- people who work to make things. Add pictures of people to the picture. The people may be teachers, police officers, bakers, etc.</p> <p>Capital Resources- tools, equipments, and buildings used to produce things. Add pictures of buildings, trucks, ovens, etc.</p> <p>Intermediate Goods- items that are combined with resources to make a product (for example: a cake). Draw nails, wood, bag of flour, sugar, eggs, etc...</p>
Teaching Strategies	<p>Before reading the book, remind the students to help you look for things that the Big Brown Rooster uses to make her cake. As you read the book, stop and ask the students questions.</p> <ul style="list-style-type: none"> ▪ What type of resource is an egg? The potbellied pig? The egg beater? <p>After reading the story, ask the students questions about the types of resources to see if they comprehend the information.</p> <ul style="list-style-type: none"> ▪ What is an example of a natural resource? ▪ Where do we find natural resources? ▪ Do we have any capital resources in the classroom? ▪ What are they? ▪ Who can name a human resource?

	<ul style="list-style-type: none"> ▪ An intermediate good? <p>Next, ask the students to help you make a list of resources that the Big Brown Rooster used to make the cake. Write the resources on the board. Continue asking questions about the types of resources as the students call out resources from the book.</p>
Summarizer	<p>Hand each student an index card. Each card should be labeled with one of the following words: natural resource, human resource, capital resource, and intermediate good. Ask each student to give an example from the list for the category on his or her card. Have the student write his or her answer on the other side of the card. You may use the flashcards for future review by the students. The teacher will assess the students by looking to see if they call out an appropriate resource for the card they are holding.</p>
Materials	<ul style="list-style-type: none"> • Pre-made vocabulary cards and labeled resource cards • Either a pre-made drawing of the different resource examples or a poster board to draw on as the examples are introduced • <i>Cook-A-Doodle-Do</i>, by Susan Stevens Crummel

**This lesson could serve as an introduction to natural resources, human resources, capital resources, and intermediate goods.*

Lesson Title	Saving and Spending
Grade Level(s)	K-3
Author	Katie Saxon, Katie Stein, Kim Rozier, Ashley Dees
Essential Question	What does it mean to save? What does it mean to spend?
Hook	<p>The teacher will begin the lesson by introducing two new vocabulary words to the class: spending and saving.</p> <p>Ask the class who likes to spend money? Who likes to save money? What does it mean to spend? To save?</p> <p>The teacher will explain: Spending is taking what money you have and buying something with it. Saving is taking the money you have and putting it away to buy something more expensive when you have more money.</p>
Teaching Strategies	<ul style="list-style-type: none"> ▪ Introduce the book, <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst. Tell the class to listen for the things that Alexander spent his money on, as well as the one object that Alexander really wanted. ▪ After reading the book to the class, make a list of items on the board that Alexander used his money to buy. ▪ Then, ask the class what item Alexander really wanted but could not afford. Why couldn't he afford the walkie-talkies? (he did not save his money)
Summarizer	<ul style="list-style-type: none"> ▪ Ask the students to draw a picture of something that they recently bought with their own money and something that they would like to save for the future. Allow time for the students to share their pictures. ▪ Ask them to explain how they will save their money and when they will spend it to get the item they want.
Materials	<ul style="list-style-type: none"> ○ <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst

Lesson Title	Susan B. Anthony
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What major changes for women did Susan B. Anthony affect?
Hook	<ul style="list-style-type: none"> ▪ Begin by introducing the class to two books about Susan B. Anthony. Susan B. Anthony by Martha Rustad and Susan B. Anthony: Civil Rights Crusader by Carole Marsh ▪ Explain to the class that they are going to vote on which book to read. Distribute ballots to boys only. Explain that girls are not allowed to vote. Collect the votes and count them. Tell the class the results of the voting. ▪ Before reading the book, begin a discussion about what just occurred. Should the girls have to agree with the boys' vote? Should the girls be allowed to vote? Why? What if only the girls could vote? Encourage students to share their thoughts.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Explain to the class that they have just experienced something that Susan B. Anthony experienced. Allow all of the students to vote (by raising their hands) and read whatever book they select. Tell them to listen for ways that Susan B. Anthony was brave and ways that she made a difference for women. ▪ Ask students thought provoking questions while reading the book. Would you be as brave as Susan B. Anthony? What wasn't she allowed to do? Was it fair? ▪ Have a grand conversation (large group discussion) after reading the book. Reiterate the important events in Susan B. Anthony's life and what she did for the women's rights movement. How did she feel when she wasn't allowed to vote? How does her contribution to women's rights affect us today? ▪ Tell the students that the 19th Amendment to the Constitution officially gave women the right to vote in 1920. Read this amendment to the class.
Summarizer	<ul style="list-style-type: none"> ▪ Students will write in their journals to answer the following questions: What did Susan B. Anthony do to bring major change in the United States? How did she make this change? What is something that you feel passionate about changing in today's society and how would you make it

	<p>happen?</p> <ul style="list-style-type: none"> ▪ After the students have completed their journal writing, they will to share with the class, if they choose to do so.
Materials	<ul style="list-style-type: none"> ▪ Two books about Susan B. Anthony (listed above) ▪ Voting ballots (enough for boys in class) ▪ Copy of the and 19th amendment to the Constitution (Copies of the Constitution can be found on-line, as well as in the backs of many American history texts, and other reference sources.) ▪ Student journals

Lesson Title	Providing Goods & Services Through Taxes
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are taxes? What are their benefits?
Hook	<ul style="list-style-type: none"> ▪ Ask students “What would life be like without schools, libraries, roads, police, firefighters, and the military?” Brainstorm and list students’ responses on the board. Explain to the class that if Americans did not pay taxes, then we might not have these necessary services.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Ask students, “What are taxes?” Discuss responses. ▪ Explain that we pay taxes to the government, so that we can have things like schools, roads, etc. (things listed above). The government uses the money from our taxes to pay for these services. ▪ Even though you’re not adults yet, you’ve probably paid taxes. Have you ever gone to the store to buy some candy? Well, you might have been surprised when the cashier told you the total. It was more than what the price tag said! That little extra amount that you had to pay is the tax. When you buy a good, the specific tax we pay is called a “sales tax.” ▪ It is important to pay taxes, so that we can have safe roads, nice clean schools, a fire and police department, etc.
Summarizer	<ul style="list-style-type: none"> ▪ Hand out tax worksheet for students to complete. After students have completed the worksheet, discuss it as a class. Encourage students to correct their mistakes.
Materials	<ul style="list-style-type: none"> ▪ Tax worksheets (included)

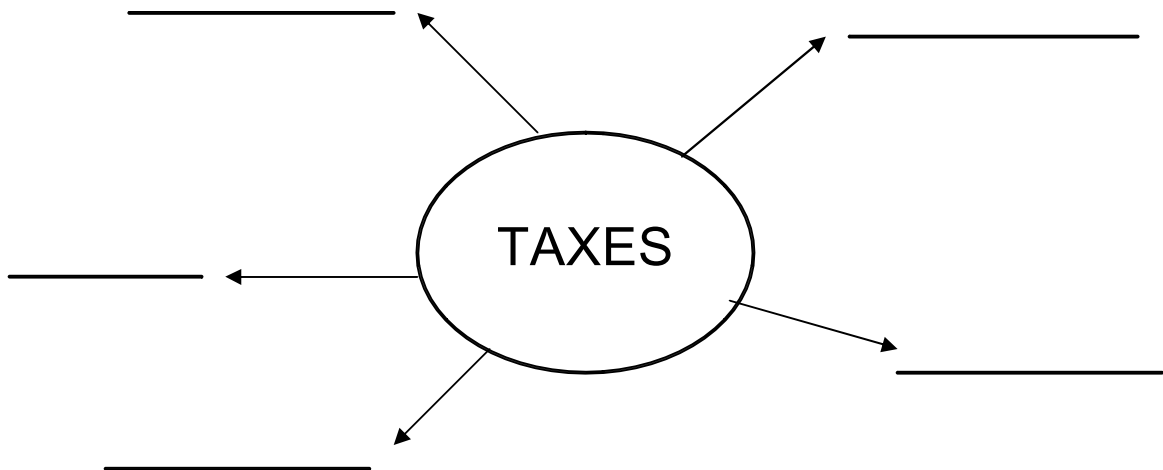
Name _____
Date _____



1. What are taxes? _____

BENEFITS OF TAXES

FILL IN THE CHART BELOW WITH GOODS AND SERVICES THAT
OUR GOVERNMENT PAYS FOR WITH TAX MONEY



Lesson Title	The branches of government.
Grade Level(s)	K-3
Author	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are the three branches of government? What are their roles?
Hook	<p>Tell the following as a story to students: One time there was a school that didn't have any rules. Students came to school at whatever time they wanted to and left when they wanted. Classes went to lunch at whatever time they decided. Students were allowed to go in whatever class they chose. Ask students to predict what that school would be like. Would students learn? Would there be any conflicts? Tell students that we have rules to help maintain order.</p> <ul style="list-style-type: none"> ▪ The rules for our larger society are part of what is known as “government.” ▪ Today we are going to read a book about how our government works.
Teaching Strategies	<p>Read <i>How the U.S. Government Works</i> by Syl Sobel and Pam Tanzey pausing occasionally to reiterate the following questions after they are discussed in the text.</p> <ul style="list-style-type: none"> ▪ What type of government do we have? Democracy, which means that everyone has the right to give their own opinion. ▪ What are the three branches of our government? They are the Executive branch, the Legislative branch, and the Judicial branch. ▪ What does the <u>Executive branch</u> do? It makes sure that all of the laws are kept. This branch, at the national level includes the President, Vice President, and his cabinet or helpers. ▪ What does the <u>Legislative branch</u> do? The Legislative branch or Congress has two parts which are the Senate and the House of Representatives. The Senate has two representatives from each state. The House has different numbers of representatives depending on the number of people in the state. Their job is to make laws for the Executive branch to enforce.

	<ul style="list-style-type: none"> ▪ What is the job of the <u>Judicial branch</u>? It makes sure that all of the laws created by the Legislative branch and enforced by the Executive branch are fair to all people.
Summarizer	<ul style="list-style-type: none"> ▪ Divide the students into three groups and assign each group a branch of the government. ▪ Allow the students to work together to write what they think their branch does. ▪ Assess each group’s paper to see if they have answered their part of the essential question.
Materials	<ul style="list-style-type: none"> ▪ <i>How the U.S. Government Works by Syl Sobel and Pam Tanzey.</i>

Lesson Title	The Levels of Government
Grade Level(s)	K-3
Authors	Kelly Canady, Natalie Johnson, Becki Parsons, Christine Sheppard
Essential Question	What are the three levels of government?
Hook	<ul style="list-style-type: none"> ▪ Ask students to think about how their school is organized and ask them who is the leader of the whole school (the principal). ▪ Then ask them who works with the principal to help run the school (administrators). ▪ Ask them who is the leader of the individual classrooms.
Teaching Strategies	<ul style="list-style-type: none"> ▪ Draw a graphic organizer on the board that shows the principal at the top, administrators below the principal, and teachers below them (all of them connected by arrows) ▪ Explain to them that the principal leads the WHOLE school, the administrators are in charge of different parts of the school (such as a grade level), and that the teachers lead a classroom ▪ Tell them that this is similar to the way our government is set up ▪ Draw another graphic organizer next to the other and leave it blank and write Levels of Government above it ▪ Explain that the national government is like the principal because the national government leads the whole country. Put “national” in the top circle of the graphic organizer ▪ Now explain that the administrators lead grade levels just like state government leads each of the states. Add “state” to the middle circle ▪ Explain that teachers are like local government because local government leads individual cities. Add “local” to the bottom circle ▪ Explain that each level of government has different responsibilities just like each leader in our school <p>Add to the graphic organizer:</p> <ul style="list-style-type: none"> ▪ National – coin money (define coin – the making or printing of money) and declare war (which means to start a war; tell class that the U.S. is currently at war) ▪ State – manage public health and manage safety (police) ▪ Local – the responsibilities that the state gives to them, such as taxes and public safety

	<ul style="list-style-type: none"> ▪ Talk about what each one does and explain what each duty is ▪ Have each responsibility written on a flash card and play Around the World. (Have one student stand next to another student. These two students compete to see who can correctly answer a question first. Who ever provides the correct answer first competes with a new student. This person keeps advancing until they get one wrong, when they do get one wrong, they take that person's seat. That person then advances until they get one wrong. The person that returns to their own seat first [going all the way around the room] wins.) Students will call out which level of government is responsible for the duty written on the card (if the responsibility is for state and local, then accept either answer and mention that there are two answers)
Summarizer	<ul style="list-style-type: none"> ▪ Have the students make their own graphic organizer that shows the three levels of government ▪ After they finish, let them work in groups of 3 or 4 to find a responsibility for each level to add to their graphic organizers ▪ While they work in groups, walk around the room and guide them if needed
Materials	<ul style="list-style-type: none"> ▪ Paper for students to make graphic organizer on ▪ Markers, crayons, or colored pencils for the students ▪ Flash cards (made by teacher)

Lesson Title	ABC's of Longitude and Latitude
Author:	Brandi Walker, Jones County
Grade Level(s)	Middle Grades
Essential Question	How do you find the longitude and latitude of a given city?
Hook	<p>Write A, B, C, and D on the board. Have students recall cities they have visited or read about that begin with each of the letters. For instance, for A: Atlanta, Georgia; Athens, Greece; Albany, New York.</p> <p>Tell the students to write the alphabet down the side of a sheet of paper. Distribute a copy of a world map or direct them to the map in their books. Tell the students to list a city for each letter just as they have in the hook activity. Allow them to work independently for about five minutes to identify those cities.</p>
Teaching Strategies	<p>As you walk around, find someone's response, and dramatically say, "Brussels (or any other city)? Where in the world is that?" Allow the student to respond. He/she will probably point to the city on the map. Explain that he/she needs to be more specific. Allow other students to give ideas for giving a more specific location. You are listening for a student to say something regarding longitude/latitude.</p> <p>Review how to find the longitude/ latitude for a given city. Do two-three examples with the class. Then, explain that beside each of their ABC cities, they need to write the longitude and latitude for that city.</p> <p>Allow the students to continue working for fifteen minutes, encouraging them to get as many cities as they can with the correct longitude and latitude measurements. Every five minutes, remind students of the time remaining.</p>
Summarizer	After time is called, find the student with the most cities with their longitude and latitude coordinates. As a class, check that student's answers. This activity will encourage participation, as well as summarize the activity.
Materials	World maps

Lesson Title	Awesome Abolitionists
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	Who were the leaders of the suffrage movement and what did each contribute?
Hook	Students will write an acrostic* with the word “abolitionist.” Students can look the word up in the dictionary. The students should make their acrostic relate to the definition. The class will discuss each letter and the teacher will record some class examples on the board.
Teaching Strategies	<ul style="list-style-type: none"> ● Distribute a graphic organizer (included) labeled with the names of some important abolitionists (Harriet Tubman, Harriet Beecher Stowe, and Sojourner Truth) for note taking. ● The teacher may refer students to the websites listed in materials section. Additional resources: text books, encyclopedia, trade books, media center, etc. ● As students visit the websites, they will take notes about the contributions of each key leader made during this movement. ● The class will discuss abolitionists and the contributions they made. The teacher will record class responses on the board or chart paper. You may also convert the graphic organizer into a transparency and record student answers on the overhead projector. ● Students complete their graphic organizers with all essential information.
Summarizer	Each student will write a 5-paragraph paper about the three leaders of the movement and the contributions each made. The students must include an introductory paragraph, a paragraph about each leader, and a summative paragraph. Students will be allowed to use their graphic organizers to help with writing the papers.
Materials	<ul style="list-style-type: none"> ● Websites: <ul style="list-style-type: none"> * http://www.galegroup.com/free_resources/bhm/bio/tubman_h.htm * http://www.galegroup.com/free_resources/bhm/bio/truth_s.htm * http://www.kyrene.k12.az.us/schools/brisasunda/great/2derek.htm ● Computer, T.V., and scan converter ● Graphic organizer with the names of each important leader (Harriet Tubman, Harriet Beecher Stowe, and Sojourner Truth)

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| | <ul style="list-style-type: none">• Dry-erase markers and a white-board, or chart paper and markers |
|--|--|

*An acrostic lists the letters of the main word vertically and then lists horizontally words that use the letters of the initial word. Example:

Cuddly
plAyful
sTubborn

Leaders in the Abolitionist Movement

	Harriet Tubman	Harriet Beecher Stowe	Sojourner Truth
Important Contributions:			

Lesson Title	Origin of the African Slave Trade
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What is the relationship among African economics, the Atlantic Slave Trade, and the triangular trading cycle?
Hook	<p>Show students a map of the slave trade at http://encarta.msn.com/media_461547221/Slave_Destinations.html Let students make observations of routes. Inform students of the economic connections between the British and the American colonies, Portuguese and Spanish connections to slavery in Brazil, and the areas controlled by the British, French, and Dutch in the West Indies, where slavery was used on the sugar plantations.</p>
Teaching Strategies	<ol style="list-style-type: none"> 1. Ask the students how they think African slaves were provided to slave traders. 2. Inform students that the first method of enslaving Africans involved stealing them, which was not successful. Then tell the students that the institution of slavery became an economic enterprise for Africa. 3. Ask the students how they think slavery as a profitable economic enterprise in Africa had an impact on the African slave traders. 4 Refer students to the following site http://encarta.msn.com/encyclopedia_761595721_2/Atlantic_Slave_Trade.html#s5 Let students read the passage entitled Conduct of the Slave Trade. Tell them to find out how the slave trade existed in Africa.
Summarizer	Have the students write a paper on the relationship among African economics, the Atlantic Slave Trade, and the triangular trading cycle.
Materials	<p>Computers Internet resources: http://encarta.msn.com/encyclopedia_761595721_2/Atlantic_Slave_Trade.html#s5 http://encarta.msn.com/media_461547221/Slave_Destinations.html</p>

Lesson Title	Reconstruction: Amendment Analysis
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8, American History
Essential Question	What are the purposes of the 13th, 14th, and 15th amendments?
Hook	Each student will receive a chart (included) that briefly states the purpose of the 13th, 14th, and 15th amendments of the United States Constitution. Students will record their interpretation of each purpose and share this with the class through discussion. Class ideas will be recorded on the board or chart paper.
Teaching Strategies	<ul style="list-style-type: none"> ● Students will locate the 13th, 14th, and 15th amendments in the back of their social studies text books or other available resources. ● Students will record notes about each amendment on the chart. ● After note taking, the class will discuss their findings.
Summarizer	<p>Each student will respond to the journal questions:</p> <ul style="list-style-type: none"> * What was the purpose of the 13th, 14th, and 15th amendments? * How do the amendments affect us today?
Materials	<ul style="list-style-type: none"> ● Textbook or any available resource containing the U.S. Constitution such as Encarta or the website for the Library of Congress (www.loc.gov). ● Dry-erase markers and a white-board, or chart paper and markers ● Chart (included)

	13th Amendment	14th Amendment	15th Amendment
PURPOSE:	Abolition of Slavery	Rights of Citizens	Voting Rights
Your Interpretation			
Notes:			

Lesson Title	American Indians
Author:	Kerrie Welch, Bibb County
Grade Level(s)	3-8
Essential Question	How did American Indians use their environment to satisfy their basic needs: food, shelter, and clothing?
Hook	Let students take a picture walk through trade books or textbooks that feature pictures of American Indians. Tell students, “As we take a picture walk, look for examples of food, clothing, and shelter.”
Teaching Strategies	<ul style="list-style-type: none"> ➤ Discuss the pictures and what the students notice. On chart paper, make three columns labeled: food, clothing, shelter. Write the student’s responses. ➤ Discuss how the food, clothing, and shelter differed according to the regions the tribes were in. ➤ Place the students in groups of 3 or 4. Assign each group a different tribe to research. For example, Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee, and Seminole. ➤ Students should be able to answer the following questions about their tribe: <ol style="list-style-type: none"> 1. What did this tribe eat? 2. What type of clothing did the tribe wear? 3. What type of shelters did the tribe construct? 4. What did the tribe use to create tools and weapons? <p>Students may use reference books and the Internet to research their tribe.</p>
Summarizer	Ask one student from each group to present the findings of the group. Tell how each tribe used its environment to satisfy their basic needs.
Materials	Trade books, textbooks, reference books, Internet access, paper, pencils

Lesson Title	Archeologists
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	What is the job of the archeologist? What are artifacts?
Hook	Ask students if they have a coin to take it out of their pocket and observe the coin. You may pass out a penny to anyone without a coin. Ask students to name some of the various aspects they can tell about the people who created the coin. List their responses on the board. They should mention things like a number system, language, etc.
Teaching Strategies	<ul style="list-style-type: none"> ○ The teacher has the students write down the terms “archeologist” and “artifact” and create a sentence using both. ○ The teacher will explain to the students that they will now become the archeologists, and the items in the bags are their artifacts. ○ The teacher will pass out bags that contain various scrap articles. (These articles are things like a torn ad from a magazine, button, screw, small toy soldier, etc.) ○ The teacher will put students in groups of three or four. ○ Give each group a bag full of articles. ○ Ask the groups to observe the articles in their bag and write down some common aspects. They need to try and figure out as much as possible about the household. They may figure their household has children or not- perhaps a household with only a male. ○ Then have each group discuss orally their findings and why they came up with their decision. ○ Allow students time to rewrite their sentences on “archeologist” and “artifact” if they feel it is not correct.
Summarizer	The students will share their findings. They will turn in their sentences on “archeologist” and “artifact.”
Materials	Pennies and bags of “artifacts.” The artifacts are various items commonly found in a household.

Lesson Title	Pro's and Con's of Dropping the Atomic Bomb
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	What were the physical, emotional, and political effects from the atomic bombs dropped on Hiroshima and Nagasaki?
Hook	<p>(This activity should be given to students after they have completed the unit on Hiroshima and Nagasaki when studying Japan.)</p> <p>Using the websites below, distribute a handout with personal accounts from atomic bomb survivors as well as Pearl Harbor survivors to the students.</p> <p>Atomic bomb survivors: http://www.csi.ad.jp/ABOMB/hibakusha.html</p> <p>Pearl Harbor survivors: http://members.aol.com/azmemph/viplink1.htm#fiske</p> <p>Allow the students to read the accounts. Ask students: If you were President Truman (given what we know today), what decision would you make about the United States dropping the atomic bomb? The teacher should lead the class in a discussion of their thoughts.</p>
Teaching Strategies	<ul style="list-style-type: none"> • After the opening discussion, students will title their paper Pro's and Con's of Dropping the Atomic Bomb and will make two columns. One column will be labeled "Why We Should Drop the Bomb" and one will be labeled "Why We Should Not Drop the Bomb." Students should gather information to place in each column from the Internet. There are many websites available. However, they may use the ones listed below. http://members.aol.com/azmemph/viplink1.htm#fiske http://www.csi.ad.jp/ABOMB/hibakusha.html http://www.theenolagay.com/ • After writing the pro's and con's of dropping the bomb, students will answer the following questions: <ol style="list-style-type: none"> 1. Why did the United States Government feel it was necessary to drop the atomic bomb? 2. What were the effects of the bomb? Include the physical, emotional, and political effects from the bomb. 3. In your opinion, was this necessary? • Students will then share their answers in a class discussion.
Summarizer	Students will share their answers in a class discussion led by the

	teacher. Students will submit the pro's and con's sheet that they developed.
Materials	Personal accounts from survivors of both the atomic bomb and Pearl Harbor Access to the Internet (The teacher may want to explore sites that are available prior to the class to assist them in finding information.)

Lesson Title	Where Would I Live in Australia?
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What are Australia’s major geographical features? How do land features influence the settling of people on the continent?
Hook	The geographical land features of Australia vary tremendously. If you lived in Australia, how would knowing about the various features determine where you would choose to settle?
Teaching Strategies	<p>1. Ask the students what they think the climate of Australia is like. Then have the students view this site to analyze and discuss how climatic impact could affect people’s decisions. http://virtualoceania.net/australia/maps/climate.shtml</p> <p>2. Have the students tell you how those potential climatic factors could affect where people decide to settle.</p> <p>3. Ask the students to tell you what they know about the elevation of the area. Then have them to look at and study the differences in elevation and discuss how such elevations could affect settlement by visiting the following site. http://virtualoceania.net/australia/maps/elevation.shtml</p> <p>4. Have the students look at and analyze the relief and territorial maps at http://virtualoceania.net/australia/maps/relief.shtml and also have the students describe and come to a consensus about what they have learned in relation to how the climate and elevation affect the areas settled by comparing the two maps with the roadways and cities presented in the relief map.</p> <p>5. Have students visit http://encarta.msn.com/encyclopedia_761568792/Australia.html#s2 and http://virtualoceania.net/australia/states/ to further research and explain how Australia’s land features impact its people and population density distribution.</p>
Summarizer	<p>Lead a large-group discussion on the importance of Australia’s geographical features. Students will</p> <ul style="list-style-type: none"> ▪ compare their initial assumptions with the facts they have learned ▪ show the relationship of the settlement patterns to geographical features ▪ tell how climatic zones and elevation can spur or hinder development <p>After the group discussion, students will write a one-page paper on how Australia’s land features influence the settling of people on the continent.</p>
Materials	Computers

Internet resources:

MSN Encarta

http://encarta.msn.com/encyclopedia_761568792/Australia.html#s2

<http://virtualoceania.net/australia/maps/elevation.shtml>

<http://virtualoceania.net/australia/maps/relief.shtml>

<http://virtualoceania.net/australia/maps/climate.shtml>

<http://virtualoceania.net/australia/states/>

Lesson Title	The Aztec and Incan Empires
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	How did developments in agriculture, science, and engineering abilities affect the Aztec and Incan civilizations? What importance do some of their inventions still have in today's society?
Hook	<p>Show students pictures relating to the Aztec and Incan Society. What do the pictures tell us about the two societies? In what other forms do you think information about the societies could exist?</p> <p>To view pictures visit the following links (Courtesy of Georgia Public Broadcasting www.gpb.org). The first two are of the Aztec Empire and the last three are of the Inca Empire</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/EF69DD4F-990E-B7D2-8480979505749C6F.jpg</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/EF6D59E3-E4AB-A0E3-944C6280BD92B106.jpg</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/74A640F8-A5F3-642B-80AD3468DBD57A66.jpg</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/EF69DDAC-E113-64CC-46C93B511726ED3D.jpg</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/EF6EB4BF-CBC7-1FD6-39345674FCA4CFDB.jpg</p> <p>http://www.unitedstreaming.com/videos/imagelibrary/web/EF6EB4B0-E084-307A-120B2541059D3FA3.jpg</p>
Teaching Strategies	<ol style="list-style-type: none"> Provide the following background information for the students: <ul style="list-style-type: none"> The Aztec Empire was located in Central America. The Inca Empire was located in South America. The two empires were advanced compared to other civilizations of their time. Tell the students to think of ways in which advancements in the areas of agriculture, sciences, and engineering could lead to their being major empires. Have the students further examine the history of the Aztec and Incan civilizations by reading articles located at http://encarta.msn.com/encyclopedia_761593151/Aztec_Empire.html

	<p>http://encarta.msn.com/encyclopedia_761560004/Inca_Empire.html Tell students to look for information pertaining to agriculture, sciences, engineering, economy/trading. Tell how their accomplishments in these areas contributed to the two civilizations becoming major empires before the civilizations ended.</p>
Summarizer	<p>Students will explain to a learning partner and in a written paper how the advancements in agriculture, science, and engineering may have helped these civilizations become empires. Also the students will explain how advancements of these ancient civilizations still have a role in today's society.</p>
Materials	<p>Computers Internet resource: MSN Encarta http://encarta.msn.com/encyclopedia_761593151/Aztec_Empire.html http://encarta.msn.com/encyclopedia_761560004/Inca_Empire.html</p>

Lesson Title	The Birthplace of Three Religions
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	What common traits do Jews, Christians, and Muslims share?
Hook	<p>(This activity should take place the day after the students have been introduced to Judaism, Christianity, and Islam.)</p> <p>Show students a detailed map of Israel and Jordan. Ask them to look carefully at the map and to read the names of the cities, waterways, etc. Ask them to list the names that are familiar to them and where they have heard the names.</p>
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the places that students have listed that are familiar to them. Ask students where they have heard the names before. • Use the map to review Judaism, Christianity, and Islam. Have students locate places that are significant in some way to one or more of the three religions. For example, Jerusalem is considered a holy site for all three religions. The Jordan River runs through the center of this area. • Using their notes from the introduction to Judaism, Christianity, and Islam and their textbook, students will create a Venn diagram that shows the relationship between the three religions. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> • Students will draw three large circles that overlap each other

	<p>and label each circle with the name of each religion. Within the circle students should list the traits that are only found in a particular religion. Examples: 1. Judaism-founder was Abraham, formed a covenant, stories in Old Testament; 2. Christianity-created in Judea, founded by followers of Jesus, stories in New Testament; 3. Islam-created in Arabia, founded by Muhammad, stories in Qur'an.</p> <ul style="list-style-type: none"> • Students will then place information where 4. Judaism and Christianity overlap-Examples: both have the Bible; 5. Christianity and Islam overlap-recognizes Old Testament prophets; 6. Judaism and Islam overlap-began by a prophet. • Students will then place common information where they all overlap-7. Example: all three believe in one god.
Summarizer	<p>After the students complete their Venn diagrams the teacher will draw a large version on the board and fill in the circles with students' suggestions.</p>
Materials	<p>Detailed map of Israel and Jordan Textbooks or another resource for finding facts on Judaism, Christianity, and Islam</p>

Lesson Title	Brochure of Georgia
Author:	Phillis Simpson and Gail Wincey, Califf Middle School
Grade Level(s)	4-8
Essential Question	What are special features, places, events, people, historical sites, etc. that you might discover in a specific Georgia region? Does climate or season play an important role in the region?
Hook	Ask students about various places they have visited in Georgia. Share some pictures of different places in Georgia through books, pamphlets, etc.
Teaching Strategies	<ul style="list-style-type: none"> ○ Have travel brochures on hand for students to observe the format and gain ideas. ○ Students will be placed in groups of 2 or 3. ○ Each group will be assigned a different region of Georgia. The teacher may split some of the regions into specific areas. (Example: you may want to divide the coastal plain or have Atlanta by itself.) ○ Using the sample brochures, discuss some of what is found in a brochure. (Example: information, sales, attractions, etc.) ○ Tell the students, “Your group will be responsible for completing a brochure that is attractive and includes key information about Georgia. You may want to create a rubric for specifics you desire. The rubric may include items such as three pictures, five facts about the region, two attractions located in the region, list a major city, include a map, and more. ○ The students will use their textbook and other available resources to research their region or area. They are to make a list and take notes as they research to include the key information and sites from their region. (Example: weather, beaches, mountains, special events, attractions, etc.)
Summarizer	The students will write in a complete sentence one fact they learned about their region and turn it in as their ticket out the door.
Materials	Textbooks, pictures of physical features in Georgia, and a variety of brochures.

Lesson Title	Where Would I Live in Canada?
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What factors are important to the settlement of an area? Why would it be important to make these decisions about where to settle?
Hook	Show a map that has a polar view of Canada. Ask students, “Based on this view of Canada, which regions would be the most desirable for human habitation? Considering Canada’s terrain, climate, and availability of natural resources, in which areas do you think most Canadians choose to live?
Teaching Strategies	<p>1. Ask students what factors they would consider before moving into a particular region of a country and why their decision would be important to their livelihood.</p> <p>2. Have students look at the following Canadian maps at http://encarta.msn.com/map_701511416/Canada.html and http://atlas.gc.ca/site/english/maps/reference/national/can_relief/referencemap_image_view</p> <p>3. Ask them if they agree with their earlier assumption about where people should live.</p> <p>4. Have students read sections entitled Land and Resources (2nd paragraph) located on page 1, Climate located on page 3 and Natural Resources on page 4.</p> <p>While reading each section the students should be able to identify:</p> <ul style="list-style-type: none"> • How the terrain can inhibit settlement • The location and the type of weather that is consistent with each climatic zone • The natural resources and their locations • Go to http://encarta.msn.com/encyclopedia_761563379/Canada.html#s3 to begin research over the three topics.
Summarizer	Using the passages, have them explain in a persuasive paper their understanding of the relationship among the terrain, climatic zones, and natural resources and people’s choices for habitation.
Materials	<p>Computers</p> <p>Internet resource: MSN Encarta</p> <p>http://encarta.msn.com/encyclopedia_761563379_2/Canada.html</p> <p>http://encarta.msn.com/map_701511416/Canada.html</p> <p>http://atlas.gc.ca/site/english/maps/reference/national/can_relief/referencemap_image_view</p>

Lesson Title	Three Branches, Checks and Balances
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	Any grade level where U.S. Government is taught
Essential Question	What are the three branches of the United States Government and what are the duties and responsibilities of each branch? How do the branches work together to ensure democracy?
Hook	<p>Working with a partner, students will complete the “K” section of a K-W-L chart to demonstrate their existing knowledge of the three branches of the U.S. Government.</p> <p>The key vocabulary will be written on the board or chart paper and must be included in the chart. The vocabulary would be words such as legislative, executive, judicial, President, Congress, Supreme Court, checks and balances, constitutional, veto, etc. Complete the “W” section of the K-W-L chart for students to indicate what they need to know about U.S. Government.</p>
Teaching Strategies	<ul style="list-style-type: none"> ● Students will watch the movie <u>The Three Branches of Government</u> at brainpop.com and/or visit http://bensguide.gpo.gov/3-5/government/branches.html ● Students will take notes on a chart (included) as they watch the movie and/or view the web sites. ● As a large group, the teacher will create a class chart, using information provided by individual students. (Ensure that all essential information [jobs of each branch, the members, and how they work together] is included on the class chart.) ● Students will revise their charts using the class graphic (if needed). <ul style="list-style-type: none"> ▪ Complete the “L” section of the K-W-L chart to show the new information students have learned.
Summarizer	Working with a partner, students will write a paragraph (or more, depending on grade level) explaining what they know about the three branches of the U.S. Government and the system of checks and balances within the government. Again, the key vocabulary (written on the board or chart paper) must be included in the paragraph(s).
Materials	<ul style="list-style-type: none"> ● Web Sites: brainpop.com and/or http://bensguide.gpo.gov/3-5/government/branches.html ● Computer, T.V., and scan converter ● Chart (<u>Three Branches, Checks and Balances</u>) ● Dry-erase markers and a white-board, or chart paper and markers

Three Branches, Checks and Balances

Executive	Judicial	Legislative

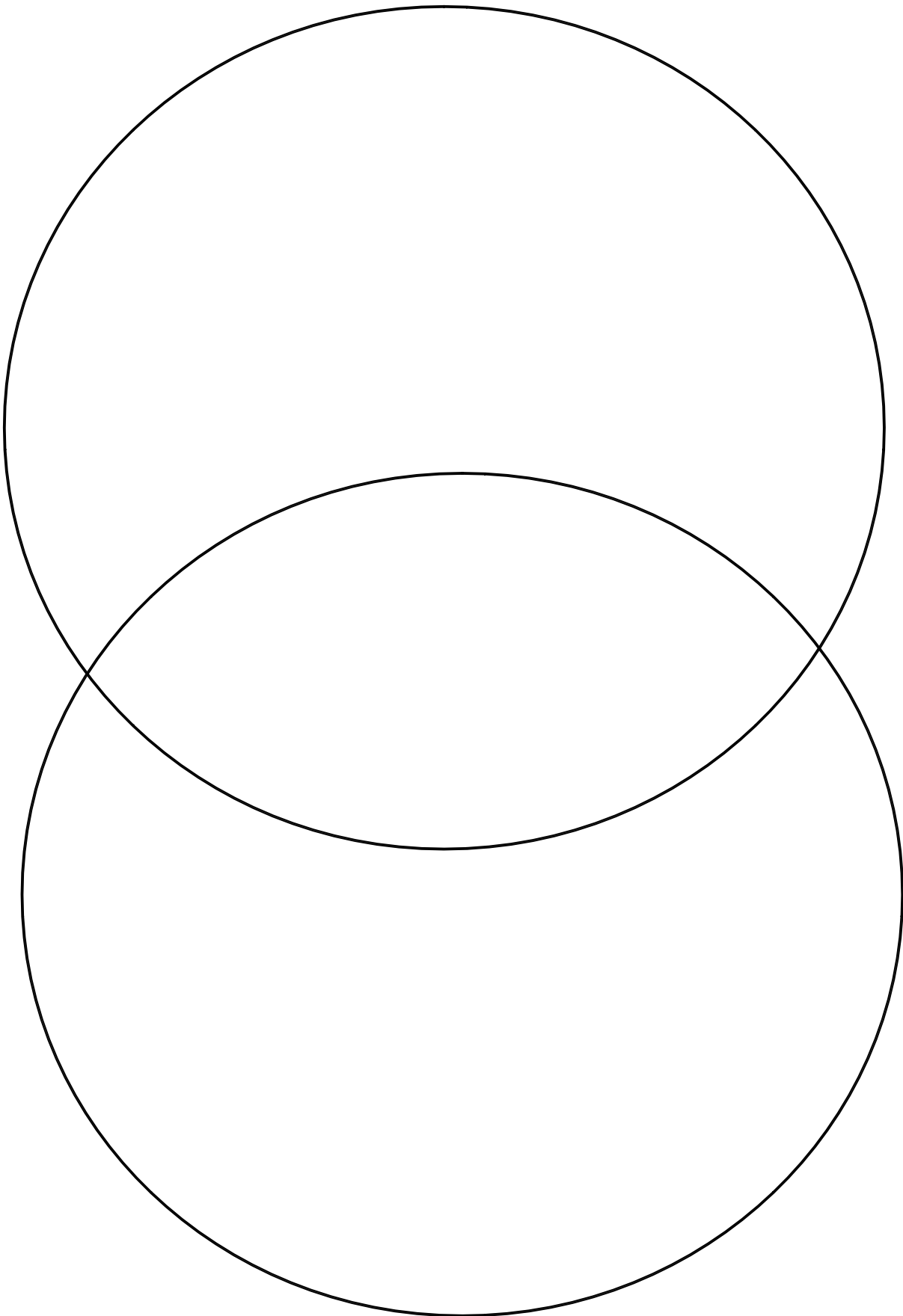
Additional Notes:

Lesson Title	The Role of Georgia’s City Government.
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What is the role of the city government and its members? Are there differences among the varying types of city governments?
Hook	Imagine living in a city where there is no structure for rules or services for the citizens. What would be the disadvantages to the citizens of your city if the city had no control over what happens to it? How could the lack of government lead to its citizens abandoning the area? Let’s discover the importance of city government.
Teaching Strategies	<p>1. Have a group discussion about the possible ways city government operates.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> ▪ What do you know about the role of the mayor? ▪ Does the mayor have full responsibility for the daily operations of the city, or must this power be shared with a city council? ▪ Are council members elected by the people or appointed by the mayor? ▪ If the city elects the council members and not the mayor, do you think the council and the mayor will have equal power in controlling the daily operations of the city in comparison to a mayor that appoints his/her own council members. ▪ What types of functions within the city are affected by city government? (You may want to mention things like water, sewage, police, fire, public health, water treatment, garbage collection, libraries, public housing/transportation, recreation areas, and zoning etc.) <p>2. Jot down all ideas the students mention on the board for visual display of concepts mentioned.</p> <p>3. Have students research and discover the different types of city governments in Georgia by going to the following sites: http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Government/LocalGovernment&id=h-586 and the general functions a city/municipality offers to its citizens at http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-2865</p>
Summarizer	<p>Have students create graphic organizers showing</p> <ul style="list-style-type: none"> ▪ the operation of city governments

	<ul style="list-style-type: none">▪ the role of a strong mayor compared to a weak mayor▪ a council manager and commission form of government
Materials	Computers Internet resources: http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Government/LocalGovernment&id=h-586

Lesson Title	Civil Rights at the University of Georgia (UGA)
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	What impact did Charlayne Hunter and Hamilton Holmes have on Civil Rights in Georgia?
Hook	<ul style="list-style-type: none"> ○ Ask students, “Have you ever felt like a teacher or someone treated you differently from other students?” ○ Ask students to define discrimination. ○ Explain to the class that when Charlayne Hunter and Hamilton Holmes entered the University of Georgia (UGA), they were treated differently because of their skin color.
Teaching Strategies	<ul style="list-style-type: none"> ○ Read aloud or silently various selections that discuss the admission of Charlayne Hunter and Hamilton Holmes to University of Georgia. ○ Tell students to listen for key words and actions that demonstrate discrimination. ○ The information may be found in a variety of textbooks and other resources. We Shall Not Be Moved: the Desegregation of the University of Georgia by Robert Pratt (Athens: University of Georgia Press, 2002) is an excellent resource. ○ The following website is a good resource: http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2433 ○ When they are finished reading or listening discuss with students about current types of discrimination. (Disabilities, weight, gender, etc.)
Summarizer	<ul style="list-style-type: none"> ○ The students will write a paper stating whether there is need or not for civil rights efforts to continue today. They must give ample support for their position. ○ The students may share their paper orally if time permits. ○ The students will turn in their papers.
Materials	<ul style="list-style-type: none"> ○ Various resources that contain information on the admission of Charlayne Hunter and Hamilton Holmes.

Lesson Title	Leaders of the Civil Rights Movement
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	Any grade where Civil Rights leaders are taught
Essential Question	How did Martin Luther King, Jr. and Malcolm X work for Civil Rights? What are the similarities and differences between the two Civil Rights leaders?
Hook	Place the students in pairs. The teacher will ask pair to fill in a Venn Diagram (included) comparing and contrasting each other. Each pair of students will share their diagrams with the class. Tell the students to compare and contrast two Civil Rights leaders in the same way.
Teaching Strategies	<ul style="list-style-type: none"> ● The students will take notes (focusing on the ways each Civil Rights leader evoked change) as they visit the websites suggested in the materials section or others of your choosing. Additional resources: social studies textbooks, trade books, encyclopedias, media center, etc. ● The class will discuss their notes and work together to complete a Venn Diagram of the similarities and differences between Martin Luther King, Jr. and Malcolm X. The teacher will use the board or chart paper while the students compile the facts on their Venn Diagrams. Alternatively, the teacher can make an overhead transparency of the Venn Diagram and complete it as the class gives responses.
Summarizer	Each student will write a compare/contrast paper that explains the similarities and differences in Martin Luther King, Jr. and Malcolm X. There is no length requirement, but the students should address at least 3 similarities and 3 differences, addressing how each worked for Civil Rights. They can use the Venn Diagram to help write the paper.
Materials	<ul style="list-style-type: none"> ● Websites: <ul style="list-style-type: none"> * http://www.jeannepasero.com/mlk.html * http://www.galegroup.com/free_resources/bhm/bio/malcolmx.htm ● Venn Diagrams (2 per student) or paper and markers for student to make their own



Lesson Title	Civil War: Major Battles
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	What were some of the major battles of the Civil War? When and where did they happen?
Hook	The teacher will have all students stand up. He/she will say the name of a Civil War battle to all of the students. The students will tell whom they think won the battle by raising their hands for the North or South. The students who are incorrect will sit. The students who are correct will continue to stand. The teacher will call out battles until only one student is left standing. The teacher will then review the 10 battles listed on the chart.
Teaching Strategies	<ul style="list-style-type: none"> ● The teacher will provide students with a chart of some of the major battles of the Civil War (included). ● Students will work with a partner to plot the location of each battle on a United States map. ● Students will work with a partner to make a timeline of these Civil War battles.
Summarizer	Students will study the map and timeline with their partner, looking for trends (such as the South won most of the early battles, most battles were in the South, the North won most of the later fought battles, etc.). Then each student will write a paragraph discussing the trends shown on the map and timeline. This paragraph, along with the map and timeline will be used for assessment.
Materials	<ul style="list-style-type: none"> ● Chart of ten of the major battles of the Civil War ● Blank map of the southeastern United States ● Paper and markers for the timeline

Civil War Battles		
Battle	Northern Victory	Southern Victory
1st Battle of Bull Run, VA July 21, 1861		X
2nd Battle of Bull Run, VA August 27-30, 1862		X
Battle of Antietam, MD September 17, 1862	X	
Battle of Fredericksburg, VA December 13, 1862		X
Battle of Chancellorsville, VA May 1-4, 1863		X
Battle at Gettysburg, PA July 1-3, 1863	X	
Battle of Vicksburg, MS July 4, 1863	X	
Battle of Chattanooga, TN October 17, 1863	X	
Battle of Cold Harbor, VA June 1864		X
Battle of Petersburg, VA June 15-April 3, 1865	X	

Lesson Title	Civil War: Key Leaders
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	Who were the key leaders of the Civil War and what did each contribute?
Hook	<p>Have students work together to write an acrostic with the word “leader.” The teacher may ask questions like:</p> <p>What is a leader?</p> <p>What skills do good leaders possess?</p> <p>Who do you think of as leaders?</p> <p>Students can look the word up in the dictionary. Their key words for the acrostic must relate to the characteristics of a leader. The class will discuss each letter and the teacher will record some class examples on the board.</p>
Teaching Strategies	<ul style="list-style-type: none"> ● Each student will receive a chart (included) labeled with the names of some important leaders (Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas “Stonewall” Jackson) for note taking. ● Tell students to take notes about the contributions of each key leader during the Civil War as they use the web site suggested in the materials list or others of your choosing. ● After viewing the websites, the class will discuss each leader and his contributions. The teacher will record class responses on the board or chart paper. Alternatively the teacher may make an overhead transparency from the chart.
Summarizer	Each student will write a 7-paragraph paper about the five key leaders of the Civil War and the contributions of each. The students must include an introductory paragraph, a paragraph over each leader, and a summative paragraph. Students will be allowed to use their chart with notes to assist in writing their papers.
Materials	<ul style="list-style-type: none"> ● Website: http://library.thinkquest.org/3055/netscape/people/peopleindex.html?tqskip1=1&tqtime=0115 ● Computer, T.V., and scan converter ● Chart (<u>Early Leaders</u>) ● Dry-erase markers and a white-board, or chart paper and markers

*An acrostic lists the letters of the main word vertically and then lists horizontally words that use the letters of the initial word. Example:

Cuddly
plAyful
sTubborn

Early Leaders

Abraham Lincoln	
Robert E. Lee	
Ulysses S. Grant	
Jefferson Davis	
Thomas “Stonewall” Jackson.	

Lesson Title	Gandhi & King
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	How do the words of Mohandas Gandhi and Martin Luther King Jr. compare?
Hook	<p>(This activity should be assigned after students have studied Gandhi during a unit on India.)</p> <p>Have students list the similarities in the life of Mohandas Gandhi and Martin Luther King Jr.</p>
Teaching Strategies	<ul style="list-style-type: none"> • After giving the students five minutes to brainstorm the similarities between Gandhi and King, discuss their answers as a class. • On the board or overhead projector make two columns. Write similarities and difference at the top of each column. Guide students through this process. • Put students in pairs. Using the Internet, tell students to use a search engine to find quotes from Martin Luther King Jr. and Mohandas Gandhi. If needed give students the following websites to get them started. The teacher can select a list of quotes for the students to use if time does not permit an Internet search: <p style="text-align: center;">Brainy Quotes-Martin Luther King Jr.: http://www.brainyquote.com/quotes/authors/m/martin_luther_king_jr.html</p> <p style="text-align: center;">Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. (Martin Luther King, Jr.)</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">Gandhi's Words:</p> <p style="text-align: center;">http://www.fiu.edu/~fcf/Gandhi.quotes.html#PASSIVE</p> <p>Freedom received through the efforts of others, however benevolent, cannot be retained when such effort is withdrawn. (Gandhi)</p> <ul style="list-style-type: none"> • Have students choose a quote from each leader. Students should be encouraged to select two quotes that parallel each other. Students will discuss what they think the quote means. Then students will compare the quotes from King and Gandhi. • When students finish their comparisons they should find one

	<p>favorite quote from King or Gandhi. Students will write the quote on a sentence strip that will be displayed in the classroom. On the back of the sentence strip students will briefly tell what is meant in the quote and why they chose that particular quote.</p> <ul style="list-style-type: none"> • Students will share their findings in a class discussion.
Summarizer	Students will make their comparisons on paper and in a class discussion.
Materials	<p>Students may need to use the Internet if the teacher does not give the classroom a list of quotes.</p> <p>Sentence strips</p> <p>Markers</p>

Lesson Title	Comparing Maps of East Africa
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	How do the physical features of East Africa affect its economy?
Hook	List the following resources of East Africa on the board: coal, diamonds, fish, forest, gold, and uranium. Using a wall map have volunteers come to the map and tape paper representations of the resources to the map where they think the resources are found.
Teaching Strategies	<ul style="list-style-type: none"> • Distribute two blank political maps of East Africa to each student. • On one map have the students color and label the physical features of East Africa. The map should include each country, highlands, deserts, mountains, waterways, and plains. • On the other map, students should label and color each country's land uses and resources. • After completing both maps students should use both to answer the following questions: <ol style="list-style-type: none"> 1. Why are tourism, agriculture, industry, and cash crops major parts of Kenya's economic activities? 2. Why do you think Kenya has one of the highest population growth rates? 3. What is Tanzania's major physical feature? How do you think this affects its economy? 4. The equator crosses southern Uganda. How can it have such a mild climate? 5. Why does Somalia and Ethiopia have problems feeding their people? 6. Why would it be beneficial to live on the coast of East Africa?
Summarizer	Have students summarize their findings in a paragraph. Ask students to choose a part of East Africa where they would like to live and why they chose to live there. Tell students to give facts to back their decisions; include landforms, resources, and land uses.
Materials	blank political maps of East Africa (enough for each student to have two) colored pencils a wall map of Africa (East Africa) tape paper representations of East Africa's resources (Black and white outline maps can be found on the following website): http://www.worldatlas.com/webimage/countrys/africa/afoutl.htm

Lesson Title	Country for Sale
Author:	Brandi Walker, Jones County
Grade Level(s)	4-8 (continent, country study)
Essential Question	What qualities make a country a “good deal”?
Hook	<p>Distribute copies of real estate flyers. Discuss the flyers and their content. Talk about what is listed—lots of details, price, location, etc. Real estate agents prepare this information to make the land or homes attractive to buyers.</p> <p>Explain that you have just found out that multiple countries don’t have enough money to pay their bills and are now for sale. These countries are on the continent we’re studying.</p>
Teaching Strategies	<p>The leaders of the countries have chosen our class to be the real estate agents. Using their textbooks and other research materials available in the classroom, the students can work together or independently to prepare a flyer describing their property.</p> <p>Requirements for the flyer:</p> <ol style="list-style-type: none"> (1) A minimum of three pictures (drawings) (2) A minimum of ten facts, including square footage, description of the land, climate, major cities, chief exports, other resources, people, etc. (3) The location (to include latitude and longitude and relationship to other countries) (4) Price of the property (5) Creativity
Summarizer	Allow the students to present their completed flyers to the class. Compare various countries based on size, location, landforms, resources, etc. Discuss which countries would be the best places to “purchase.”
Materials	Copies of real estate flyers. (You can get these from a local real estate agent. You can also do an Internet search for “real estate flyers” to find flyers that are most appropriate for your class/area.) Textbooks and other available research materials

Lesson Title	Explorer Awards
Author:	Brandi Walker, Jones County
Grade Level(s)	2-6 (Review or Overview of Explorers and Contributions)
Essential Question	Who is the bravest, most influential explorer and why?
Hook	<p>Announce in a strong, clear voice, “AND... THE AWARD GOES TO....”</p> <p>(The students will probably look at you in bewilderment. However, more importantly, you have their attention.) Explain to the students that the class will hold an awards ceremony at the end of class to present certificates to the most influential explorers. However, first the class must identify the nominees. “AND... THE NOMINEES ARE...”</p> <p>Have the students call out explorers they have studied. List them on the board. You may allow the students to briefly state the explorer’s contributions.</p> <p>Depending on your grade level, the list of explorers may include: Diaz, Columbus, Cortes, Pizarro, Magellan, Da Gama, Cartier, Vespucci, Coronado, Drake, Hudson, Ponce de Leon, Balboa (Check your state’s curriculum for the explorers appropriate to your grade level.)</p>
Teaching Strategies	<p>Divide the students into groups of two. You must decide if the pairs will be student-selected or teacher-selected.</p> <p>Instruct the students to pick an explorer from the list on the board. Using their textbooks and/or notes, they must find the explorer’s sponsoring country, years of exploration, his purpose for exploration (more efficient travel routes, country’s expansion, etc.), his route, and the present day area he explored. Finally, the students must identify the explorer’s most important contribution.</p> <p>Using the most important contribution, the students will decide on an award that the explorer would deserve. For instance, Vespucci could win an award for having the “new world” named after him. What an honor! They may use construction paper, markers, crayons, etc. to create a certificate for the explorer. (Do not allow the students to “waste time” here. Explain that the students have ten minutes to complete the certificate and remind them often of remaining time.)</p> <p>Have the students decide who will be the presenter and who will be the explorer. The presenter will prepare a speech to introduce the explorer. The explorer will prepare an acceptance speech,</p>

	thanking the person/country who sponsored his trip.
Summarizer	Allow the groups to make their presentations during the last fifteen minutes of class. Tell the class to take notes regarding key points during the students' "awards ceremony."
Materials	art materials for the certificates textbooks and/or notebooks containing information regarding explorers

Lesson Title	Regional Folklore
Author:	Brandi Walker, Jones County
Grade Level(s)	4th grade and older
Essential Question	How are regional folktales similar and different?
Hook	<p>Classroom Environment: Windows are covered to darken the room; candles are lit to set the “mood.”</p> <p>Briefly discuss folktales and how stories are passed down from generation to generation. Explain that before written history, information was passed down through the oral tradition. Discuss that folklore was often entertaining, sometimes creating mystery and suspense.</p> <p>You could relate ghost stories around campfires, etc. Storytellers rely on memory to tell stories; these stories are not written down.</p>
<p>Teaching Strategies NOTE: Be mindful of the darkened room and the atypical presentation of information. Use proximity control during the lesson to reinforce appropriate behavior.</p> <p>NOTE: You should carefully listen to the content of the stories before presenting them to your classes. Be aware of themes that may be frightening for younger children and/or themes that may be offensive to the religious views of the community.</p>	<p>Discuss the differences in the regional folktales. Explain the concepts of dialects, native vocabulary, and plots.</p> <p>Go to www.themoonlitroad.com and follow the links to the featured stories. Taily-Po and Tsali have brief descriptions. Click on <u>Where'd This Story Come From?</u> to read the origins of the tales.</p> <p>Be aware of the running times before beginning each story: What the Gravedigger Saw: 5:13 Patin's Punkin Patch: 5:55 Taily-Po: 12:33 Tsali: 16:05</p>
Summarizer	<p>Ask students, “How are regional folktales similar and different?” Have the students use the last five minutes to create a learning log (journal), completing the following prompts:</p> <p>Today, I learned.... I would like to learn more about....</p>

Materials	Chart paper to cover the windows Computer with Internet access and a media player
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Lesson Title	Finding Out About the Founding Fathers
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	Who were the founding fathers and what were their positive character traits?
Hook	Students will work in small groups to brainstorm the names of all of the Founding Fathers they can remember. (Making it a competition will usually increase motivation with this task.) The groups will share the results of their brainstorming with the class, and the teacher will record responses on the board or chart paper. The teacher and class will work together to eliminate incorrect responses, and the teacher will add any key names left out.
Teaching Strategies	<ul style="list-style-type: none"> ● The teacher will give every student a graphic organizer (included) with each of the following categories: honesty, patriotism, courage, and trustworthiness. ● Students will work in pairs or small groups to define each character trait on the graphic organizer. ● The teacher will lead a class discussion about each character trait, including the definition and examples of each. ● Each student will either choose or be assigned the name of a Founding Father of the United States of America to research. ● Students will go to the media center to research their Founding Fathers. They will record examples of each character trait on the graphic organizer in the appropriate category.
Summarizer	Students will individually present their research findings to the class, explaining how their Founding Father exhibited the character traits of honesty, patriotism, courage, and trustworthiness.
Materials	<ul style="list-style-type: none"> ● Graphic organizer (included) ● Some suggested names for the Founding Fathers of the United States: George Washington, Samuel Adams, Paul Revere, John Adams, Patrick Henry, Thomas Paine, Thomas Jefferson, James Madison, John Hancock, Benjamin Franklin and Alexander Hamilton ● The media center for research ● Dry-erase markers and a white-board, or chart paper and markers

Character Traits of the Founding Fathers
The Founding Father I am researching is:

HONESTY: Definition

PATRIOTISM: Definition

COURAGE: Definition

TRUSTWORTHINESS: Definition _____

Lesson Title	Georgia's Executive Branch.
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What are the roles of Georgia's Governor and Lieutenant Governor? Why is it important that each office is totally independent from the other?
Hook	Imagine what your lives would be like if no form of government existed. What challenges would you face? Ask students to reflect on why it is important to have leaders. Ask them what they would suggest to ensure that the people at the top did not possess too much authority. Tell them that their task for this exercise is to determine how Georgia's early lawmakers tried to keep the top executive officers from having too much power.
Teaching Strategies	1. Direct students to the following sites that explain the jobs of the governor and lieutenant governor. Students should also notice how the role of lieutenant governor could impede the governor's agenda in relation to the senate. http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-830 and http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-2537
Summarizer	Have the students write a paper providing an explanation of the importance of the governor's and lieutenant governor's roles to the state's government. Also explain how the lieutenant governor's presiding over the state senate could affect the governor's political agenda.
Materials	Internet resources: MSN Encarta http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-830 http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-2537

Lesson Title	Mohandas Gandhi's Work Toward Freedom
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	How did Gandhi's work for freedom using non-violence affect the history of India?
Hook	<p>(This activity should be completed after discussing Gandhi's influence on India and the importance he played in gaining independence from the British.)</p> <p>Show students two photographs of Mohandas Gandhi. The first photograph should be of Gandhi in a business suit during the early days of legal practice, 1900. The second photograph should be of him at the end of his life, 1948 dressed plainly in Kathiawadi dress. Photographs of Gandhi can be found on the following websites. http://www.mkgandhi-sarvodaya.org/index.htm http://web.mahatma.org.in/index.jsp</p> <p>Have students compare the two photographs of Gandhi and tell why he is dressed so differently.</p>
Teaching Strategies	<p>Place the students in groups of 3 or 4.</p> <p>(1) Have students create a timeline of Mohandas Gandhi's life using their textbook, the media center, or the Internet on oversized pieces of construction paper. Tell students to leave enough room to glue photographs of Gandhi to their timelines.</p> <p>(2) Students can find these photographs on the Internet or the teacher can have several printed and ready for the students to use.</p> <p>(3) Students should answer the following questions about Gandhi's influence on India after completing the timeline.</p> <ul style="list-style-type: none"> • How did Gandhi's appearance change over the years? • Why did Gandhi's appearance change and what was the significance of his "new" way of dressing? • How did Gandhi affect India's history? • Do you feel that Gandhi had an influence on the rest of the world outside of India? Why or why not? • Predict what India would be like today if Gandhi had not worked to gain freedom for India's people.
Summarizer	Ask students from each group to display their timelines. Conduct a class discussion of the student's answers to their questions.
Materials	<p>Access to the Internet, textbooks, or other reference materials with information about Gandhi's life</p> <p>Large sheets of construction paper</p> <p>Scissors</p> <p>Glue or glue sticks</p>

Lesson Title	Georgia's Physical Features and Colonial Settlement
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What role did the geographic regions of Georgia play in colonial settlement?
Hook	Show a map of Georgia with all of the counties. Let the students communicate in pairs about areas of the state they have been to and describe the land in the area visited. Ask them if they think geographic regions exist, and how could the regions impact the colonial settlement of Georgia?
Teaching Strategies	<p>1. Students will access the state's county outline map located at http://www.cviog.uga.edu/Projects/gainfo/pdf/gacount3.pdf and physical map located at http://www.cviog.uga.edu/Projects/gainfo/gamaps/ga2001b2map.htm</p> <p>2. Students will look at the pair of maps. The county map will serve as a general outline of the state, while the physical map will help the students locate the physical features.</p> <p>3. Students will discover the geographical regions of the places they have visited. Students will then be directed to go to their computers and access http://www.netstate.com/states/geography/ga_geography.htm and http://www.gly.uga.edu/GAGeology.html to discover information about the regions. Remind students that automobiles and railroads didn't exist in the colonial period.</p> <p>4. After discovering the five regions, have the students make a written list of the modes of transportation and farming that were available to the settlers during the early 1700s. Ask them how these factors could have affected settlement.</p> <p>5. Show students the colonial map of Georgia at http://www.cviog.uga.edu/Projects/gainfo/parishmap.htm</p>
Summarizer	<p>Ask the students to give their analysis of the information of the following in written form:</p> <ul style="list-style-type: none"> • Compare and contrast the different regions of Georgia. • Explain how the early settlements may have been limited due to less advanced forms of travel and farming available. • Tell why Europeans settled where they did.
Materials	<p>Computers</p> <p>Internet resources:</p> <p>http://www.gly.uga.edu/GAGeology.html</p> <p>http://www.netstate.com/states/geography/ga_geography.htm</p> <p>http://www.cviog.uga.edu/Projects/gainfo/pdf/gacount3.pdf</p> <p>http://www.cviog.uga.edu/Projects/gainfo/parishmap.htm</p>

Lesson Title	A Geographic Study of (Your Town)
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	What kinds of questions would geographers ask if they were studying (your town)?
Hook	Ask students what kinds of questions geographers ask when they are studying an area. Look for evidence that students understand that themes – or elements – are framing questions for the study of an area. Have them refer to their text for a review if they are unclear on the definition for elements or their components. Ask students to match each geographical element with a given example. (region, human-environmental interaction, place, location, and movement)
Teaching Strategies	<ul style="list-style-type: none"> • This lesson should be taught after teaching five elements (themes) that geographers use to study an area. The five elements are region, human-environmental interaction, place, location, and movement. • As students enter the classroom review the five themes of geography. Discuss the list and review each as it is used in geography. • Place one example of each theme on the overhead projector and have students match the correct theme with the correct example. Discuss students’ answers. • Distribute a paper plate to each student and have them construct a circle graph with five equal sections. • Students should label each section with the five essential themes of geography: region, human-environmental interaction, place, location, and movement. • Instruct students to find an example of each theme from (their town or city). • Students should draw a picture of each example on each section of the paper plate. • Students should also write a summary of why their drawing represents the theme. • Ticket Out the Door: Have students write down how the five themes of geography further our knowledge of Earth. Students will give the teacher their “tickets” as they exit the classroom.
Summarizer	Students’ paper plates using their school’s city/county to represent each theme. Students’ explanations of their knowledge of the five essential themes on their ticket out the door.
Materials	Construction paper; markers, crayons, or colored pencils; tape or

stapler

Students may need Internet access or reference books in case they need to research their subjects briefly. This will depend on how much has already been covered in class discussion and in how much detail.

Lesson Title	Georgia's American Indians
Author:	Brandi Walker, Jones County
Grade Level(s)	All grade levels where American Indians are taught
Essential Question	How did the American Indians of Georgia (or other regions) choose their homes?
Hook	Did any American Indian tribes settle near this area or in this region? Why do you think they settled where they did? Prompt a discussion about the American Indians in Georgia (or region under study). Let students brainstorm vocabulary, places, and facts associated with American Indians as you write their responses on the board.
Teaching Strategies	<p>Give each student a copy of a Georgia county map (or map of the region under study). Have the students locate, color, and label all major rivers, lakes, and significant landforms. Allow children 5-10 minutes to complete this activity. Have the students set these maps aside.</p> <p>Give each student a second copy of the Georgia county map (or region under study). If possible, a transparency of the map would be more effective. However, if this is not possible, a paper copy will be sufficient. Have the students locate and label all major American Indian tribes in Georgia (or region under study).</p> <p>Have the students compare the two maps and draw conclusions about where settlement occurred in relation to geographical features. Students should be able to deduce that American Indians settled near water sources, near farmable land.</p>
Summarizer	Students will create a learning log (journal) entry summarizing the activity and what they were able to learn. Remind students that their learning logs should answer the Essential Question.
Materials	<p>Two copies of the appropriate maps (preferably, one photocopy, one transparency)</p> <p>Appropriate large maps</p> <p>Appropriate book and/or other reference materials</p>

Lesson Title	Holocaust
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	What was the impact of the Holocaust on human life?
Hook	Ask students if they have ever been treated differently. Ex. A new school where they felt like an outsider, being friends with someone who was shunned by other students, being treated differently from other students by the teacher, living in a different environment from most of his/her peers, etc.
Teaching Strategies	<ul style="list-style-type: none"> ○ Hand out the poem “Hangman” and have the students read it silently. ○ Then read the poem aloud and discuss with students the poem and how it relates to the Holocaust. ○ Questions to discuss: Who are some of the first victims? (foreigner, infidel, Jew) Why did everyone stay silent when someone was chosen? (fear, unknown) Why do you think the people did not fight back? (fear, belief the chosen are bad, band together against the oppressed) Who does the “Hangman” represent? (dictator, Nazi, death) ○ Read aloud the poem “The Butterfly” and other poetry from the book <u>I Never Saw Another Butterfly and Other Poems</u>. ○
Summarizer	<p>Have the students write a poem or reflect in a paragraph what they have learned about the Holocaust.</p> <p>The students will turn in their poetry or reflections. Look for evidence that the student understands some of the impact of the Holocaust on human lives.</p>
Materials	<ul style="list-style-type: none"> ○ <u>I Never Saw Another Butterfly and Other Poems</u>. ○ “I Never Saw Another Butterfly” may be found at the following website http://www.euronet.nl/users/jubo/butterfly.html ○ More Holocaust poetry including poetry by children may be found at the following website http://www.kimel.net/poetry.html#top ○ “Hangman” this may be found on page 37 of the following website http:// holocaust.georgia.gov/vgn/images/portal/cit_1210/25/26/27060751DGHAC%20one%20doc..pdf

Lesson Title	How Do Goods Get to Us?
Author:	Brandi Walker, Jones County
Grade Level(s)	K-6 Review of economics, cardinal directions, etc.
Essential Question	Where do we get our library books? How do they get to us?
Hook	<p>YOUNGER STUDENTS: Hold up the book you plan to read to the students.</p> <p>OLDER STUDENTS: Open class by prompting the students to get out their library books.</p> <p>Ask students, “How did your library book get to our school?” Is the publisher in the United States (answer: most often, because of cost of transportation)?</p>
<p>Teaching Strategies</p> <p>NOTE: There is a common misconception that North is “UP.” Be sure to that students understand that this is not true. Display a picture of the compass rose, holding it parallel to the floor. Review the cardinal directions (east, north, south, and west).</p>	<p>YOUNGER STUDENTS:</p> <ul style="list-style-type: none"> ▪ Explain that all books are published. Discuss what publish means (to produce or release for distribution). ▪ Talk about how workers load the books onto trucks, and the truck drivers deliver the books to schools, libraries, and bookstores. ▪ Turn to the title page or copyright page. Locate the publisher. ▪ Display a map of the United States. Locate the publisher’s city on the map. ▪ Give students a small picture of a truck. Review cardinal directions. Tell the students that the class must give the driver directions to get to the school. Find the school’s city on the map. Have the students guide the “truck” through the map, identifying what directions the driver is going. When the driver makes it, have the students yell, “Welcome to _____ School!” <p>OLDER STUDENTS: Briefly review cardinal directions. Explain that all books are published. Discuss what publish means (to produce or release for distribution). Tell students to look at the title page or copyright page and locate where their books were published. Distribute interstate maps. Tell the students to draw a star on one of the publisher’s distribution points and a star on the school’s city. Tell the students to write directions for the delivery truck driver to get to their school. Explain they must be very specific, telling the truck driver the cardinal directions (ex: turn south on I-75).</p>
Summarizer	<p>Discuss with the students the meanings of “publish” and “distribution.”</p> <p>YOUNGER STUDENTS: Tell students to draw a picture of how books move from a publisher to libraries and bookstores.</p> <p>OLDER STUDENTS: Tell students to write a paragraph</p>

	describing how books move from a publisher to libraries and bookstores.
Materials	USA interstate map http://www.interstatehiwayguide.com/usa_map.htm Cutout pictures of trucks Library book(s)

Lesson Title	Reading a Chart Comparing the Birthrate and Infant Mortality Rate of Countries in North Africa and Southwest Asia to the United States of America
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	Why is there a significant difference between the birthrate and infant mortality rate in some North African/Southwest Asian countries and the United States of America?
Hook	Give the students the following information: Infant mortality is the ratio of the number of deaths in the first year of life to the number of live births occurring in the same population during the same period of time. (dictionary.com) The infant mortality rate per 1,000 live births in 2000 in Sudan was 69.2 as compared to an infant mortality rate of 7.0 per 1,000 births in 2000 in the United States of America. Using this information, ask the students to make guesses as to why the infant mortality rate is so much higher in Sudan than the United States of America.
Teaching Strategies	<ul style="list-style-type: none"> • After students make their guesses from the comparison of the infant mortality rate in Sudan and the USA, have them construct a chart (see attached chart). The chart should include columns for the capital, population, life expectancy, birthrate, and infant mortality rate for Algeria, Cyprus, Egypt, Iran, Iraq, Libya, Qatar, Sudan, and the United States. • This information is often found in textbooks but can be found on the Internet as well as in the library. • Have students construct a bar graph that compares the infant mortality rate with the birthrate. • Ask students to write two to three paragraphs based on their conclusions from their bar graph. Use the following questions to help the students to draw conclusions. <ol style="list-style-type: none"> 1. What countries have the highest rates? Lowest rates? 2. Why is there a significant difference between the birthrate/infant mortality rates of some of the countries? 3. What do you think influences these rates? 4. How does the population of each country compare to these rates? 5. What other facts do you need to draw conclusions?
Summarizer	Class discussion: Ask students to share their ideas about why some countries have such different birthrate/infant mortality rates. Ask them why countries like the USA have such a low rate and countries like Sudan have such a high rate.

Materials	<ul style="list-style-type: none">• A source that contains the capital, population, life expectancy, birthrate, and infant mortality rate for Algeria, Cyprus, Egypt, Iran, Iraq, Libya, Qatar, Sudan, and the United States is needed (http://www.cia.gov/cia/publications/factbook)
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County/Capital	Population	Life Expectancy (years)	Birthrate (per 1,000 pop.)	Infant Mortality (per 1,000 live births)
Algeria				
Cyprus				
Egypt				
Iran				
Iraq				
Libya				
Qatar				
Sudan				
United States				

Lesson Title	New Products for the Home (1800s)
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	What were the new inventions for American homes in the 1800s? How did they impact American life?
Hook	Students will work in small groups to brainstorm a list of items currently in their homes that were new inventions in the 1800s (such as washing machines, electric lights, canned foods, iron ranges, mason jars, safety matches, safety pins, carpet sweepers, etc.). Students will then participate in a class brainstorm that will be recorded by the teacher on the board or on chart paper. Finally, the students and teacher will work together to classify the inventions into categories (such as appliances, food, luxury, etc.).
Teaching Strategies	<ul style="list-style-type: none"> ● The teacher will take students to the media center to research the types of inventions for the home from about 1820 through 1900. ● Students will locate at least five new inventions for the home from 1820-1900. They will record the invention, the date of the invention, and the impact that the invention had on American life. ● The class will come back together after researching in the media center and discuss their findings. ● The teacher (or a student) will record the findings on the board or chart paper. ● Students will complete their individual notes using the class notes.
Summarizer	Each student will use his/her notes to create a timeline of the “new products for the home” from the 1800s. There must be at least ten inventions on the timeline (with the date of each invention) and a brief explanation of how each invention impacted American life.
Materials	<ul style="list-style-type: none"> ● Media center ● Dry-erase markers and a white-board, or chart paper and markers ● Poster board for student timelines ● Markers for student timelines

Lesson Title	Important People of Georgia's Colonial Period
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle
Essential Question	How did the roles of James Oglethorpe, Tomochichi, and Mary Musgrove impact the settlement of the colony?
Hook	Imagine settling in a foreign territory in which you must communicate with tribal members that speak a different language. What would be some disadvantages in not being able to communicate with the people on the land you're settling? What are the advantages of being able to communicate with the tribal members or knowing someone that could communicate and interpret information for both of you?
Teaching Strategies	<ol style="list-style-type: none"> 1. Have the students create a graphic organizer depicting scenarios of what they would encounter if they settled a foreign territory under the following conditions: <ul style="list-style-type: none"> • Settling a territory that has friendly inhabitants, but who speak an unfamiliar language. • Settling a territory that has hostile inhabitants that speak an unfamiliar language. • Settling a territory with friendly inhabitants in which there was an interpreter available to effectively communicate between the two groups. 2. Have the students discuss their scenarios, mentioning the advantages and disadvantages of each scenario. 3. Have the students visit the following sites to discover the roles of James Oglethorpe, Tomochichi, and Mary Musgrove, analyzing how their roles affected the colonization of Georgia. <p>James Oglethorpe http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1058</p> <p>Tomochichi http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-689</p> <p>Mary Musgrove. http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-688</p>
Summarizer	Have the students write a paper explaining why James Oglethorpe, Tomochichi, and Mary Musgrove were key figures in the colonial settlement of Georgia.
Materials	Computers Internet resources: New Georgia Encyclopedia James Oglethorpe

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1058>

Tomochichi

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-689>

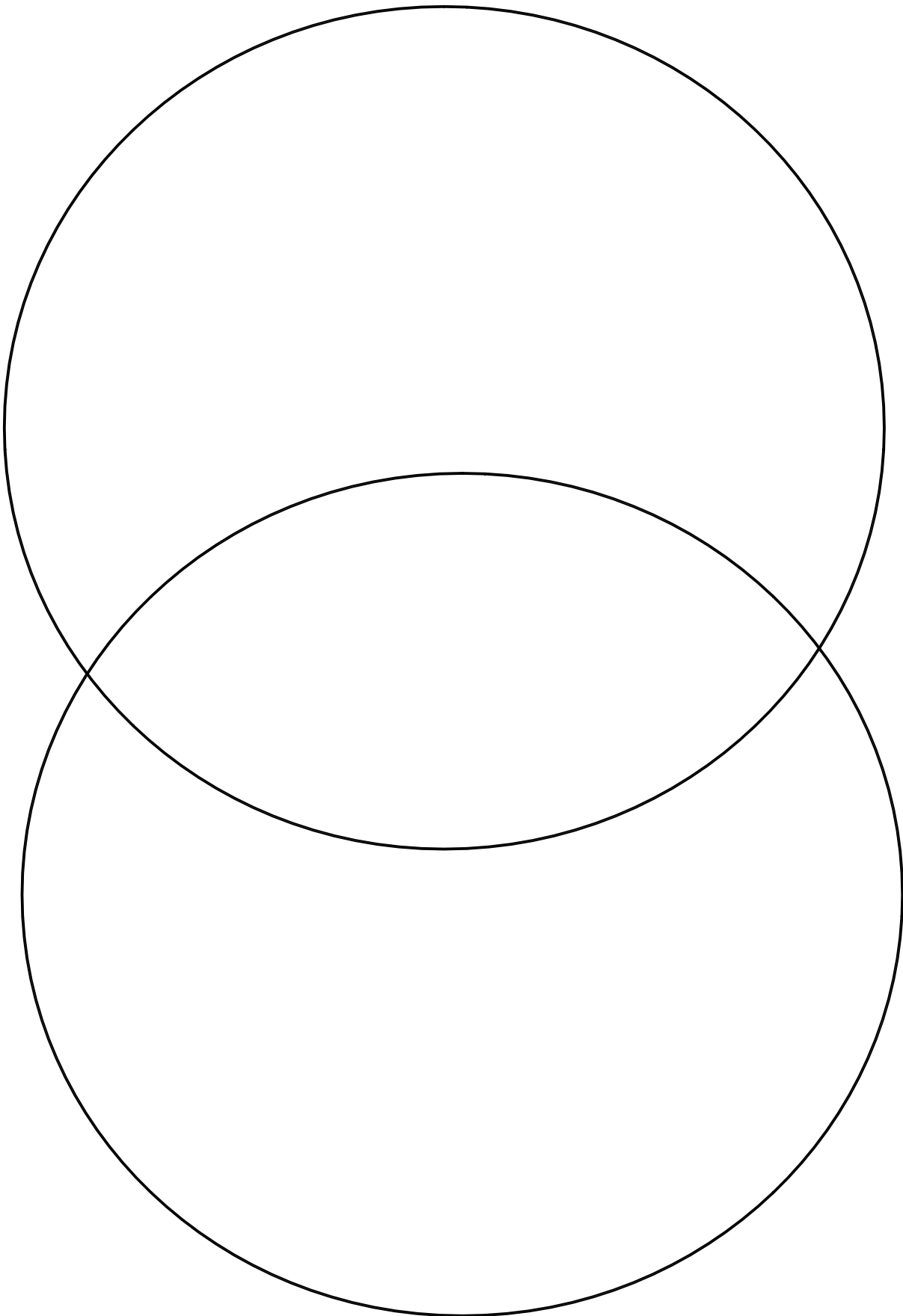
Mary Musgrove.

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-688>

Lesson Title	Mexico's resources and areas of settlement
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	How do geographical features influence the settlement patterns in Mexico?
Hook	<p>Show a relief map of Mexico at http://www.lib.utexas.edu/maps/americas/mexico_rel97.jpg</p> <p>Have the students make observations about the terrain. Ask the students to predict how Mexico's geographical features and resources influence where people live.</p>
Teaching Strategies	<ol style="list-style-type: none"> 1. Ask students, "What does a concentration of settlers in a particular area often tell us about the land?" (Look for evidence of their understanding of impact of terrain, climate, and resources.) 2. Tell students that they will confirm their predictions about Mexico's settlement patterns by studying maps and other information on Mexico. 3. Students will research the varying climatic regions, terrain, and natural resources of Mexico. Reinforce to the students that they will use this information to discuss how it affects which regions are settled. To research the climatic zones, direct students to the following site: http://www.lib.utexas.edu/maps/atlas_mexico/climate.jpg Once at this site, students will need to wait for the expand picture icon to appear, and then the students may zoom in to view, analyze, and discuss how the climatic regions have an impact on areas of settlement. 5. Next, direct students to the following link: http://encarta.msn.com/encyclopedia_761576758/Mexico.html#s3 Tell the students to read the sections entitled Natural Regions and Natural Resources, which are located on pages one and two of the document. Tell students to focus on how this information relates to areas of settlement. 5. Have the students record reasons for settlement patterns in relation to terrain, climate, and natural resources.
Summarizer	Teacher will call on students at random to explain how geological and geographical factors dictate where people settle.
Materials	<p>Computers</p> <p>Internet resources:</p> <p>MSN Encarta http://encarta.msn.com/encyclopedia_761576758/Mexico.html#s3 http://www.lib.utexas.edu/maps/americas/mexico_rel97.jpg http://www.lib.utexas.edu/maps/atlas_mexico/climate.jpg</p>

Lesson Title	Money Talks
Author:	Brandi Walker, Jones County Adapted from Activity of: Dr. Brian Mumma, GC&SU Optional Questioning Prompts: Linda Leveridge, as listed on OFCU's Academy Curricular Exchange
Grade Level(s)	4th Grade and Higher
Essential Question	How does money talk? What is it saying?
Hook	<p>“How many of you have heard the expression ‘MONEY TALKS’? What does that mean?” (Allow the students to respond.)</p> <p>“Well, I think it means that money is telling us a story about the land in which it was printed.”</p>
Teaching Strategies	<p>“The year is now 3010. We are archeologists.” (Discuss with the students what archeologists do.)</p> <p>“The only thing left behind from this culture is a bag filled with this peculiar item.” (HOLD UP THE PENNY).</p> <p>“It appears to be some kind of coin. We need to closely examine these coins and make guesses about the characteristics of this culture.” (HAND OUT THE PENNIES.)</p> <p>Instruct the students to inspect the coin thoroughly. Have them list at least ten aspects of the culture that left this coin behind. Discuss findings as a class.</p> <p>Optional questioning prompts to expand discussion and stimulate critical thinking can be found at http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst057.html</p>
Summarizer	<p>Ask students, “How does money talk? What is it saying?” Have the students think about and prepare an answer and write it on a 3x5 index card (or small piece of paper) to turn in as a Ticket Out the Door.</p>
Materials	<p>3 x 5 index cards 25 - 35 pennies (or coins from another country depending on the topic under discussion) Optional questioning prompts found at http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst057.html</p>

Lesson Title	Let's Make a Deal!
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	Grade levels where the New Deal is taught
Essential Question	What are the similarities and differences in the Square Deal and the New Deal?
Hook	<p>The teacher will introduce a game called Let's Make a Deal. The deal will be if the students can research and find 5 facts about the New Deal at www.bergen.org/AAST/Projects/depression/successes.html, and 5 facts about the Square Deal at http://www.socialstudieshelp.com/Lesson_67_Notes.htm, they will receive a teacher reward (grade, candy, playtime, homework pass, etc.).</p>
Teaching Strategies	<ul style="list-style-type: none"> ● Students will conduct research in the media center or classroom. ● The teacher will list the facts reported by the students on the board (overhead, computer, etc.). ● The class will discuss the information that they recorded on their Venn Diagram and will work together to complete a Venn Diagram on the board or chart paper. ● Students will use the diagram on the board or chart paper to complete their diagrams.
Summarizer	Each student will write a five-paragraph compare/contrast paper that explains the similarities and differences in the Square Deal and the New Deal. They can use the Venn Diagram to help write the paper.
Materials	<ul style="list-style-type: none"> ● Each student will need a Venn Diagram ● Resources in classroom and/or media center ● Classroom text (if available and/or needed) ● Markers for making Venn Diagram and paper for research



Lesson Title	Pearl Harbor
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	What were the changes that occurred in our state and country after the bombing of Pearl Harbor?
Hook	Ask students if they remember 9-11. Did our country make any changes after 9-11 concerning safety? Tell students to look for similarities between the events surrounding 9-11 and the events of Pearl Harbor.
Teaching Strategies	<ul style="list-style-type: none"> ○ Read aloud various selections that discuss the attack on Pearl Harbor, 1941. Selections may be found in textbooks, reference sources, or Internet articles. ○ Students will listen and take notes or jot down questions they may have as they are listening to the reading. They will be listening to the events and contemplate what the United States may have done differently to prevent or alleviate the seriousness of the attack. ○ Discuss any questions or concerns at the end. ○ Students will brainstorm with a partner changes they believe our country made after Pearl Harbor. ○ Then read various selections concerning Georgia's efforts and involvement in WWII. ○ Add to their list any changes they did not include. ○ Discuss as a class the results. Do they have any listed that the book did not discuss?
Summarizer	The students will discuss their results and turn in their lists.
Materials	<ul style="list-style-type: none"> ○ Variety of resources that contain information concerning the attack on Pearl Harbor. ○ Variety of resources that contain information concerning Georgia's involvement in WWII.

Lesson Title	Physical Features of Georgia
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	Where are the key physical features of Georgia located? What is the significance of these features to Georgia?
Hook	<ul style="list-style-type: none"> ▪ Ask students, “Have any of you visited places in Georgia such as the Okefenokee Swamp or the Appalachian Mountains?” ▪ Ask some of the students to share what they know about various physical features.
Teaching Strategies	<ul style="list-style-type: none"> ○ Explain to the students that they will be searching for the physical features of Georgia using a Georgia road map. ○ Pass out Georgia maps and have students work either individually or in pairs. ○ Review with the students how to read a map using the key. You may want to point out various elements of the map and key. ○ They may use their text as well as the map to respond to the importance of the features. ○ The teacher may create his/her own worksheet to benefit the students of their community, but one is attached as an example. ○ Pass out the worksheet and have the students begin their map quest.
Summarizer	Ask for volunteers or call on each group for one response to a question from the worksheet. Have one student using a large map of Georgia in the classroom point to the location of the area being discussed.
Materials	The State Department of Transportation will mail you a class set of Georgia maps free if you do not have any. Created worksheet and various resource texts.

EXPLORING GEORGIA

1. Name the islands that are parks, reservations, forests, or preserves.
2. If you live in Macon, and your automobile can travel a total of 300 miles on a full tank of gas, which of the following city or cities could you visit on a weekend and return home without purchasing gas: Athens, Augusta, Brunswick, Rome, Valdosta, Columbus, Dahlonega, and Savannah.
3. Georgia's smallest county (in terms of size) is located about 65 miles east and slightly north of Atlanta. Here you will find Georgia's largest University. Name the county and its county seat.

4. Find Georgia's two ocean port cities with docks for loading and unloading ocean liners.

5. The United States Government has a number of recreation areas, wildlife areas, historic sites, and military bases in Georgia. Identify any six.
6. The Oconee River and Ocmulgee River come together to form the _____ River, the widest river in Georgia.
7. If you traveled from Macon, Georgia to the Atlanta airport using I-75 name the counties you passed through and include the county where you started and ended.
8. You want to visit the Okefenokee Wildlife Refuge and stay overnight in a hotel. What is the name of the nearest city that you will plan to find a hotel?
9. Name one of the state parks you might camp in if you were visiting the Appalachian Mountains. _____
10. Name the river that is the border between Georgia and South Carolina
_____ Name the river that is the border between Georgia and Alabama. _____

Lesson Title	Analyzing a Political Cartoon
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	What are the main ideas of a news article? What are the human-environmental interactions of the place under discussion?
Hook	Have a political cartoon displayed on the overhead projector as students enter the room. The cartoon should have some significance for the students and should be easy to understand. Ask students to interpret the cartoon.
Teaching Strategies	<ul style="list-style-type: none"> • After introducing a political cartoon to students on the overhead projector, discuss what they think the cartoon’s creator is trying to tell the reader. • Give the students a brief lecture on the history and purpose of political cartoons. Make sure that they understand that the cartoonist is giving his/her opinion and that the cartoon usually shows bias to a particular topic. • Students will look for political cartoons in local, state, and national newspapers and magazines. They should select two cartoons to analyze from different levels of government, local, state, and/or national. • Students should analyze the cartoons using the following questions: <ol style="list-style-type: none"> 1. Who is the cartoonist? 2. Where did you find the cartoon? 3. What do you think the cartoonist is trying to communicate to the reader? 4. How does the artist use exaggeration to convey his/her message? 5. What political event is the cartoonist referring to in the cartoon? 6. Does the artist show bias in his/her cartoon? Explain your answer.
Summarizer	Have students work in pairs to explain one of the two cartoons they analyzed.
Materials	Political cartoons from current newspapers, news magazines, or on-line news sources. (Enough for each student to have of two cartoons each.)

Lesson Title	Revolution Story
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	4-8
Essential Question	What are some of the main events or people of the American Revolution?
Hook	<ul style="list-style-type: none"> ○ Have a word splash on overhead. (Make transparency from attached word splash.) ○ Ask the students to write a story using as many words as possible. Underline the words used. ○ Explain to them if they do not know the term they do not have to use them correctly just make it sound like they know what they are talking about.
Teaching Strategies	<ul style="list-style-type: none"> ○ Ask students to read selections on the American Revolution from various sources, such as textbooks, reference books, Internet sources. ○ The teacher may stop and discuss certain sections and respond to questions. ○ When the students are finished reading, have them write a new story from the word splash. If they do not have time to finish they may finish for homework.
Summarizer	The students will share some of their stories and everyone will turn in a finished product. (Often students enjoy comparing ideas from the first reading with ideas from later readings.)
Materials	<ul style="list-style-type: none"> ● Word splash ● Various resources containing American Revolution information.

Word Splash

W
H
I
G
S

Independence

Proprietary Colony

Colony

PARISH

Stamp Act

NAVIGATION ACT

r
a
t
i
f
y

TREATY OF PARIS OF 1783

QUARTERING ACT

Tories

Townshend Acts

ARTICLES OF CONFEDERATION

Lesson Title	Sherman and Andersonville
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	What impact did Sherman's March to the Sea and Andersonville prison have on Georgia?
Hook	<ul style="list-style-type: none"> ○ Play a civil war tune from the website below http://www.civilwarmusic.net/fife.php Tell students to listen to the Civil War tune to make inferences about the era. ○ Discuss with students the words from the song and how it related to the time period.
Teaching Strategies	<ul style="list-style-type: none"> ○ Read aloud various selections that discuss Sherman's March to the Sea and Andersonville Prison. ○ Tell students to listen for key words that describe the area, people, events, and economy. ○ The information may be found in a variety of textbooks and other resources. ○ The Library of Congress American Memory website is good for pictures and documents. http://www.loc.gov ○ The Andersonville website is also an excellent resource: http://www.andersonvillegeorgia.com/ ○ The students will draw a picture or write a poem, song, or story that depicts Sherman's March to the Sea or Andersonville prison.
Summarizer	<ul style="list-style-type: none"> ○ The students may share their writing or picture orally if time permits. ○ The students will turn in their drawing or writing.
Materials	<ul style="list-style-type: none"> ○ Various resources that contain information on Sherman's March to the Sea and Andersonville prison.

Lesson Title	The South African Experience
Author:	Eric Little, Putnam County Middle School
Grade Level(s)	Middle/High
Essential Question	What is apartheid and how does South Africa continue to feel its effects after it has been abolished?
Hook	<p>Explain to the students that the practice of apartheid in South Africa subjected a majority of the population (non-European citizens) to negative consequences enforced by the minority population (European citizens).</p> <p>Ask students, “What circumstances are you aware of in which a certain group of people were treated unfairly by another group? How do you think the practice of apartheid may have affected South Africa?”</p>
Teaching Strategies	<p>1. Begin the initial stages of forming a KWL chart on the board with students by asking if they know anything about apartheid, Nelson Mandela, and F.W. deKlerk, and what they would like to know about this practice and people mentioned.</p> <p>2. List ideas mentioned by the students.</p> <p>3. Have students use the computers and look up apartheid at the following site: http://www.m-w.com/cgi-bin/dictionary?va=apartheid After reading the definition for apartheid, have the students discuss how it affected the non-European segment of the population.</p> <p>4. Refer students to http://encarta.msn.com/encyclopedia_761561373/Apartheid.html to read more about apartheid, Nelson Mandela, and F.W. deKlerk. Tell the students to look for the connections that these two individuals had to apartheid.</p> <p>5. As a large group, complete the “Learned” section of the KWL chart, based on information students have gathered from their sources.</p>
Summarizer	<p>Have the students provide a written analysis of the information that demonstrates their conceptual understanding of</p> <ul style="list-style-type: none"> ▪ how the majority population of South Africa was affected during and after the time of apartheid ▪ the important roles that Nelson Mandela and F.W. deKlerk held in relation to ending apartheid ▪ the issues South Africa still faces due to the once existing practice of apartheid
Materials	<p>Internet resources: MSN Encarta http://www.m-w.com/cgi-bin/dictionary?va=apartheid http://encarta.msn.com/encyclopedia_761561373/Apartheid.html</p>

Lesson Title	The Three Gorges Dam
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	What problems do the Chinese people face because of the Three Gorges Dam? What are the benefits of the dam?
Hook	(This activity should be given to the students after completing a unit on China and the Three Gorges Dam.) Students should answer the following question individually when they enter the classroom: What would you do if the government told you that you had to move because they were building a dam and your house and land would be flooded?
Teaching Strategies	<ul style="list-style-type: none"> • Distribute the article, “Uprooted by dam, Chinese villagers fight back. Lawsuits seek compensation by government” by Jehangir S. Pocha, Globe Correspondent/The Boston Globe June 19, 2005 (www.boston.com/news) • Answer the following questions after reading the article: <ol style="list-style-type: none"> 1. Why did the government build the Three Gorges Dam? 2. What problems did this cause for the people living around the dam? 3. What is a Mao suit that the 55 year villager named Lu is wearing? What statement in the article gave you this information? 4. Who is threatening the Chinese villagers who are suing the government? How can others legally threaten the villagers with force and arrests? 5. Do the villagers feel that the dam is helping the Chinese people? Does the government feel that the dam is helping the Chinese people? 6. List some of the reasons that the Chinese people feel betrayed by the government. 7. Make two columns; list the positive and negative
Summarizer	Discuss the answers to the questions as a class. Place two columns on the overhead projector with “positive” and “negative” at the top of the columns. As a class, compile a list of each.
Materials	Internet to download the article: http://www.boston.com/news/world/asia/articles/2005/06/19/uprooted_by_dam_chinese_villagers_fight_back/ NOTE: If this specific article is not available, there are many other articles available on-line about the topic. Conduct a search with “Three Gorges Dam” as the key words.

Lesson Title	Dates, Time, and Timelines
Author:	Ken H. Smith, Baldwin County
Grade Level(s)	4-8
Essential Question	How can using timelines help you understand dates, and how can understanding dates help you understand time?
Hook	Students will make a timeline of their lives with at least ten major events and dates. Depending on teacher’s resources, the students could use art paper, graph paper, computer software, etc.* The students will share their time lines with the class.
Teaching Strategies	<ul style="list-style-type: none"> ● The teacher will explain: <ul style="list-style-type: none"> -a timeline is a diagram that shows a certain period of time, -a timeline looks like a ruler, -important events are marked on a timeline at the points when they happened, -timelines show different increments of time. ● The teacher will go over different examples of timelines via overhead, computer, board, etc. <p>Suggested examples (depending on grade):</p> <ul style="list-style-type: none"> -Timeline A will have dates a year apart (ex. 1, 2, 3, etc.). -Timeline B will have dates a decade apart (ex. 1890, 1900, 1910, etc.). -Timeline C will have dates a century apart (ex. 1800, 1900, 2000, etc.). -Timeline D will show how centuries are counted (ex. 1000, 1100, 1200, etc.). -Timeline E will show B.C. and A.D. with “0” as the midpoint. <ul style="list-style-type: none"> ● Students will study each timeline and identify what is unique about it. ● The teacher will lead a class discussion over each type of timeline.
Summarizer	Students will discuss in small groups and respond to this journal question: How can using timelines help you understand dates?
Materials	<ul style="list-style-type: none"> ● Overhead projector, computer, or board ● Paper and markers for students’ timelines and/or timeline computer software

* If the teacher chooses, he/she may purchase rolls of adding machine tape and give students strips for creating their timelines.

Lesson Title	Trail of Tears
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	4-8
Essential Question	What was life like on the Trail of Tears?
Hook	<ul style="list-style-type: none"> ▪ Ask students if they have ever had prolonged experience with a person from a culture that is dramatically different from his/her own. ▪ Were there misunderstandings because one culture did not understand the ways of another? ▪ Discuss how culture, environment, religion, and other aspects of life make it difficult for people to understand one another. ▪ Explain to students that cultural misunderstandings were a minor reason that led to the Trail of Tears. Ask them to listen carefully and participate fully in today’s activities to learn other major reasons.
Teaching Strategies	<ul style="list-style-type: none"> ○ Tell the students while reading and watching the clip today to note descriptive words to help describe the event and time period. ○ The students will read from their texts or other resource sections on the “Trail of Tears.” ○ Then show the students the five minute section of the Trail of Tears from “Georgia Stories 108: First Century of Statehood.” ○ The students will write a creative story pretending they were living during that time period and describe life on the Trail of Tears. ○ The story may be written as a diary or a story. It may cover one day or several days. ○ The students will complete their story for homework if necessary.
Summarizer	The students will turn in their written works. Various students may share orally if time permits.
Materials	<ul style="list-style-type: none"> ○ Textbook ○ Video clip “Georgia Stories 108: First Century of Statehood” section “Trail of Tears.” (PeachStar United Streaming)

Lesson Title	Washington versus DuBois
Author:	Gail Wincey, Califf Middle School
Grade Level(s)	Middle/High
Essential Question	<ul style="list-style-type: none"> ○ What are some philosophical differences in Booker T. Washington and W.E.B. DuBois? ○ What role did they play in Georgia’s changing society between 1877 and 1918?
Hook	<ul style="list-style-type: none"> ○ Ask students what words they would use to describe themselves. ○ Explain how we are all different in beliefs, attitudes, and looks. ○ Our beliefs and attitudes help form our philosophical views – the way we see and interpret our world. ○ Discuss how the two men they are going to study both believed in some of the same issues but had many differences in how progress should be achieved.
Teaching Strategies	<ul style="list-style-type: none"> ○ Read aloud or silently various selections that discuss Booker T. Washington and W.E.B. DuBois. ○ Tell students to listen for key words that describe Washington and DuBois. They need to listen for different beliefs, lifestyles, childhoods, and different methods for learning or working. ○ The information may be found in a variety of textbooks and other resources. The following are some helpful websites: http://www.nps.gov/bowa/btwbio.html http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html http://www.duboislc.org/html/DuBoisBio.html ○ Draw a large Venn diagram on the board. Label one circle “W” and the other “D.” Information that applies to both men will be placed in the section where circles overlap. Ask students to supply information to place in the respective categories.
Summarizer	<ul style="list-style-type: none"> ○ Students will use the information from the Venn diagram to write a compare/contrast essay on Washington and DuBois.
Materials	<ul style="list-style-type: none"> ○ Various resources that contain information on Booker T. Washington and W.E.B. DuBois. ○ Venn diagram or have them create their own.

Lesson Title	Who's Your Hero or Heroine?
Author:	Julie Ross, McKibben Lane Elementary
Grade Level(s)	Any grade level where key figures in American history are taught
Essential Question	Who are people who were important in the history of our country? What qualities make a person a hero or heroine?
Hook	Ask students, "Who is your favorite hero or heroine? Why do you consider them to be a hero or heroine?"
Teaching Strategies	<ul style="list-style-type: none"> • Discuss the words "hero" and "heroine" with students. • Ask them to name qualities they think would be important in a hero or heroine. • Have students brainstorm people who they think have made a positive impact on the history of our country. • Place students in pairs. Tell them to choose a person to research. • While students may choose anyone they like, they may want to consider researching some of the following people: <ul style="list-style-type: none"> ○ Harriet Tubman – conductor on the Underground Railroad ○ Fredrick Douglass – abolitionist ○ Abraham Lincoln – He was the 16th President and served during the Civil War. ○ George Washington – the first president of the U. S. ○ Thomas Edison – an inventor who discovered electricity ○ Helen Keller – She was deaf and blind but she learned to communicate with others. ○ Jimmy Carter – A former President from Georgia who works to help improve people's lives around the world ○ Jane Addams – She worked to make life better for immigrants. ○ Alexander Graham Bell – he invented the telephone ○ Samuel Morse who invented the telegraph ○ Daniel Boone – frontier explorer ○ William Bradford – English colonist ○ Henry Ford – mass production ○ Pocahontas – saved Jamestown ○ Benjamin Franklin – inventor and Founding Father ○ Christopher Columbus – explorer ○ Meriwether Lewis & William Clark – explored Louisiana Purchase ○ Sacagawea – helped Lewis and Clark
Summarizer	<ul style="list-style-type: none"> • After they have completed research on the person, the pair will list that person's accomplishments.

	<ul style="list-style-type: none">• Have them prepare a poster showing that person's accomplishments and a picture or a drawing of the person. Present the poster to the class.• Include information on why they thought that person qualified as a hero or heroine.
Materials	<ul style="list-style-type: none">• Computer and Internet Access or access to articles and biographies on famous people• Poster board or drawing paper• Pens and markers

Lesson Title	“Women of Rural India” Adapted from http://www.askasia.org.frclasrm/lessplan/1000053.htm Developed by Jean Johnson, New York University
Author:	Betty Ann Killingsworth, Edwards Middle School
Grade Level(s)	Middle/High
Essential Question	How do the lives of women in rural India differ from women in rural Georgia?
Hook	Have photographs of women from rural India displayed as students enter the classroom. (There are several web sites with photographs.) Ask students to use the photographs to compare women in rural India to women in rural Georgia. The teacher may have to give an example of a rural city in Georgia as a reference point if students are not familiar with rural areas. Have students write their ideas on paper.
Teaching Strategies	<ul style="list-style-type: none"> • Allow students five minutes to complete written comparisons of women in rural India to women in rural Georgia. • Discuss the students’ ideas as a class. • Explain to students that these photographs are taken from an Indian village. Discuss what an extended family is, and the importance of an extended family to the people of India. • Lead the students in a discussion of the women in the photographs. Discuss what the women and girls are doing. Include the differences in housing, clothing, cooking, etc. in the discussion. • Have students compare the way family members work together in rural India with the way families work together in rural Georgia. • Read a selection from “Behind Mud Walls” to the class. (“Behind Mud Walls 1930-1960, by William H. Wiser and Charlotte Wiser, Berkeley, CA: University of California Press, 1963, pp.144-146, 148-149, 193-195.”) • This selection can be found on the website below: http://www.askasia.org.frclasrm/lessplan/1000053.htm • Conclude the activity with the same question that was asked at the beginning class: “How do the lives of women in rural India differ from women in rural Georgia?”
Summarizer	Have students write a summary of how women in rural India are different from women in rural Georgia. Ask them to include specific examples of the advantages and disadvantages women in India may or may not have over women in Georgia.
Materials	Student will need to have access to the Internet or photographs of women from rural India. The teacher should also be prepared to discuss in detail what the women of India are doing in the photographs. This website has some suggestions: http://www.askasia.org.frclasrm/lessplan/1000053.htm

Lesson Title	ABC Book
Author:	Chris Pratt-Consoletti, Harris County
Grade Level(s)	4-8
Essential Question	Who are the leaders in Georgia history and what characteristics do they possess?
Hook	Place students in groups of four. Ask them to think about how they would prepare a book to teach younger students about Georgia’s leaders. After they have considered possibilities, tell them that their task for the day is to actually create a book that they will present to younger students.
Teaching Strategies	<p>Tell students that their book will be 24 pages long. (Note: letters “Q” and “Z” will be omitted.) Each member of each group will be responsible for six pages. Here are the criteria for the booklets:</p> <ul style="list-style-type: none"> ▪ Each page must have the letter in both capital and lower case, a picture of the Georgia leader, (students may either draw or trace a picture of the leader or download a picture from the Internet), and three sentences. ▪ The first sentence must identify the leader. ▪ The second sentence will state what he/she did to make him/her a major leader in Georgia. ▪ The third sentence will identify the characteristic which assisted him/her in becoming a leader. ▪ Once each person has completed his/her six pages, the group will collate its pages, and place them in a folder.
Summarizer	Groups will share their ABC Books with the other groups. Groups may then donate their ABC books to a primary class.
Materials	<p>Georgia history texts for reference Construction paper (or plain paper if construction paper is not available) Pencils, crayons, markers Glue sticks Access to Internet if pictures are to be downloaded</p>

Lesson Title	O.S.A.E. – Can you see? (A Method for Geographic Inquiry)
Author:	Nadine Wright – Elbert County, Adapted from lessons of the Georgia Geographic Alliance
Grade Level(s)	Upper elementary – high school
Essential Question	How does observing, speculating, analyzing, and evaluating lead to geographic understanding?
Hook	<ul style="list-style-type: none"> ▪ Write on the board or a poster board in large letters: O.S.A.E. ▪ Tell the students: “Today we are going to learn how to O.S.A.E. “ ▪ Ask the students: “What do you think O.S.A.E. means?” ▪ (Prepare transparencies of landscapes or import pictures from the Internet for use in a PowerPoint program such as mountains, desert, plateau, plains, coastal region, river delta, lake, and islands.) ▪ As a whole class activity – Show the landscapes to the students and ask the students, “What do you see? Describe the landscape.”
Teaching Strategies	<p>Place students in groups of 2 to 3. Hand out different landscape pictures to each group of students and ask them to discuss their picture using the following procedures:</p> <ol style="list-style-type: none"> 1. “O” – Observation – What do you see? ** Look at the picture, slide, map or landscape and jot down, sketch, or record in your own words everything you observe. Be sure to look beyond the obvious and see with geographic eyes. (For example: There are hills and mountains. Hills are smaller than mountains.) 2. “S” – Speculate – why does it look this way? ** With the list of observations students can then critically speculate as to what they are observing. <p>Geographers ask:</p> <ul style="list-style-type: none"> • “Why does this landscape look the way it does?” • “What have humans done to modify this environment?” • What has been the impact on the landscape of this modification?” <p>-- This progression of observation and speculation in not only critical geography, it is critical thinking.</p>

	<p>3. “A” – Analysis – What evidence can we find to support our observations and speculations?</p> <p>** The analysis step is where we go beyond mere speculation to seek real answers to the many questions we have raised through observing the landscape. To find these answers we may need to do extensive research to seek out experts on the topic.</p> <p>4. “E” – Evaluation – What is the impact of this particular landscape on people’s lives?</p> <p>** Observation, speculation, and analysis should lead naturally to evaluating the impact of a particular landscape on human activity .</p> <p>--- The overall exercise – O.S.A.E. can you see? – is a steady and useful progression of geographic exploration. It builds on the absolutely essential skills of observation then leads to critical speculation and subsequent geographic analysis. It concludes with a demand on the student to evaluate the landscape begin studied. These skills are absolutely basic to geographic understanding.</p>
Summarizer	<p>Ask the students to write in response to the following:</p> <ul style="list-style-type: none"> • How will our lives be different today and in the future because of this landscape? • Is this a productive, intelligent and equitable use of the landscape? • How has the O.S.A.E. method helped me to have a greater geographic understanding of landscapes and their impact on humans?
Materials	<p>Different landscape pictures – from your own pictures, National Geographic, other magazines, or from sources on the Internet</p>

Lesson Title	“What’s Happening?”
Author:	Phil Parker, Wheeler County High School
Grade Level(s)	9-12, specifically 10th grade World Geography or World History
Essential Question	How are current events in (whatever region) impacting people there and elsewhere?
Hook	We’ve been studying about (whatever region/continent/country has just been completed or is a current topic in the news). Who can tell me something currently happening in (that place) and who has been affected and how? Discuss any events that students contribute, and then lead into the small group activity.
Teaching Strategies	<p>Divide students into groups of 3 or 4 students. Each group will receive copies of an article. The articles may come from current events magazines like “New York Times Upfront,” “Scholastic,” or “Time” or from newspapers or online news services. Each group will have a different article. Try to find articles that illustrate multiple facets to the region you’re studying.</p> <p>Students will read and discuss together the article and prepare a short presentation for their classmates. They will answer the following questions:</p> <ol style="list-style-type: none"> (1) What is the topic of the article? (2) What are the main ideas of the article <u>in your own words</u>? What is the “big picture” that your classmates need to understand to have a basic knowledge of this article? (3) What surprised you most in reading this article? (4) Are there terms, names, or other words that your classmates should know from this article? (5) Why should we care about this article? <p>After presenting their responses to the above questions, students will also share 2 or 3 “discussion starter” questions about the article. These should be open-ended questions, not yes/no or shallow questions. They should start discussion among classmates about the region and the specific events discussed in the article.</p>
Summarizer	Student presentations of articles (which may have to be done the next day, depending on time) will start discussion and lead to opportunities to connect previous study of the region/continent to modern times and to the U.S.
Materials	<p>Current issues magazines, newspapers, or Internet to find news articles.</p> <p>Students will need paper and pen.</p>

Lesson Title	What's in a Name?
Author:	Chris Pratt-Consoletti, Harris County
Grade Level(s)	8th
Essential Question	What is the significance of names of Georgia's Counties?
Hook	Tell students that their county is being split, and a new county will be formed. It is their job to name the new county. Let them brainstorm for two to three minutes about what important considerations should be given to the name of the new county. After they have debated various ideas, tell them that founders of Georgia's 159 counties faced similar dilemmas. They will now explore Georgia's counties to find categories for the county names.
Teaching Strategies	<ul style="list-style-type: none"> ▪ The teacher will tell students that counties are identified as special districts in Georgia. There are 159 counties in Georgia. Many of our counties are named for military leaders, some are named for political leaders, and others are named for other reasons. ▪ Students will be directed to use the appendix in their Georgia history textbook. Students will use the map of Georgia counties, the grid system which accompanies the map, and the County Profiles. ▪ Students will be instructed to use the grid and the County Profiles to help them locate counties. ▪ Teacher will pass out the outline map of Georgia counties and colored pencils. Students are to identify every Georgia county named for a military leader. Students will choose one color and color each county named for a military leader. Students will also label the counties. Students will make a key/legend. ▪ When the students complete this task, they will then follow the same procedure for the counties named for political leaders although they will use a different color. When there is a question as to whether a county is named for a military leader or a political leader, for example, Washington County, the pair will make the decision on whether to categorize it as either a military leader or a political leader. ▪ They choose another color for counties that are named for other criteria – physical features, ideals, etc. Their legend should clearly indicate what the color represents.
Summarizer	Each pair will answer the essential question by displaying their county map and by explaining their decisions making for questionable counties.
Materials	Outline Map of Georgia counties

	Georgia Studies textbook Colored pencils
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Lesson Title	The Integration of Little Rock Central High
Author:	Judy Butler, University of West Georgia
Grade Level(s)	9-12
Essential Question	How was the attendance of nine black students at Little Rock Central High in 1957 a key event in the Civil Rights movement? What was the role of Ernest Green as the first black graduate of Central High School?
Hook	Show the pictures available at Little Rock Central High 40th Anniversary http://www.centralhigh57.org/ of soldiers with bayonets guarding the entrance to the school. Ask students how they would feel walking into their school under such circumstances.
Teaching Strategies	<p>Tell students that it will be their task to write a paper or prepare a PowerPoint presentation on one of the following topics:</p> <p>What one citizen can do.</p> <p>The inspiration of Ernest Green.</p> <p>The relevance of the Central High crisis to an understanding of the civil rights movement in America.</p> <p>It takes courage to be a citizen: The Story of Ernest Green.</p> <p>Breaking the Barrier: The Integration of Little Rock Central High School</p> <p>To prepare for their task, direct them to the following on-line sources.</p> <p>Have students do the webquest, Little Rock 9, Integration 0 http://www.kn.pacbell.com/wired/BHM/little_rock/</p> <p>OR</p> <p>Show clips from one of the videos that addresses the role of the Little Rock Nine in the Civil Rights Movement, e.g., Eyes on the Prize, The Ernest Green Story, Crisis at Central High.</p> <p>OR</p> <p>Allow students to preview the information at these web sites:</p> <p><i>The Courage of 9 Students Gave Nation an Education</i> http://www.freep.com/features/blackhistory2004/green12_20040212.htm</p> <p><i>Ernest Green</i> http://www.anythingarkansas.com/arkapedia/pedia/ErnestGreen/</p> <p><i>School Integration in Little Rock Arkansas</i> http://www.watson.org/~lisa/blackhistory/school-integration/lilrock/</p> <p><i>Understanding the Nine: Inside Central High 1957</i> http://littlerock.about.com/cs/centralhigh/a/littlerock9.htm</p>

<p>Summarizer</p>	<p>Write a paper, or produce a PowerPoint presentation, on one of these topics:</p> <p>What one citizen can do. The inspiration of Ernest Green. The relevance of the Central High crisis to an understanding of the civil rights movement in America. It takes courage to be a citizen: The Story of Ernest Green. Breaking the Barrier: The Integration of Little Rock Central High School</p>
<p>Materials</p>	<p><i>The courage of 9 students gave nation an education</i> http://www.freep.com/features/blackhistory2004/green12_20040212.htm <i>Ernest Green</i> http://www.anythingarkansas.com/arkapedia/pedia/ErnestGreen/ <i>School Integration in Little Rock Arkansas</i> http://www.watson.org/~lisa/blackhistory/school-integration/lilrock/ <i>Understanding the Nine: Inside Central High 1957</i> http://littlerock.about.com/cs/centralhigh/a/littlerock9.htm <i>Little Rock 9, Integration 0</i> http://www.kn.pacbell.com/wired/BHM/little_rock/ <i>Little Rock Central High 40th Anniversary</i> http://www.centralhigh57.org/</p>

Lesson Title	Lessons from Trash
Author:	Adapted from presentations of the Georgia Geographic Alliance
Grade Level(s)	Middle/High
Essential Question	What is economic interdependence? Why is specialization an efficient method of economic production?
Hook	Ask students where they get the items that they enjoy using most (MP3 players, CDs, DVDs, video games, Game Boys, Pokemon Cards, skateboards, scooters, etc.) If students answer that they get them from a local retail store, ask them to consider where the retail store got them. Ask them to further consider if everything about their favorite product came from the same location.
Teaching Strategies	<p>(Prior to this lesson, assemble an assortment of “trash” – packaging of items commonly used by your students.)</p> <ul style="list-style-type: none"> • Ask your students to find on the package where the product came from – where it was assembled and/or where the raw materials came from. • Ask them to do the following things with the information: • A. Use a map to find the country of origin. • B. Brainstorm with a partner about the jobs that people would do in that country. Why would the product be assembled in that country? Why would the materials come from that country? • C. Decide how the raw materials would get from their country of origin to where the product is assembled. How do the finished products get to the retail store? • D. Consider how it would be different if one person or place had to supply all the raw materials, labor, and transportation. • In a large group discussion, ask students to define “interdependence” based on their just-completed discussion and findings. How do our local resources (both raw materials and human resources) help us to specialize in a particular area of production? How does specialization help us to have a wider variety of products and services than if we were all generalists – trying to provide all of our needs and wants within a confined region (similar to what the colonists did)?
Summarizer	Ask students to write a brief paragraph defining economic interdependence. They must include two or three examples and tell how specialization is used to achieve the end product.
Materials	Previously collected packaging from any products that may be favorites of your students.

Lesson Title	“Dear Mom - Where am I?” (Letters Home)
Author:	Nadine Wright – Elbert County
Grade Level(s)	All levels
Essential Question	What are some items of interest about the country of (country under study) OR the current history topic? How does writing a letter help me to learn the current content?
Hook	<p>Ask the students,</p> <ul style="list-style-type: none"> • “Do you write letters to your friends?” • “What types of information do you include in your letter?” <p>Next: Read a sample letter to the class. (see attached letter) Ask the students, “Did Susan tell you about her life, what she is doing, where she is going?” “What did you learn about Japan from her letter?” Then say, “Today we are going to write a letter.”</p>
Teaching Strategies	<p>Tell the students – Review (on board) the proper structure of a letter – salutation, date, body, closing.</p> <ol style="list-style-type: none"> 1. Tell the students: “You will be writing a letter to your parent(s).” “In the letter I want you to imagine that you are – (tie to current topic under discussion. For example: visiting Japan, living during the Revolutionary War, etc.) 2. Tell the students: “In the letter to your parents you are to include information about the current topic.” Say to students: “For example – We are learning about the Civil War in the United States of America. You are to write a letter home pretending that you live in Massachusetts in 1862. What information – facts – would you include in your letter home about Massachusetts in 1862?” 3. You are to include a *specific number of facts and information. (*Teacher will decide number of facts based on topic.)
Summarizer	Each student will complete their letter and turn it in as a final product. Randomly select and read several of the letters to the class. Ask the students: “How did writing the letter help me to learn the current content?”
Materials	Textbook Notes from current topic Paper

Sample letter to read to the class:

June 25, 2005

Dear Mom and Dad,

I really wish the two of you could have come with me to Japan. The flight over from Atlanta was very long. We stopped for a layover in San Francisco. It was interesting hanging out in the airport for a couple of hours and then the flight was very smooth but very long. We ate supper and breakfast on the plane. The food was very good but we had rice for breakfast. I am going to try all the food while I'm visiting Japan especially the sushi. Oh! The steward, on the plane, told us that sushi was raw fish in the center of rice wrapped with seaweed. I can't wait!

When we landed in Osaka I was surprised that the landing strip was on a manmade island. We had to take a train to get to the main island of Honshu. Our tour guide met us at the plane and that was a big help because we were all worried that no one would understand us because my Japanese is not very good. She spoke English very well. Her name is Aiya – I yah!!

We took a bus from the airport to the next island of Shikoku. I couldn't believe that I was really in Japan. The cars drive on the other side of the road and that was very confusing to me as I kept thinking we were going to hit someone. I was also very tired and I kept falling asleep. It was fascinating to see the towns and the countryside of the island. As we got closer to the Inland Sea, between the islands, I could see small boats and large ships. Before we crossed we stopped at a rest area. I didn't know how to get a drink out of the machine, because it was not like our drink machines, but our guide showed us how to put in the correct coins and press the buttons. I tried a cold drink that was green. It did not have a strong taste and it was not sweet. We crossed a long bridge – the Seto Ohashi Bridge. The bridge had two levels and the cars and buses were on top with a train track on the bottom. The Inland Sea was beautiful. I could see lots of small islands near the bridge and in the distance. It took us about 2 and half hours to get to Takamatsu City.

I will write you again soon but right now I need to go to bed.

Having a great time,
Susan

Lesson Title	Timelines in Social Studies
Author:	Nadine Wright – Elbert County
Grade Level(s)	All levels
Essential Question	How do putting dates and events on a timeline help me learn the current topic of study?
Hook	<p>Tell the students:</p> <ul style="list-style-type: none"> • “Today – you are going to prepare a timeline of your life.” • “You are to begin with your birth and continue to the present time on the timeline. You are required to have a minimum of 5 important events on it.” <p>Explain that placing the dates in sequence on the timeline from the earliest dates to the most current dates is in a chronological sequence.</p>
Teaching Strategies	<p>Tell the students:</p> <ul style="list-style-type: none"> • “Turn a piece of notebook paper so that the holes are facing away from them or parallel to the top of the desk.” • “Draw a line in the middle of the paper from left to right.” • “Use your textbook and the current chapter to make a timeline. The timeline will be marked in even increments so that the dates are on top of the line down the middle of the page and the information about the person, events, and place are on the bottom side of the line.” • Depending on the time allocated and the number of dates and events on the timeline, the students may be instructed to draw mini pictures of the events.
Summarizer	Discuss with the students the events and dates that they placed on the timeline as a review of the current unit of study. Ask the students to reflect in writing on the essential question.
Materials	<p>Textbook Paper Option – Have the students use adding machine tape for their personal timelines.</p>

Lesson Title	“Patchwork of Early America”
Author:	Phil Parker, Wheeler County High School
Grade Level(s)	9-12, specifically for 11th grade U.S. History
Essential Question	How did cultural diffusion among Africans, Native Americans, and Europeans affect the development of the early American colonies?
Hook	Ask students what is meant by the term “melting pot” when referring to the U.S. Discuss briefly the positives of diversity and the potential problems caused by it. Connect this to the three distinct cultures that met in North America in the 16th and 17th centuries.
Teaching Strategies	<p>Assign students individual “people” or subjects that influenced the cultures that met in early America; for example,</p> <ul style="list-style-type: none"> • Johann Gutenberg • Prince Henry the Navigator • Askia Muhammad • an Iroquois leader • a Pueblo chief <p>During the first half of the period, each student will create an illustration or visual aid representing the cultural contributions of that person or group. A short paragraph should also be included on the visual aid, explaining the images chosen.</p> <p>During the second half of the period, the class will work as one large group to create a “patchwork” of all visual aids. They will connect the visual aids with tape or a stapler, BUT they must explain as a group their rationale for arranging the individual products as they did. For example, if they place Europeans on the top of the patchwork, they must explain why. Likewise, they must justify placing those of African origin as they do.</p>
Summarizer	Large group explanation of why illustrations were arranged as they were; discussion of the varied contributions represented by all the people involved; make connections to modern America and the “melting pot” concept during wrap-up discussion.
Materials	<p>Construction paper; markers, crayons, or colored pencils; tape or stapler</p> <p>Students may need Internet access or reference books in case they need to research their subjects briefly. This will depend on how much has already been covered in class discussion and in how much detail.</p>

Lesson Title	Point Source and Non-Point Source Pollution
Grade Level(s)	Adaptable for grades 3 - 12
Author	Nadine Wright, Elbert County High School
Essential Question	What is the difference between Point Source and Non-Point Source Pollution?
Hook	<p>Have the students respond to the following:</p> <ol style="list-style-type: none"> 1. What is pollution? 2. Where does pollution originate? 3. How does pollution impact your local community?
Teaching Strategies	<ol style="list-style-type: none"> 1. Draw a river through the center of a long sheet of paper. Draw a lake at one end. 2. Assign two groups (two students each) to sections of property along the river. 3. Students then decide how to use the property – i.e. agriculture, recreation, business, residential, school, industry, shopping 4. Each group draws in their plans along the river using a birds-eye view = looking down on their plan 5. Each group explains to the class how they have chosen to use the property. 6. Class decides what impact property owners have on the river and teacher adds colored paper to the river depending on the use proposed. (The colored paper represents what type of pollution that group has added to the landscape/river.) For example: <ol style="list-style-type: none"> a) If the group has proposed facility with a parking lot, the teacher could add black squares saying they represent the oil that will drip from cars. b) If a group proposed an agricultural use, the teacher might add white squares to represent fertilizer run-off or brown squares to represent waste from animals. c) Teacher will determine colors of squares and the pollution they represent. 7. Each group is asked to place a small item (pen, eraser, etc.) in the river. These items represent trash that normally occurs in a stream. 8. The teacher lifts the bulletin board paper at the non-lake end which washes everything down the river to the lake (the pile of material represents pollution in the lake.
Summarizer	<p><u>Questions:</u> As a class discussion or a reflective writing that leads to a discussion.</p> <ol style="list-style-type: none"> 1. How could you separate the pollutants into two separate groups? 2. Which pollutants are from a point source in that they can be

	<p>traced back to a particular point?</p> <ol style="list-style-type: none"> 3. Which pollutants are from a non-point source in that they can NOT be tracked back to a specific location and come from many sources? 4. Explain how point and non-point source pollution is in your community 5. What possible solutions would you suggest to your local County Commissioners or City Planner to clean up pollution in your community? 6. Extend the lesson: Have students research the different types of pollution and the impact or View a video about pollution. Using their knowledge from this activity discuss the impact of pollution on people, plants, and animals.
Materials	<ul style="list-style-type: none"> • Large Sheet of bulletin board paper – about 8 to 10 feet in length • Small squares of colored paper – to represent different types of pollution. Ex. black = runoff from a parking lot, green = fertilizer runoff, brown = animal feces, etc. Also, other bits of trash = crumpled paper, aluminum, plastic pieces, etc. • Crayons or markers

Lesson Title	The “W’s” of Geography
Author:	Adapted from lessons presented in workshops of the Georgia Geographic Alliance
Grade Level(s)	Middle/High School
Essential Question	What are the main ideas of a news article? What are the human-environmental interactions of the place under discussion?
Hook	Have several pre-selected news articles from recent newspapers, news magazines, or on-line news sources. The articles should relate to geography topics currently under discussion, or “hot topics” in the news. Ask the students, “What do these articles have to do with you?” “Would they affect anyone you know?” Students may initially think that the articles are not related to them at all – or perhaps they’re of vital interest to them. Tell students, “We’re going to examine these articles as geographers. We’ll use the “W’s” that we use in literature studies, but we’ll add an important one – “Who cares?”
Teaching Strategies	Place the students in groups of 3 or 4. Give them an article (or let them choose from your assortment). Tell students that they are to read and discuss the article to thoroughly answer these questions: (1) <u>Who</u> is the article about? (2) <u>What</u> geographic theme or issue is most obvious in this article? (location, place, physical systems, human systems, human-environmental interaction, or the uses of geography) (3) <u>When</u> did the events of the article take place? Are they on-going? Are they likely to re-occur? (4) <u>Where</u> is the location of the story – state, country, and continent? What is its relative location to where we are? What are physical or political features nearby that may have a bearing on the article or be affected by it? (5) <u>Who</u> cares? Who is directly affected by the events or situation described? What environmental areas or adversely or positively impacted? Are humans affected in any way by the environment under discussion? Should I (we) care about this article? Why?
Summarizer	Ask one student from each group to present the findings of the group. They should summarize the article by sharing their answers to the questions. After the “who cares?” question, open the questions to a large group discussion for other ideas on human-environmental interactions.
Materials	Articles from current newspapers, news magazines, or on-line news sources. Enough for groups of three or four to have at least one article each.

Lesson Title	Touring Georgia
Author:	Chris Pratt-Consoletti, Harris County
Grade Level(s)	4-8
Essential Question	Why is it important to be able to read a road map? What steps should be taken to read a road map correctly?
Hook	Tell students that they are about to take a road trip of Georgia – one that will last several days. Their road trip will be imaginary, but their planning will be real.
Teaching Strategies	<p>Students will be arranged in pairs. Each pair will be given a Georgia road map. Students will provide their own paper and pencils or pens. Students will be given a copy of the instructions.</p> <ol style="list-style-type: none"> 1. As the students tour Georgia, they will list the routes they take by both the number, the type of road, and the direction, i.e., state, US, or Interstate highway and north, south, east, west, northeast, southeast, northwest, and southwest. For example, state route 116 West, US 27 North, I85 South. 2. Begin with your County Seat. 3. Proceed to Atlanta. While in Atlanta, visit the Carter Center, MLK, Jr. boyhood home, Margaret Mitchell’s home, CNN, attend a Braves game and shop at the Mall of Georgia. This will require a two night stay. 4. Continue on to the Etowah Mounds in Cartersville. These mounds were built by the Mississippian Indians. 5. Drive to the Kennesaw National Battle Park, site of a major Civil War battle, in Marietta. 6. Proceed to Red Top Mountain State Park for a restful overnight stay. 7. Continue on to Walker County and visit Cloud Canyon State Park. Take time to take a four mile hike. 8. Drive to Brasstown Bald, the highest point in Georgia. If you are adventurous hike it, if not adventurous, drive it. 9. Spend the evening in Helen, Georgia. In the morning, try your hand at tubing the Chattahoochee River. 10. Continue on to Dahlonega and tour a gold mine. Also take time to pan for gold. 11. Drive to Athens, and tour the University of Georgia campus. Spend the evening at the Georgia Center. 12. Travel on to Augusta, and canoe the Savannah River. After the canoe trip, visit the Morris Museum of Art. 13. Spend the next two days in Savannah, Georgia’s first capital. While in Savannah, visit Juliette Gordon Low’s home, stroll along River Street and feast on the great food, take an evening cruise on the Savannah River, visit Fort Pulaski on Tybee Island, and the local cemeteries.

	<p>14. Drive to St. Simons Island. Visit Fort Frederica, the lighthouse, and swim in the Atlantic Ocean.</p> <p>15. Spend the evening camping in the Okefenokee Swamp. The following day canoe the swamp and enjoy watching the wildlife.</p> <p>16. Continue on to Lake Seminole where you can spend the day fishing for bass. Spend your evening there.</p> <p>17. Proceed to Blakely and visit the Kolomoki Mounds. These mounds were built by the Woodland Indians.</p> <p>18. On your way to Columbus, visit President Carter's boyhood home in Plains. Have lunch at the Bank, a local restaurant.</p> <p>19. In Columbus, take a walk along the Riverwalk, visit the Civil War Museum, tour the historic district, and enjoy a concert at the River Center. Spend the evening at one of the beautiful bed and breakfasts.</p> <p>20. Travel to Warner Robins and visit the Air Museum.</p> <p>21. Continue to Macon and visit the Harriet Tubman Museum, the Sports Hall of Fame, the Hay House, and the Rock and Roll Hall of Fame. Spend this evening in Macon.</p> <p>22. Drive to Harris County and visit Callaway Gardens.</p> <p>23. It is time to go home.</p> <p>24. Now that your trip is over, estimate how many miles you have traveled using the scale provided by the map and/or the mileage chart.</p> <p>25. If your car gets 30 miles to the gallon and gas cost \$2.00 a gallon, how much did you spend on gas?</p> <p>26. Estimate the cost of your overnight stays. The camping grounds charge \$65.00 per night for cabins and motels cost \$137.00 per night.</p> <p>27. Figure that you spent \$55.00 per day for food and \$20.00 for entertainment.</p> <p>28. Add all the expenses for an estimate of the cost of your trip.</p>
Summarizer	<p>Pairs will share the reasons why they chose certain routes and the problems they faced and how they solved them. They will tell how the map helped solve their dilemmas and the steps they took to read the map.</p> <p>They will also add two places they would like to visit in Georgia that are not on the teacher's list. They will also share the cost of their trip with their classmates.</p>
Materials	Georgia Road Map, paper, pencils or pens

Lesson Title	Triangular Trade Routes in the 1700s
Grade Level(s)	Middle/High
Author	Trish Klein, GC&SU
Essential Question	What was the triangular trade route and how did it affect the economies and lifestyles of the colonies, England, and the West Indies?
Hook	Have students look at labels and brand names of their clothing and other personal items. Ask how many countries are represented. Ask students how things might be different if all of their products had to come from Georgia or the United States. Why is it easier and economically advantageous to get products from other places? Explain that trade has been going on since prehistoric times. People in one location are desirous of resources or products in another region. This was no exception in the early days of the colonies.
Teaching Strategies	<p>(1) Read or discuss with your students the following synopsis: Black Americans had been in the colonies for most of the colonies' existence. Many of them came with their owners from Barbados and Jamaica. Barbados and Jamaica are part of the West Indies, a group of islands bordering the Caribbean Sea.</p> <p>Have the students find and label the locations of the islands on a world map. Barbados is located at approximately 13°N, 59°W; and Jamaica is located at approximately 18°N, 77°W.</p> <p>By the early 1700s the growth of large farms in the colonies and the growth of sugar plantations in the West Indies had created a demand for an increase in the slave trade. One portion of the West Coast of Africa became known as the Slave Coast. Its location was between 10°E and 10°W, 7°N and 10°N.</p> <p><i>Have the students find and label the Slave Coast on a world map.</i></p> <p>(2) Ask students to locate England and the east coast of the United States. Then ask them to illustrate these trade routes as you read the information to them.</p> <p>⇒ Food, tobacco, and indigo were shipped from the colonies to England.</p> <p>⇒ Manufactured goods were shipped from England to the colonies.</p> <p>⇒ Food and lumber were shipped from the colonies to the West Indies.</p> <p>⇒ Sugar and molasses were shipped from the West Indies to the</p>

	<p>colonies. ⇒ Sugar and molasses were shipped from the West Indies to England. ⇒ Rum, cloth, and guns were shipped from the colonies to West Africa. ⇒ Enslaved Africans were shipped from West Africa to the West Indies and to the colonies</p>
<p>Summarizer</p>	<p>Summarizer: Discuss the following questions with your students:</p> <ol style="list-style-type: none"> a. Why was this situation called a triangular trade route? (Trade occurred among three distinct locations.) b. How did the “discovery” of sugar in the West Indies by the English affect the slave trade? (When the demand for sugar to be shipped to England grew, the demand for more labor grew. Slaves provided that labor.) c. What practices in the colonies brought about the need for additional labor? (As the colonies started large-scale farming, the need for a large labor force increased.) d. What skills and experiences did the West Africans have that were valuable to the colonists? (The West Africans had agricultural knowledge and skills needed to produce a variety of crops in the conditions found in the colonies.) e. Cite ways that lifestyles were affected in each of the three locations. (Answers will vary. Here are possibilities: <ul style="list-style-type: none"> ▪ Colonists’ lives were made easier by the manufactured goods they received from England. ▪ The English were able to use and enjoy the raw products shipped from the colonies. They could also make a profit from them. ▪ The English and colonists had greater food variety with the sugar and molasses received from the West Indies. They could also make rum and sell it for a profit. ▪ The rum, cloth, and guns from the colonies were new items for West Africans. They probably changed some of the practices of West Africans, including their willingness to enslave more people to ship to the West Indies and the colonies. ▪ Many more West Africans lost their freedom as they were enslaved to be shipped to the West Indies and the colonies.
<p>Materials</p>	<p>At least one large world map or globe. Desk maps for the students would be desirable.</p>

Lesson Title	Social Studies Vocabulary Word Review
Author:	Nadine Wright – Elbert County
Grade Level(s)	All Levels
Essential Question	How do I remember the vocabulary words in the unit I am studying?
Hook	Ask the students: “How do you learn your vocabulary words?” Allow students to share their methods/ways of learning. Tell students: “We’re going to use a different format (approach) today to learn this chapter or unit’s vocabulary words.”
Teaching Strategies	<ol style="list-style-type: none"> 1. Give each student one sheet of plain (copier) paper. Using their textbook, teacher assigns each student two words from the current topic of study. (You will have more than one student preparing the same word.) 2. Tell the students: “Write one vocabulary word on each half sheet of paper.” 3. Tell the students: “They are to draw a picture that describes or explains the word - using NO words in the drawing.” 4. Tell the students: “On the back of their pictures/drawings – they are to write a sentence using the vocabulary word.” 5. Allow 10 minutes per word.
Summarizer	<p>Ask each student to present one word. (The teacher should choose one of the words so that all words are presented to the class.) Then display the words on the bulletin board or in some other manner in the classroom.</p> <p>Ask the students: “How will the vocabulary activity today help you learn new words?”</p>
Materials	<p>Textbook</p> <p>Plain copy paper – scissors</p> <p>Crayons, markers, colored pencils</p>

Lesson Title	Social Studies Word Map
Author:	Nadine Wright – Elbert County
Grade Level(s)	Middle or High School
Essential Question	How would a semantic map help me learn my vocabulary words?
Hook	Ask the students: “How do you learn your vocabulary words?” Allow students to share their methods/ways of learning. Tell students: “We’re going learn our vocabulary words today by using a semantic map.”
Teaching Strategies	Tell the students: ** “Turn your notebook paper so that the holes are facing away from you or they are parallel to the edge of the desk.” ** “In the center of the paper draw a one inch by two inch rectangle.” ** “In the rectangle print a vocabulary word from the current list we are studying.” ** “ At the northwest corner draw a short arrow, toward the corner of the paper, then draw a line and under it write antonym. On the line provide an antonym of the word. ** “At the northeast corner draw a short arrow toward the corner of the paper, then draw a line and under it write synonym. Provide a synonym of the word. ** “At the southeast corner draw a short arrow, toward the corner of the paper, in a small box write – picture or how it relates to me. ** “At the southwest corner draw a short arrow, toward the corner of the paper, then in a small box write – definition in own words and use the word in a sentence.
Summarizer	Ask each student to present one word. Each student will present until all words are reviewed. Choose several to display on the board or prepare a class dictionary (i.e. notebook) of semantic word maps of the current topic, of study, to display in the classroom. (By creating a classroom dictionary and adding to it throughout the school year, the students will see all of the “new” words they’ve learned this school year.) Ask the students to reflect in a paragraph on: “How the vocabulary activity today helped me learn my new vocabulary words?” Reflective writing - How did the semantic map help me learn my vocabulary words?

Materials	Textbook Notebook paper Crayons, markers, colored pencils
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Lesson Title	“Wrapping Up the Gilded Age”
Author:	Phil Parker, Wheeler County High School
Grade Level(s)	9-12, specifically 11th grade U.S. History
Essential Question	Which events and people of the Gilded Age (1865-1900) had the most lasting impact on the development of the United States?
Hook	Ask students to consider the following questions: “Which Gilded Age political events had the most impact on U.S. government?” “Which Gilded Age developments in education and entertainment impacted Americans the most?” “Which Gilded Age foreign policy decisions changed the U.S. the most dramatically?”
Teaching Strategies	<p>Group students into groups of 3 or 4 students. Share briefly the rubric for this one-class period activity. These guidelines are for a 55 minute period – You might adjust for a block schedule.</p> <p>Students may refer to their textbooks and to other resources as needed, including appropriate websites.</p> <p>Each group will choose the four most important Gilded Age events in Politics, the four most important in Education or Learning, and so on for Entertainment and for Expansionism/Imperialism.</p> <p>After discussing which four events to include as the “top 4” for each category, students must write short justification statements for why they chose each event. This should be done on construction paper or large pieces of chart paper.</p> <p>If time permits, students may be asked to illustrate one or two of the events for each category, but this may require more time than a 55 minute period.</p>
Summarizer	Each group will present its decisions to the class. Students may question the events that other students included in their “top 4 list”. For example, why did you choose the Pendleton Act and not the Interstate Commerce Act? This encourages critical thinking on the part of all students. Keep track of any overlap in events/people chosen and discuss any differences in reasoning that become apparent.
Materials	<p>Construction paper or chart paper; markers or colored pencils/crayons.</p> <p>Students may refer to textbooks, other reference sources, and appropriate websites.</p>

Lesson Title	Your Latest, Greatest Idea
Author:	Trish Klein
Grade Level(s)	Middle/High
Essential Question	What are the characteristics of a person who invents and markets a new idea? How do new inventions (technology) change our lives?
Hook	Have students think of a task that they don't like to do, but are required to do on a regular basis. Ask if they have ever thought about how the task could be made easier – or fantasized about getting the work done by something else. What if you could make this dream come true?
Teaching Strategies	<p>(Before further instruction, decide if students are going to work individually, in pairs, or in groups.)</p> <ul style="list-style-type: none"> • Tell students that they are going to create a prototype (model) of their idea for making their task easier. • Distribute, or give students access to, a variety of supplies that might be used for their inventions – art supplies, craft supplies, construction, glue, crayons, markers, etc. (In absence of supplies, students could draw their ideas.) • Provide the following criteria for the students' products: • A. The student must provide a written description of the need for the product telling what problem it will solve. • B. Prepare a drawing or 3-D representation of the product. • C. Be prepared to tell how you are going to build or reproduce the product, including where you'll get the money and other resources (land, labor, capital) needed for its production. • D. Tell how people's lives will be changed or affected by your invention. • Allow students to share their inventions, telling what their need or problem was. Explain how their invention solves the problem. • Ask each student how they will reproduce their idea for a large number of people. Where will they get the money? Will they need to build a factory? Will they need to hire workers? What will they do for income while they oversee the production of this new product? • When all students have finished presenting their ideas, tell them that they have been entrepreneurs. An entrepreneur is one who has an idea for a product or service and then takes the risks necessary to put the idea into practice. Sometimes inventors take their ideas to other people to help them get the idea reproduced. All of the appliances and communication

	tools we have that make our lives easier are the result of people's ideas and the risks they took to produce them.
Summarizer	Ask students to list (verbally or in writing) characteristics that a person would need to be an entrepreneur. Ask students to list general ways that technology changes our lives (either positive or negative).
Materials	A variety of arts and crafts supplies.

HISTORICAL UNDERSTANDINGS

- (1) Aardema, V. (1981). *Bringing the rain to Kapiti Plain*. New York: Dial Press.

This story tells the tale of an African man who helps to bring rain to his drought stricken country of Kapiti Plain. The story is told in rhymes and illustrations show the effects of too little rain through easy to grasp concepts.

Concepts: before, after, geography, culture.

- (2) Aaseng, N. (2001). *The White House*. San Diego, California: Lucent Books.

This book discusses the history of our President's home. It tells of the origin of the White House, the location, fire and rebuilding and how it became a permanent Presidential residence.

Concepts: Presidents, George Bush, Washington, D.C., architecture.

- (3) Ansary, M. (1999). *Columbus Day*. Illinois: Heinemann.

Text introduces Columbus Day and explains the historical events behind it. Tells why and how it became a national holiday.

Concepts: holidays, celebrations, history, explorers.

- (4) Ansary, M. (1999). *Labor Day*. Illinois: Heinemann.

Simple text explains how Labor Day is observed and why we observe it. Explanation is given pertaining to the historical events behind Labor Day.

Concepts: work, holidays, history.

- (5) Ansary, M. (1999). *Veteran's Day*. Illinois: Heinemann.

Definition is given about Veteran's Day, offering explanation behind the historical events surrounding this holiday. Simple text in this book tells how and why we observe Veteran's Day.

Concepts: armed forces, holidays, remembrance.

- (6) Cooper, J. (2003). *Flag Day*. Vero Beach, Florida: Rourke Publishing.

Illustrations and text give an introduction to the history, purpose, and observance of Flag Day, and also tells when we honor our country's flag.

Concepts: symbols, holidays, flag etiquette.

(7) Ehlert, L. (1991). *Red leaf, yellow leaf*. Orlando, Florida: Harcourt Brace & Company.

Using big print and simple language, this book tells of a small child who obtains a maple tree and watches it grow and change with the seasons. Explains actions and phases the tree goes through each season.

Concepts: chronological, change over time, past, present, future.

(8) Frost, H. (2000). *Independence Day*. Minnesota: Capstone Press.

This book explains how the United States became a free country. It describes the rule of England over the American colonies and explains the Revolutionary War. In simple text, it explains ways we celebrate our independence on the 4th of July.

Concepts: Revolutionary war, conflict, celebrations, freedom.

(9) Frost, H. (2000). *Memorial Day*. Minnesota: Pebble Books.

Celebration of Memorial Day and how it began are discussed in this book. Simple text and colorful illustrations give the information concerning this holiday.

Concepts: holidays, celebrations, armed forces, war.

(10) Frost, H. (2000). *President's Day*. Minnesota: Pebble Books.

Text and photographs explain President's day and tell why we celebrate it. This book explains why President's Day began and that we celebrate it to honor past President's as well as the current President.

Concepts: President's, celebrations.

(11) Gibbons, G. (1983). *Thanksgiving Day*. New York: Holiday House

Information is presented about the first Thanksgiving and the ways in which we celebrate Thanksgiving.

Concepts: traditions, holidays, celebrations, history, thankfulness, Native Americans.

(12) Nobleman, M. (2004). *The Lincoln Memorial*. Minneapolis, Minnesota: Compass Point Books.

This book answers questions such as: what, where, who and when. It also answers such questions as how big the memorial is, how you can see the memorial and what the Lincoln Memorial means to people.

Concepts: Abraham Lincoln, symbols, monuments, Washington, D.C.

(13) Healy, N. (2003). *The Star Spangled Banner*. Minneapolis: Lake Street Publishers.

This book answers questions concerning the Star Spangled Banner. It tells why we stand to sing the Star Spangled Banner, who wrote the Star Spangled Banner and why. Definition is given pertaining to the words in the song. This song is our national anthem and is sung before sporting events, a tradition which began at the World Series in 1918.

Concepts: patriotism, songs, history, symbols.

(14) Keats, E. (1962). *The snowy day*. New York: Viking Books.

A small boy awakens one morning to find the ground covered in snow. This story tells of his adventures as he plays in the snow. Morning, noon and night occur during his cold adventure.

Concepts: morning, afternoon, night, seasons, before, after.

(15) Nobleman, M. (2003). *The Pledge of Allegiance*. Mankato, Minnesota: Capstone Press.

A simple explanation of the Pledge of Allegiance is offered for the reader through easy to understand text. This book tells why the Pledge of Allegiance was written, changes that have been made to the pledge over the years and shares a copy of the pledge.

Concepts: America, symbols, patriotic songs/symbols.

(16) Nobleman, M. (2004). *The Washington Monument*. Minneapolis, Minnesota: Compass Books.

This book answers all the questions about the Washington Monument. It also describes what the monument means to the people of the United States.

Concepts: Washington, D. C. symbols, monuments, George Washington.

(17) Robertson, C. (2005). *Little miss liberty*. San Francisco, California: Chronicle Books.

When Little Miss Liberty outgrows her Paris home, she sets out to find a new place to live and comes to America. This book tells the story of the Statue of Liberty.

Concept: travel, international relationships, symbols, New York City.

(18) Schaefer, L. (1999). *Martin Luther King*. Minnesota: Capstone Press.

Historical account of the life and accomplishments of Martin Luther King, Jr. This book helps to explain the strife experienced during the 1960's with the civil movement. Tells why and when we celebrate MLK, Jr. day.

Concepts: chronology, change over time, culture, historical events.

(19) Yanuck, D. (2003). *The bald eagle*. Minnesota: Capstone Press.

Information on bald eagles accompanies an introduction as to how this bird became a symbol of the United States. The bald eagle represents freedom and is one of the most nationally recognized symbols pertaining to the United States.

Concepts: Freedom, courage, strength, culture.

(20) Yanuck, D. (2003). *The American flag*. Minnesota: Capstone Press.

A simple introduction to the American flag; including it's design, modification through the years, uses on holidays and the importance of the flag as a symbol of the United States.

Concepts: change over time, symbolism, United States.

GEOGRAPHIC UNDERSTANDINGS

- (1) Ancona, G. (1982). *Bananas – from manolo to margie*. New York: Clarion Books, Houghton Mifflin.

This story tells us from beginning to end about picking bananas in Honduras and all the steps involved in getting them from Honduras to the breakfast table of a child in the United States.

Concepts: historical development, economic principles, interdependence, trade

- (2) Beck, S. (2003). *A mud pie for mother*. New York: Penguin Putnam Books

This story is about a little pig that makes many discoveries about a farmyard. Each one seems to belong to some animal or person living on the farm. This book provides a vast amount of information on farms and what the land is like on farms.

Concepts: region, trade, interdependence, environment

- (3) Blood, C. (1990). *The goat in the rug*. New York: Aladdin Books.

This story is told from the perspective of a goat named Geraldine who lives on a Navajo Indian reservation with a Navajo weaver named Glenmae who decides to make a rug using the wool from Geraldine.

Concepts: region, scarcity, production, historical development

- (4) Carle, E. (1987). *A home for hermit crab*. New York: Simon & Shuster

This story is about a crab who changes homes seasonally and gives a vast amount of information on the geography of the ocean and things you may find deep in the ocean.

Concepts: environment, place, movement

- (5) Casteneda, O. (1993). *Abuela's weave*. New York: Lee and Low Books, Inc.

A Guatemalan child and her grandmother spend time together weaving objects to take to the market and grow closer in the process.

Concepts: culture, environment, human activities

- (4) Czernecki, S.; Rhodes, T. (1994) *The hummingbird's gift*. New York: Hyperion Books for Children.

Illustrated with native artwork, this book tells the legend of how an Indian tribe of Mexico learned to weave straw figures used in celebration of one of their holidays which gave them some income when their farming did not provide enough.

Concepts: place, relationship, environment, movement

- (5) Dooley, N. (1992). *Everybody cooks rice*. New York: Scholastic Press.

A young girl is looking for her brother that is late coming home to eat. While looking for her brother she finds out about her immigrant neighbors that are all cooking rice using recipes from their own countries. She gets to taste the different rice dishes and then goes home to find her brother already there also eating rice.

Concepts: relationships, production, cultural diversity, environments

- (6) Freedman, F. (1971). *Two tickets to freedom*. New York: Scholastic, Inc.

A true story about a husband and wife from Macon, Georgia who were fugitives from slavery. Mrs. Craft, who was light-skinned, disguised herself as a white planter from the south and her husband was her slave. They went all the way to England but eventually came back to Georgia.

Concepts: location, place, movement

- (7) Fritz, J. (1977). *Can't you make them behave, king george?* New York: Scholastic Inc.

This book describes the early childhood years of King George of England, his marriage and the events of his reign as King. The main event is centered around his trying to tax the colonists to help pay for the war and their objections.

Concepts: opportunity, taxes, institutions, consumers

- (8) Kroll, V. (1992). *Masai and I*. New York: Four Winds Press.

A little girl's imagination takes her to East Africa to learn about the Masai people that she read about in school.

Concepts: relationships, place, movement, environment

- (9) Milton, B. (1985). *Other people, other homes*. Wisconsin: Gareth Stevens, Inc.

Children and their lifestyles from many different countries and cultures around the world are shown in this book by their varieties and similarities.

Concepts: relationships, cultural similarities and differences

- (10) Mitchell, B. (1993). *Down buttermilk lane*. New York: Lothrop, Lee and Shepard Books.

A day in the life of an Amish family as they visit friends and run errands.

Concepts: relationships, environment, region, movement

- (11) Morris, A. (1992). *Houses and homes*. New York: Lothrop, Lee and Shepard Books.

This book contains pictures of twenty-nine different homes created by people around the world to meet their different needs in housing.

Concepts: places, relationships, regions, environments

- (12) Onyefulu, I. (1995). *Emeka's gift: an african counting story*. New York: Cobblehill Books.

Emeka, a boy from Africa, is looking for a gift for his grandmother. He relates how many of each thing he sees along the way as he searches for his gift.

Concepts: relationships, resources, production, consumption

- (13) Pryor, B. (1987). *The house on maple street*. New York: Mulberry Books.

Two girls living on Maple Street discover an ancient arrowhead and a broken cup which covers lots of history and places in the Unites States beginning with Indians and later the settlers who came to develop a new town.

Concepts: place, relationships, environment

- (14) Wade, L. (1991). *California: the rush for gold*. Florida: Rourke Enterprises, Inc.

This book describes the discovery of gold in California and how it affected the development of California and the West.

Concepts: Resources, opportunity, historical development, economic developments

Videos

Geography

(1991) This program answers questions that have always puzzled children about geography, maps, globes and weather. They will learn about latitude and longitude, grids, land masses, climates, pollution, the “greenhouse effect” and rainforests. From the *Tell Me Why Video Encyclopedia* series. Library Video Company. P.O. Box 580, Wynnewood, PA 19096. www.LibraryVideo.com

The Geography of Mexico

(1992) Travel through a variety of land formations and regions from the desert to lush rain forests and see how location and climate have impacted the settlement patterns and lifestyles of Mexicans. From the 3-volume *Mexico for Children* series. Library Video Company. P.O. Box 580, Wynnewood, PA 19096. www.LibraryVideo.com

Geography of the U.S.A.

(1992) This live action program studies the geography of the United States, exploring regional characteristics and the similarities and differences evident in the country’s various landforms and climates. Presents an in-depth look at the country’s six distinct geographic regions. Library Video Company. P.O. Box 580, Wynnewood, PA. 19096. www.LibraryVideo.com

State Capitols

(2004) Join Gus and Gwen as they learn about all 50 states and their capitals while providing fun facts including state nicknames, things the states are famous for making, popular recreation activities and a bit of history. From the 13-volume *U.S. Geography for Children* series. Library Video Company. P.O. Box 580, Wynnewood, PA 19096 www.LibraryVideo.com

GOVERNMENT/CIVIC UNDERSTANDINGS

(1) Adler, D. (1998). *Honest Abe*. New York: Harper Trophy.

This book informs children about the life of President Abraham Lincoln. The book starts with his childhood and moves through his presidency and highlights the events in his life and the positive character traits he displayed during his life.

Concepts: patriotism, truth, respect, accomplishment

(2) Adler, D. (1990). *A picture book of george washington*. New York: Holiday House.

This book tells children about the life of President George Washington. The book chronicles his life, and shows children the hard work, dedication, and positive character traits the former president displayed throughout this life.

Concepts: patriotism, truth, respect, accomplishment

(3) Adler, D. (1990). *A picture book of martin luther king jr.*. New York: Holiday House.

This book informs readers about the life of Martin Luther King Jr. Readers learn about the obstacles Martin Luther King Jr. had to overcome and the different character traits that allowed him to overcome.

Concepts: courtesy, respect, truth, accomplishment

(4) Aesop and Poole, A. (2000). *The ant and the grasshopper*. New York: Holiday House

This story is about a family of ants that spend their summer preparing for the long winter ahead while the grasshopper does no work and only plays. When winter comes, the ants are prepared while the grasshopper is left out in the cold.

Concepts: moderation, accomplishment, self control

(5) Bang, M. (1999). *When sophie gets angry...really, really angry*. New York: Blue Sky Press

A young girl named Sophie loses control of her emotions after she fights with her sister, is bothered by a comment her mother makes, and trips over a toy. Sophie removes herself from the situation and is able to calm herself down. The book shows situations that young readers can relate to and shows them how to deal with strong emotions.

Concepts: self-control

- (6) Berenstain, J. and S. (1983). *The Berenstain bears and the truth*. New York: Random House Publishing.

Brother and Sister Berenstain break this mother's lamp. Instead of telling the truth about they did, the pair continue to lie about it until their father teaches them to tell the truth.

Concepts: truth, honesty

- (7) Berenstain, J. and S. (1985). *The Berenstain bears forget their manners*. New York: Random House Publishing.

The Berenstain Bears forget their manners and display very rude behaviors. Sick of it, Mama Bear decides to remind her family of their manners by coming up with a chart that shows a consequence for rude behavior.

Concepts: courtesy, respect

- (8) Blounting, E. (1997). *A day's work*. Boston: Clarion Books

This book tells the story of a boy named Ben who serves as a translator between his grandfather and employer. When there is a misunderstanding between the grandfather and employer, Ben and his grandfather have to work extra hard to fulfill their obligation to their employer.

Concepts: accomplishment, respect

- (9) Climo, S. (1999). *The little red ant and the great big crumb*. Boston: Clarion Books

In this story, a little ant finds a huge crumb but she think she is too small to carry it. After asking for help from various animals who all refuse, she convinces herself that she can do it herself, and she does.

Concepts: pride, accomplishment

- (10) Curtis, J. L. (2004). *It's hard to be five: Learning how to work my control panel*. New York: Joanna Cotler Books

This book tells the story of a five-year-old boy who is learning to deal with his emotions. He goes through his first day of kindergarten and has to deal with his little brother, and he tries to do all this while maintaining self-control. Young children can relate to the situations in the book and learn how to deal with those situations

Concepts: courtesy, respect, and self-control

- (11) Havill, J. (1986). *Jamaica's find*. Boston: Houghton Mifflin.

A little girl named Jamaica finds a dog and wants to keep it. Her family convinces her to turn the dog into the lost and found, and ends up meeting and becoming friends with the dog's owner and finds pride in her decision to return the dog.

Concepts: honesty, truth, pride, accomplishment

(12) Henkes, K. (1991). *Chrysanthamum*. New York: Harper Trophy.

This book tells the story of Chrysanthamum when she first starts school. She is teased about her unique name until a popular teacher points out the wonderful aspects of her name. The book teaches children to respect other people and their differences, be courteous to everyone, and to be proud of yourself.

Concepts: respect, courtesy, pride

(13) Lionni, L. (1973). *Swimmy*. New York: Dragonfly Books.

A little black fish, Swimmy, is left all alone after the rest of his family is eaten. The little fish finds another group of fish, but again, he is different from all of them. Swimmy uses his different color to his advantage though, and he gets all the fish to swim together to form one big fish that will scare away the predators in the sea.

Concepts: accomplishment, pride

(14) Lionni, L. (1991). *Tillie and the wall*. New York: Dragonfly Books.

This books tells the story of a mouse named Tillie who decides that she must see what is on the other side of the wall that surrounds her. She makes up her mind to tunnel her way under it, and after she finally accomplishes her goal, she is honored by the rest of the mice.

Concepts: accomplishment, pride

(15) Meiners, C. (2004). *Be polite and kind*. Minneapolis: Free Spirit Publishing.

This book helps children learn about being respectful and courteous to others. It explains to children that to maintain good relationships, you must show people courtesy and respect, and that they should show you the same thing. This book is a great resource for teachers for generating conversations about courtesy and respect because it provides questions to ask students.

Concepts: courtesy, respect

(16) Meiners, C. (2003). *Respect and take care of things*. Minneapolis: Free Spirit Publishing.

This book teaches readers to respect the things around them. It teaches children to have respect for other people's property. The book encourages children to show these types of behaviors because they foster good relationships with others.

Concepts: respect, courtesy

(17) Meiners, C. (2003). *Understand and care*. Minneapolis: Free Spirit Publishing.

This book helps children learn empathy. The book teaches readers that empathy helps people relate to others and foster good relationships. It can be used as a valuable resource for teachers for teaching respect, courtesy, and self-control because it has questions for teachers to discuss with their students.

Concepts: respect, courtesy, self-control

(18) Stevens, J. (1985). *The tortoise and the hare*. New York: Holiday House.

This book tells the classic story of the fast-moving hare and the slow-going tortoise. The hare is quick to rush off at the beginning of the race while the tortoise decides to pace himself. Readers learn that taking their time and pacing themselves will win the race.

Concepts: accomplishment, moderation, self-control

(19) Watty, P. (1978). *The little engine that could*. New York: Grosset & Dunlap.

This classic tale tells the story of a little engine that keeps telling himself that he can accomplish his goal of getting over a huge mountain hauling a huge load of toys. Readers will learn about the pride that comes from accomplishing goals and how to think positively to reach those goals.

Concepts: pride, accomplishment

(20) Wilhelm, H. (1991). *Tyrone the double dirty rotten cheater*. New York: Scholastic.

Tyrone, a mischievous dinosaur, decides to crash a campout Boland and his friends are having. Tyrone cheats at every game the group plays, but he ultimately ends up learning his lesson after he overhears Boland and his friends talking about a buried treasure.

Concepts: honesty and truth

ECONOMIC UNDERSTANDINGS

- (1) Berenstain, J. and S. (1988). *The Berenstain Bears get the gimmies*. New York: Random House, Inc.

The Berenstain Bear children want everything that they see at the grocery store. They pitch a fit in the middle of the grocery store and then again outside in the parking lot because they want candy and toys. Mama and Papa Bear are tired of this so they talked to their parents and decide that they can only pick one thing out before they go to a grocery store and if they pitch a fit while they are at the store than they will go straight home. This plan works. This is a great book for teaching children about the value of money and that they will not get everything they want.

Concepts: money is used to purchase goods and services

- (2) Berenstain, J. and S. (1983). *The Berenstain Bears: Trouble with money*. New York: Random House, Inc.

This book is a great book for talking to children about spending their money. Brother and Sister Bear struggle with having control of their money. Papa Bear becomes angry and tells his children that they have to start working to earn money. The children begin to work. Father Bear lets them have an allowance so they will have to learn how to have control of their money. This book really does show that children spend their money easily and do not realize how much work it takes to earn money. Children can learn basic concepts of money through this book. This book can be read to children in order to expose them to vocabulary that deals with money. The book talks about interest, banks, and other money topics.

Concepts: work that people do, people earn income by exchanging their human resources for wages or salaries

- (3) Caple, K. (2004). *Worm gets a job*. New York: Candlewick.

Worm wants to earn money to enter an art contest. Worm tries different jobs (cleaning houses, babysitting, and delivering papers) to earn money. All of these jobs end up being a mess. Worm finally gets a job painting signs at a fruit stand. Worm enters the contest and wins first prize (an art set is awarded to him) and he begins his career as a painter.

Concepts: people earn income by exchanging their human resources for wages or salaries, money is used to purchase goods and services

- (4) Civardi, A. (2001). *Going to the doctor*. New York: Usborne Books.

A young patient visits the doctor for a check-up. The doctor walks the patient and reader through the appointment telling what is happening. The doctor shares the name of each instrument and tells what it is used for.

Concepts: work that people do

(5) Cosby, Bill. (1998). *Money troubles*. New York: Scholastic.

In this book, Little Bill starts out wanting a telescope. Little Bill tries making money several different ways, but he cannot seem to make enough. He picks up cans for money one day and meets another little boy who is also picking up cans for money. After seeing this boy (who is wearing torn clothes), Little Bill understands that some people need money more than he needs a telescope. This would be a great book to help children understand the differences in needs and wants.

Concepts: people earn income by exchanging their human resources for wages or salaries, money is used to purchase goods and services, choices

(6) Dahl, M. (2003). *Pass the buck: A fun song about the famous faces and places on American money*. New York: Picture Window Books.

The words in this book are the lyrics to a song. Each page has a line of the song and a picture that shows what the words are describing. Historical figures and places depicted on coins and currency are identified throughout the story.

Concepts: identify U.S. money

(7) Desimini, L. (2001). *Policeman Lou and policewoman Sue*. New York: Blue Sky Press.

Lou and Sue help children cross the street, find stray dogs, write parking tickets, etc. Duties of police officers are explained throughout the book and pictures show police officers in all of their duties.

Concepts: work that people do

(8) Gruber, K. (2004). *Rooster can't cock a doodle doo*. New York: Dial Books.

Rooster has a sore throat and cannot wake the farmer from bed. Together all of the animals are able to wake the farmer. The farmer helps the rooster to feel better and the rooster is able to crow again by nightfall.

Concepts: work that people do, distinguish goods from services

(9) Hayward, L. (2001). *A day in the life of a police officer*. New York: D.K. Publishing.

This book has very few words, but it has large, detailed pictures. Pictures show police officers helping out in the community in various ways (finding a lost child, directing

traffic, etc.). The police officers in this book are shown smiling, which could help children to feel more comfortable with them.

Concepts: work that people do, people earn income by exchanging their human resources for wages or salaries,

(10) Hayward, L. (2001). *A day in the life of a doctor*. New York: D.K. Publishing.

This book has minimal text and large pictures. This book shows a doctor examining patients throughout the day. Many of the instruments that a doctor uses are depicted and the word is also written in big letters (for example, stethoscope). There are pictures of the doctors using each instrument, so readers can understand more about the instrument.

Concepts: work that people do

(11) Hoban, Lillian. (1981). *Arthur's funny money*. New York: Harper Collins.

Arthur and Violet start a bicycle washing business to earn money. After washing each bike, Arthur and Violet count the money they have. Pictures of the coins are shown, so readers can count along with Arthur and Violet. At the end of the day, Arthur and Violet go to the store to spend their money. They pick items that they want and then count to see if they have enough to get them. Again, pictures of their coins are shown, so readers can count along with them.

Concepts: work that people do, people earn income by exchanging their human resources for wages or salaries, money is used to purchase goods and services, identify U.S. money

(12) Keats, E. (1968). *A letter to Amy*. New York: Harper and Row.

In this story, Peter writes a letter to Amy inviting her to his birthday party. Peter leaves his house to put the letter in the mailbox. On his trip to put the letter in the mailbox, the weather gets bad. Peter's letter is taken from his hand by the wind. Peter chases after the letter and finally catches it and places it in the mailbox. Peter is sad because he does not think that the girl he invited to his party will come, he is surprised when she does come.

Concepts: work that people do, distinguish goods from services

(13) Kunhardt, E. (1989). *Which one would you choose*. New York: Greenwillow.

Will and Maggie take you through their day. They make decisions about everything- which clothes they will wear, the food they will eat, etc. The reader/ audience is given reasons as to why a certain decision/choice is being made.

Concepts: choices

(14) London, J. (2002). *Froggy goes to the doctor*. New York: Penguin Putnam Books.

Froggy goes to the doctor for a check-up. Readers are led through an appointment with a doctor. They learn what a doctor does and what a person does when they go to the doctor. This book discusses the different instruments and equipment used by a doctor and also how they are used.

Concepts: work that people do

(15) Mayer, M. (1989). *Just shopping with mom*. New York: Western Publishing Company, Inc.

Little Critter, his mom, sister, and baby sibling go to the grocery store to buy groceries. His little sister just wants everything she sees, but the mom will not let her have anything. The mom keeps saying no to all of sister's requests until they get to the dress store, and mom says they need to go in and get a dress for her. In the end, Mom takes everyone out for ice cream as a treat for being good while she picked out a dress for the sister.

Concepts: money is used to purchase goods and services, choices

(16) Mollel, T. (1999). *My rows and piles of coins*. New York: Clarion Books.

A young boy, Saruni, receives money (coins) for helping his mother take goods to town each day. He wants to save to buy a bicycle so that he can carry the goods faster. One day, Saruni goes to buy a bike, but the salesman laughs and tells him he does not have enough money. Saruni's father lets him buy his bike from him. Saruni's father gives his money back to him. Saruni tries to decide whether or not to use his money to buy a cart to pull behind his bicycle to make his load lighter.

Concepts: people earn income by exchanging their human resources for wages or salaries, money is used to purchase goods and services, distinguish goods from services, choices

(17) Rotner, S. (2003). *Everybody works*. New York: Millbrook Press.

This book uses few words and lots of pictures to tell about all kinds of jobs. Careers explored include that of a firefighter, construction worker, and nurse. This book also explains why people work (to earn money). Responsibilities (or jobs) of children at home and school are also included.

Concepts: work that people do, people earn income by exchanging their human resources for wages or salaries

(18) Scarry, R. (1976). *At work*. New York: Western Publishing Company.

This book gives a brief introduction to what kinds of work people do (mail carrier, teacher, firefighter, baker, nurse, dentist, etc.). There are pictures that show a person doing each kind of work. This book could be used as an introduction to the kinds of jobs people in the community have and what each person does.

Concepts: work that people do, people earn income by exchanging their human resources for wages or salaries, distinguish goods from services

(19) Seuss, Dr. (1982). *Hunches in bunches*. New York: Random House.

A young boy has trouble making decisions. A bunch of Hunches try to make him make the decision.

Concepts: choices

(20) Shaw, N. (1997). *Sheep in a shop*. New York: Houghton Mifflin.

The sheep want to buy a gift for their friend's birthday. They do not have quite enough money to purchase the gift they want. The sheep end up giving their wool to buy the gift.

Concepts: money is used to purchase goods and services, distinguish goods from services

(21) Trapani, I. (1997). *How much is that doggie in the window?*. Danvers, Massachusetts: Whispering Coyote Press.

This is a good book to use to teach children about money and about caring for their family. The book retells the popular children's song "How Much Is That Doggie In the Window?" by Bob Merrill. A boy wants to buy a dog but does not have enough money. He spends his money on buying things for his family members because they are sick or have gotten sick and he wants them to feel better. His parents buy him the dog to repay him for his generosity.

Concepts: money is used to purchase goods and services, choices

(22) Viorst, J. (1987). *Alexander who used to be rich last Sunday*. New York: Aladdin.

Alexander's grandparents come to visit and give him a dollar. Alexander wants to buy a walkie-talkie, but he cannot seem to save enough money (he keeps using it for other things).

Concepts: money is used to purchase goods and services, distinguish goods from services, choices

Historical Understandings:

(1) Barrett, J. (1977). *Benjamin's 365 birthdays*. New York: Atheneum.

Benjamin the bear absolutely loves his birthday. He decides to re-wrap his gifts and have his birthday every day of the year. The reader is introduced to morning and night, days, months, and years. Pictures of clocks and calendars are used to show every day as Benjamin's birthday.

Concepts: chronology, time, morning/night, today/tomorrow/yesterday, day/week/month/year

(2) Bates, K. (2004). *America the beautiful*. New York: Little, Brown and Company.

This book is a visual interpretation of the song "America the Beautiful." Lyrics of the song are given on one side with detailed illustrations on the facing page. Pictures include mountains, fields, pilgrims, immigrants, judges, soldiers, firefighters, the Statue of Liberty, an eagle, a space shuttle, bridges, fishers, a railroad, and large cities. An explanation of each picture is given at the end along with the music for the song.

Concepts: customs, music interpretation, American symbols

(3) Corwin, J. (1985). *Patriotic fun*. New York: Julian Messner.

The book gives ideas for activities to do in the classroom concerning America. Activities for all of the national holidays and symbols are given following a brief history of the symbols and events. A few activities include a cherry cobbler for Presidents' Day and patriotic decorations for bicycles.

Concepts: creative expression through visual art, American symbols, national holidays

(4) Costigan, S. (2000). *Who was Martin Luther King, Jr.?* Carmel, California: Hampton-Brown.

This book gives a chronological time line of Martin Luther King, Jr. and his life. The book shows the contributions King provided to America, explaining the true purpose behind Martin Luther King, Jr. Day. Actual pictures of King and his fight for civil rights depict the ambition he had. Part of his "I Have a Dream" speech is also portrayed.

Concepts: national holidays, civil rights, Martin Luther King, Jr. Day, equality

(5) Dalglish, A. (1995). *The 4th of July story*. New York: Aladdin Paperbacks.

This book was first published in 1956. It has many concepts associated with Independence Day depicted through text and illustration. The book acknowledges the common tradition of picnics, parties, and fireworks, yet goes on to explain the historical information behind America's birthday. The book shows how American Indians were in the area when the settlers first came over from England. Leadership ideas from Patrick Henry were discussed as well as how congress first began. Information regarding the Declaration of Independence, equality, the Liberty Bell, and American Revolution were also portrayed.

Concepts: Independence Day, national holidays, Thomas Jefferson, freedom, chronology

(6) Day, N. (2000). *A kitten's year*. New York: Harper Collins Publishing.

This book allows beginning readers to take a walk through a year with a kitten. Each double page spread portrays a different month with an illustration of a kitten in flowers or other natural elements from the month. The kitten is asleep in the pictures for each month. In the end, the kitten awakens a year later to find himself a cat.

Concepts: month, year, chronology

(7) Geras, Adele. (2002). *My wishes for you*. New York: Simon & Schuster Books for Young Readers.

This is a book about a parent and his wishes for his child throughout the day. It starts in the morning and discusses types of affection and thoughts of safety that parents express to their children at certain times of the day. It involves daily rituals that occur in the morning, afternoon, and night.

Concept: chronology and time, family, love

(8) Ginsburg, Maria. (1981). *Where does the sun go at night?* New York: Greenwillow Books.

This book discusses times of the day and events that take place during those times. It discusses light and why the sky gets dark at night. This book is for early readers and explains time in simple terms. Every night the sun goes to the house of his grandma, the deep blue sky, is tucked in bed by his grandpa, the wind, and is awakened the following day by the morning.

Concept: chronology, time, family

(9) Gray, Kes. (2004). *Cluck o'clock*. New York: Holiday House.

This children's story is about a group of chickens and their entire day on the farm. The book goes through their day, from them eating breakfast in the morning to avoiding a fox

late at night. The reader will follow the chickens and discover how they spend their days on the farm.

Concept: chronology, time, farming, farm animals

(10 Grodin, E. (2004). *D is for democracy: a citizen's alphabet*. Michigan: Sleeping Bear Press.

This book goes through the alphabet explaining important American concepts. Each page includes a brief rhyme concerning the concept with a large illustration to portray it. To the side of the illustration, a large explanation gives the history, meaning, or duty of each word given. At the end of the book games and lesson plans are provided for teachers to use to get the class involved as a good citizen.

Concepts: citizenship, democracy, government, American symbols

(11) Hays, R. (2004). *Stars and stripes forever*. New Jersey: Better Than Broccoli Books.

This book begins with a class reciting the Pledge of Allegiance. The book goes on to explain why we salute our flag as a national symbol. The children turn into American heroes through illustrations as they explain important American symbols. The book shows a child dressed as Betsy Ross, Francis Scott Key, Paul Revere, the Statue of Liberty, George Washington, and Ben Franklin. A description is given concluding what each person did for our nation; the facing page shows how we benefit from their contributions today.

Concepts: American symbols, the national flag, the Statue of Liberty, the Pledge of Allegiance

(12) Keenan, S. (2004). *O, say can you see? America's symbols, landmarks, and inspiring words*. New York: Scholastic Inc.

This book has many illustrations of important American symbols. Each page brings forth a picture and explanation of a different American symbol, landmark, or speech that has held significant value for our nation. The beginning of the book explains the importance of symbols and customs to our nation. All national holidays are described as well as a passage on the events of September 11th. Important symbols such as the flag, seal, eagle, Liberty Bell, Statue of Liberty, Supreme Court Building, and the White House are shown and explained. Many national landmarks are also given with a glossary at the end.

Concepts: national holidays, historic American landmarks, national symbols, national anthem

- (13) Kennedy, Kim. (1998). *Mr. Bumblebee buzzes through the year*. New York: Hyperion Books for Children.

Mr. Bumble, a bee, helps the reader learn all the months in the year. The reader will go along with him as he journeys from the cold month of January to the sunshine month of May to the gift-giving days of December. Readers will be able to better understand the chronology of the months regarding seasons, holidays, and weather.

Concept: chronology, time, seasons, weather, months/year

- (14) Kroll, S. (1997). *Oh, what a Thanksgiving*. New York: Scholastic Inc.

In this book, David, a young child, learns the historical value of Thanksgiving by learning about the first pilgrims. He imagines he is on the Mayflower, at his cottage on the Plymouth colony, and hunting in the woods as the first settlers did. He becomes frustrated when he realizes his family does not celebrate Thanksgiving the way the actual pilgrims did long ago. However, he realizes that he is thankful for the same types of things: friends, family, and his home.

Concepts: national holidays, Thanksgiving, customs, tradition, chronology

- (15) Lee, J. and Lee, J. (1974). *George Washington (Heroes of the Revolution)*. Chicago: Children's Press.

This book gives the history of George Washington's life. The reader learns the tall tale of George and the Cherry Tree. The reader also learns important information concerning the President's birth, schooling, work, and marriage. A map of where the President traveled during battles was also shown. The reader is able to grasp a detailed description of the President's contributions to America.

Concepts: George Washington, tall tales, legends, chronology

- (16) Llewellyn, C. (1995). *Why do we have day and night?*. New York: Baron's Educational Series.

This book uses pictures and terms to define the difference between day and night. Sunrise leads to a new day and sunset leads to night. Patterns are shown of day, night, day, night, etc. The position of the sun is shown for the different times of day. Time differences for different areas are also explained in relation to where the earth is in relation to the sun.

Concepts: morning, afternoon, night, today, tomorrow, yesterday

- (17) Sorensen, L. (1994). *Holidays: Forth of July*. Florida: The Rourke Press, Inc.

The book explains a national holiday celebrated because England no longer rules America. The history of the country is thoroughly explained with a map of the colonies, taxes set by King George, the First Continental Congress, the Continental Army led by George Washington, the Declaration of Independence, and the Revolutionary War. The first day this national holiday was celebrated was also depicted. This non-fiction book has actual photographs of events describing Independence Day such as the Liberty Bell and Independence Hall. A glossary of important terms is also provided.

Concepts: colony, independence, national holiday, American symbols, Independence Day

(18) Sorensen, L. (1994). *Holidays: Memorial Day*. Florida: The Rourke Press, Inc.

This non-fiction book has actual photographs of American symbols including Arlington Cemetery, veterans, soldiers, and parades. The book explains Memorial Day as a national holiday honoring men and women of the army, navy, coast guard, air force, and marines who died serving their nation. An explanation of the holiday beginning as honoring soldiers lost in the Civil War and how the holiday evolved into Decoration Day and eventually Memorial Day is explained. A glossary of terms is provided at the end.

Concepts: national holidays, celebrations, customs, Memorial Day

(19) Sorensen, L. (1994). *Holidays: Presidents' Day*. Florida: The Rourke Press, Inc.

This book portrays the important contributions Abraham Lincoln and George Washington provided for America. Important landmarks such as Mount Vernon, the Washington Memorial, a statue of George Washington, Lincoln's cabin, and the Lincoln Memorial are provided. Pictures of the two Presidents are also given. A glossary of important terms such as abolish, emancipation, independence, and national are specified at the end.

Concepts: symbols, Lincoln Memorial, Washington Monument, Presidents' Day, George Washington, Abraham Lincoln

(20) Sorensen, L. (1994). *Holidays: Veterans' Day*. Florida: The Rourke Press, Inc.

This book explains Veterans Day as a national holiday honoring those who serve in the armed forces. The holiday is told of occurring on November 11th of every year as a "thank you" day for keeping our country free. The holiday is explained as beginning as Armistice Day at the end of WWI. The reader discovers that after WWII it was decided that the nation needed a holiday to honor all members of the armed forces.

Concepts: national holidays, celebration, customs, Veterans' Day, patriotism

(21) Wing, N. (2001). *The night before Thanksgiving*. New York: Grosset and Dunlap,

Publishers.

This book is rhyme following the idea of “The Night Before Christmas.” The book portrays common traditions American’s participate in during the Thanksgiving season. A family watches a parade and welcomes relatives from all over the country to begin the festivities. As the family eats turkey, yams, cranberry jelly, ham, beans, and pie they discuss the things they are thankful for.

Concepts: traditions, Thanksgiving, celebrations, customs, national holidays

Geographic Understandings:

(1) Ancona, G. (2004). *Mi barrio: my neighborhood*. New York: Children's Press.

This book is written in the perspective of a Puerto Rican boy that lives in Brooklyn. He explains the different cultural traditions that he does everyday. For example, his family buys live chickens to eat for dinner, instead of buying a processed chicken from the grocery store. The reader is able to understand things from this boy's eyes because it explains his culture and traditions through his ordinary everyday life.

Concepts: diverse communities, Puerto Rican traditions and culture, murals, neighborhoods, family customs

(2) Berry, M. (1985). *Help is on the way for: maps and globes*. Illinois: Children's Press.

This book helps the reader understand maps and the many different kinds of maps. This book helps readers understand map keys and how to use them effectively, as well as understanding map scale. Also, it explains about globes and the prime meridian and equator.

Concept: map, globe, map key, map scale, prime meridian, equator, longitude, latitude

(3) Bredeson, C. (2002). *Rookie read-about geography: Georgia*. New York: Children's Press.

While reading this book the reader begins to understand different characteristics about the state of Georgia. This book is great for introducing to young children different geographical characteristics, as well as the state bird of Georgia. Key words about Georgia are located in the book, as well as a picture glossary located in the back of the book.

Concepts: areas of Georgia, special characteristics seen in the state of Georgia, geographical regions of Georgia

(4) Bredson, C. (2001). *Rookie read-about geography: looking at maps and globe*. New York: Children's Press.

This book explains why maps and globes are useful. It tells that globes show the whole world in the correct perspective, while a map may only shows a flat picture of the world. The reader can understand that symbols are used on maps to represent mountains and parks. Accompanying these symbols is a map key which explains the meaning of the symbols.

Concepts: maps, map key, map scale, globes

- (5) Cartwright, S. (1976). *What's in a map?*. New York: Coward, McCann and Geoghegan Inc.

The beginning of the book explains how to visualize where you are and create a mental map. A paper map is later described with illustrations and ideas such as a bedroom, a neighborhood, or a path often traveled. The book provides the reader with a beginners understanding of creating a map first mentally, then visually.

Concepts: creating a map, map skills (scale)

- (6) Castaneda, O. (1993). *Abuela's weave*. New York: Lee and Low Books Inc.

This book describes a tradition of the Guatemalan people. A girl and her grandmother (abuela) weave tapestries that they are going to sell at the monthly market. Woven in the tapestries is deep cultural heritage of the Guatemalan people. Heroes and heroines are woven in the tapestries, along with symbols of their countries heritage.

Concepts: Guatemalan culture traditions, cultural diversity

- (7) Chapman, G. (1998). *Seasonal crafts: winter*. Texas: Raintree Steck-Vaughn Publishers.

This book is a great interactive book for children. Each page has a different cultural holiday or celebration that takes place in the autumn. There is a craft to make for each of these holidays/celebrations, along with a brief summary about the holiday/celebration which helps the reader understand why they are making the craft.

Concepts: Autumn holidays and celebrations, cultural traditions, cultural diversity

- (8) Chapman, G. (1998). *Seasonal crafts: spring*. Texas: Raintree Steck-Vaughn Publishers.

This book is a neat way to incorporate different culture celebrations into the classroom through hands-on activities. Each page has a different cultural celebration or holiday that is celebrated in the spring. There is a description about the cultural holiday/celebration along with a fun craft to make that corresponds with the holiday/celebration.

Concepts: Spring holidays/celebrations, cultural traditions, cultural diversity

- (9) Chapman, G. (1998). *Seasonal crafts: winter*. Texas: Raintree Steck-Vaughn Publishers.

There are many different winter cultural holidays and celebration discussed throughout this book. One each page there is a different holiday/celebration while accompanying the explanation of it there is a craft that the reader or student can do to have a hands-on

cultural experience of the different holidays/celebrations that are celebrated all across the United States.

Concepts: Winter holidays/celebration, cultural traditions, cultural diversity

(10) Demi. (1997). *Happy, happy Chinese New Year*. New York: Crown Publishers.

The author explains to the reader how the people of the Chinese culture prepare for their celebration of the New Year. There are wonderful drawings to accompany the words. The pictures demonstrate the Chinese cleaning their house and giving gifts, just to name a few.

Concepts: Chinese New Year, Chinese traditions, Chinese culture

(11) Ford, J. (1997). *K is for Kwanzaa*. New York: Scholastic Inc.

The author does a great job relating the different aspects of Kwanzaa. For example, the author talks about yams, and tales that Africans tell about the Kwanzaa traditions. Each letter is represented by African or English words that pertain to Kwanzaa. The reader understands the different traditions that are associated with Kwanzaa.

Concepts: Kwanzaa, African traditions, African culture, family celebrations

(12) Hartman, G. (1994). *As the roadrunner runs: a first book of maps*. New York: Bradbury Press.

This book provides small maps of different paths animals take. Five small maps of the surroundings of five different animals are illustrated. The animals usually go only one place (around a rock). The last page of the book explains that all maps eventually intertwine to make one. A large map is shown connecting the five smaller maps.

Concepts: basic map skills, maps are smaller versions of something large, one map can be part of another map

(13) Haslam, A. (2004). *Make it work! Maps*. Illinois: Two-Can Publishing.

This book describes different features of maps and globes. There is information about a map or globe with a hands-on activity accompanying the concept taught. The reader gains knowledge in the basic concepts of maps and globes, as well as map scale and visualizing the “birds eye” view perspective of maps.

Concepts: maps, globes, map scale, map perspective, making of maps and globes

(14) Lankford, M. (1995). *Christmas around the world*. New York: William Morrow and Company, Inc.

This book helps the reader understand the different ways that other cultures around the world celebrate Christmas. There are great visuals about each culture showing the different traditions. There is background information about how the traditions of the Christmas celebrations originated.

Concepts: Christmas, diverse cultures, traditions

(15) Morris, A. (2000). *Families*. Hong Kong: Harper Collins Publishers.

There are wonderful pictures that represent the different cultures seen in America throughout this book. The family members are dressed traditional. This book really shows that everyone is the “same” even though they are from different places around the world. The family as a unit is discussed in this book explaining that there are different types of family but that everyone has a family, whether it be the nuclear family or the extended family.

Concepts: Cultural differences seen by traditional dress, families

(16) Nelson, R. (2002). *Where is my continent?* Minnesota: Learners Publication Company.

This book explains that everyone lives on a continent, but the continent on which Americans live is called North America. It explains how Americans a person can visually located North America on a map or globe. The author explains that there are three different countries on North America. There are maps throughout this book that help the reader visualize the different continents located on Earth and the three countries located in North America.

Concepts: continents, countries in North America, maps and globes

(17) Osborne, M. (2003). *Happy birthday, America*. Connecticut: Roaring Brook Press.

This book shows one American boy’s Independence Day celebration with his family. The book tells what happens on this one day, such as his sister’s face gets painted, he sells popcorn and pizza, and then there are fireworks at the end of the day. The reader gains an understanding of this holiday’s traditional celebration. There is an author’s note at the end of the book explaining the origin of Independence Day.

Concepts: culture, traditions, Independence Day, origin of Independence Day

(18) Pinkey, A. (1993). *Seven candles for Kwanzaa*. New York: Dial Books for Young Readers.

The reader gains an understanding of the different celebrations and customs that are honored on the seven days of Kwanzaa. Each page of the book represents a different day

of Kwanzaa. The reader gains an understanding about the symbolism as well of importance about each tradition that is completed throughout Kwanzaa.

Concepts: Kwanzaa, African culture, African traditions and customs

(19) Rotner, S. & Kelly, S. (1997). *Lots of dads*. New York: Dial Books for Young Readers.

This book demonstrates the diversity among fathers. The photographs in this book represent many different cultures of different dads. There are many different races depicted in this book, therefore the reader can understand that dads can look different.

Concepts: cultural diversity

(20) Saint James, S. (1994). *The gifts of Kwanza*. Illinois: Albert Whitman & Company.

This book portrays the cultural celebrations and customs behind the holiday of Kwanza. The book gives factual information while showing illustrations of children performing the customs. The book speaks of how Kwanza began, the seven principles for each day, the colors, and the candles used to celebrate. The book also gives many of the traditional words in Swahili with English translation.

Concepts: customs, celebrations, culture, symbols, holidays, traditions

(21) Wade, M. (2002). *Rookie read-about holidays: El Dia de los Muertos*. New York: Children's Press

The reader gains an understanding of a Mexican family celebration of The Day of the Dead. The author does a great job explaining why this holiday is important to the Mexican people. It is a day to celebrate the loved ones that have lived but are now deceased.

Concepts: Mexican celebrations, The Day of the Dead, customs, traditions, culture

Government/Civic Understandings:

(1) Breathed, B. (2000). *Edwurd Fudwutter fibbed big*. Boston: Storyopolis.

Edwurd Fudwutter's little sister tells the dramatic story of the trouble that comes when lies are told. Her big brother tells lie after lie and pays her no attention. When he goes too far and tells a lie that affects the whole country, she lies as well and tries to take the blame for her brother. When she tells the truth to the villain, all is forgiven and the reader sees that honesty is a much better decision than telling a lie.

Concepts: family, siblings, honesty

(2) Brittan, D. (1997). *Let's talk about cheating*. New York: Rosen Publishing Group.

This book introduces the concept of cheating in a familiar way that readers can easily understand. Readers become familiar with good choices and bad choices and learn better alternatives to cheating. The book goes into detail about the benefits of following rules and the respect that friends should have for one another.

Concepts: cheating, honesty, sportsmanship, friendship, respect

(3) Conrad, P. (1996). *The rooster's gift*. New York: Laura Geringer Book.

Ten chickens were hatched on the farm. A farmer and his wife yearn for one of the chicks to be a rooster. One special chick realizes he is a rooster and becomes proud, believing his crow makes the sun rise every morning. One morning the sun does not rise. A small chick friend told the rooster that he may be growing too proud of his gift because the day would begin without him. The rooster finally realized this, and became less proud and more thankful for his gift of crowing.

(4) Cosby, B. (1999). *My big lie*. New York: Scholastic.

In this chapter book, Little Bill gets in trouble when he lies to his parents about why he got home later than he said he would. His punishment is to copy the story of *The Boy Who Cried Wolf* and think about what he did. Little Bill realizes that dishonesty can lead to mistrust and apologizes to everybody that he lied to.

Concepts: honesty, anger, truthfulness, family, safety, trust

(5) DeLuise, D. (1996). *King Bob's new clothes*. New York: Simon & Schuster Children's Publishing.

This is the story of King Bob who took great pride in his appearance. He was tricked into believing that he would acquire the finest outfit in all the land, but only the pure of heart could see it. Although King Bob could not see the cloth, he processed through the town

wearing the imaginary outfit. The townspeople were shocked but could not admit to not being true of heart, so they pretended to see the clothes. One young boy shouted out the truth and taught the King and the townspeople the meaning of honesty.

Concepts: honesty, royalty, vocabulary, rural and urban living, loyalty

(6) Johnson, Judy. (1999). *How do I feel about being angry*. Connecticut: Copper Beech Books.

This book describes the feelings of five different children who all get angry now and again. The book describes what anger is, who people get angry with, how anger makes people feel, and the appropriate ways to deal with anger. This book teaches the reader that their feelings are natural, but there are several positive ways to deal with different feelings.

Concepts: friendship, blame, feelings, apologies

(7) McKissack, P. (2003). *The honest to goodness truth*. New York: Aladdin Paperbacks.

The book, first published in 2000, depicts a small girl named Libby. Libby promises not to lie, but learns that spilling the entire truth to everyone is not always the best thing to do. After Libby hurts the feelings of her neighbors and friends, she realizes that the “truth is hard to chew, but sweetened with love its easier to swallow.”

Concepts: honesty, friendship, trust

(8) Raatma, L. (2000). *Character education honesty*. Minnesota: Bridgestone Books.

Raatma teaches readers how to be honest with themselves and others and explains the benefits of doing so. Readers learn how honesty relates to their personal lives and has them think about why they want others to be honest with them. Readers gain insight to Abraham Lincoln and the reason he was referred to as “Honest Abe.” Students learn how to make a lost and found box as a way to encourage honesty among others.

Concepts: honesty, Abraham Lincoln, sportsmanship

(9) Raatma, L. (2000). *Character education patience*. Minnesota: Bridgestone Books.

In this book, readers learn about the meaning of patience and the reason it is important in real life situations. Readers can easily apply what they learn to their life by using the examples in the book. Readers learn about the incredible patience of Anne Sullivan and how her patience was beneficial to those around her. Readers can use the books suggestion and practice patience by growing plants.

Concepts: patience, Anne Sullivan

(10) Raatma, L. (2002). *Character education patriotism*. Minnesota: Bridgestone Books.

In this book, the reader learns about the concept of patriotism and how one can express patriotism. The many different types of patriotism are explained in detail and are given with examples of personal benefit. The reader learns about the patriotism of Thomas Jefferson and his contribution to the Declaration of Independence. The reader is exposed to democracy in the hands on project of holding an election.

Concepts: patriotism, government, senators, Independence Day, Memorial Day, veterans, voting, citizenship

(11) Raatma, L. (2002). *Character education politeness*. Minnesota: Bridgestone Books.

This guided book explains to the reader the meaning and reason for politeness. It tells where and how to be polite. The book is honest about the difficulty of being polite and urges readers to show politeness at all times. The book includes a hands-on activity about making introductions.

Concepts: friendship, manners, respect, introduction, advice

(12) Raatma, L. (2000). *Character education respect*. Minnesota: Bridgestone Books.

Readers are taught the concept of respect through different scenarios and situations. Readers learn who they should respect and how to show that respect. The book explains how Rosa Parks fought for respect and includes a hands on activity about making a respect collage.

Concepts: respect, sportsmanship, Rosa Parks

(13) Raatma, L. (2000). *Character education responsibility*. Minnesota: Bridgestone Books.

Readers learn about the concept of responsibility and the different ways to be responsible in real life situations. The book teaches about responsibility and oneself, family, school and the environment in ways that the reader can relate to. Readers learn about the responsibilities of Franklin D. Roosevelt and the benefits that they had. Readers can practice responsibility when they plan a party, as suggested by the hands on component.

Concepts: responsibility, Franklin D. Roosevelt

(14) Raatma, L. (2002). *Character education sportsmanship*. Minnesota: Bridgestone Books.

In this book, Raatma explains the reasons one should display good sportsmanship. He reader learns how he or she can be a good sport in different environments and

circumstances. The book gives the example of Wilma Rudolph and how she displayed good sportsmanship by encouraging her teammates.

Concepts: sportsmanship, awards, Wilma Rudolph,

(15) Raatma, L. (2000). *Character education tolerance*. Minnesota: Bridgestone Books.

The reader learns the meaning of tolerance and how to apply it to everyday situations. The book uses real life situations that are common with many children. Through this book, the reader learns about the tolerance of Gandhi and the benefits of his tolerance. Students learn how to make a puzzle with their friends as a way to learn more about them.

Concepts: tolerance, friendship, Gandhi

(16) Rathmann, P. (1995). *Officer Buckle and Gloria*. New York: G.P. Putnam's Son's.

This book teaches good citizenship when it shows the necessities of making rules and the importance in following them. Readers are entertained by Officer Buckle and Gloria's silly rules but when Officer Buckle stops coming to the school and the rules are gone, trouble happens.

Concepts: safety, good citizenship, rules

(17) Rouss, S. (2004). *No rules for Michael*. London: Kar-Ben Publishing.

When Michael's teacher tells the class about the Ten Commandments and school rules, Michael says that he wishes there were no rules at all. When his teacher goes along with Michael's suggestion, the classroom turns into chaos and all of the students see the benefits of rules. Readers see real life experiences in which rules are beneficial and better understand why they should follow rules at all times.

Concepts: citizenship, rules

(18) Rumford, J. (2003). *Nine animals and the well*. Boston: Houghton Mifflin.

As nine animals walk together to their King's birthday party, they begin to feel ashamed of their presents compared to others. As they walk, they toss their presents because of their shame and all arrive at the party empty-handed. The King assures the animals that their friendship is enough of a gift. Students learn to be proud of what they have and to take pride in friendship.

Concepts: friendship, pride, royalty

(19) Stevens, J. & Stevens-Crummel, S. (2003). *Jackalope*. San Diego: Harcourt Inc.

This is a story about a jackrabbit that becomes a Jackalope because he wanted horns to make him appear mean. His fairy godrabbit gave him horns as long as he did not lie. He told many lies and as he did, his horns grew. He was chased by a coyote and could not fit into his hiding hole because his horns were too large. His fairy godrabbit ended up taking the horns from him and was trapped by the coyote. The jackrabbit camouflaged himself to save his fairy godrabbit.

Concepts: tall tale, friendship, honesty, truth, respect

(20) Stevens, J. (1995). *Tops and bottoms*. Florida: Harcourt Brace & Company.

Readers learn about honesty and hard work when Hare and Bear decide to share crops. They agree to work together and split the outcome according to tops and bottoms. Lazy Bear doesn't do any work and hard-working Hare tricks him out of his share of crops every time.

Concepts: honesty, truth, accomplishment, hard work, farming/crops

(21) Weigelt, U. (2002). *Alex did it!*. New York: North-South Books.

Three young rabbits made lots of noise hopping around and destroying the other animal's property. However, they never seemed to get into trouble because they blamed everything on a non-existent rabbit named Alex. One day a rabbit named Alex actually moved into the forest and everyone was mad at him. The three noisy rabbits explained to Alex what they had done. They also admitted to disturbing the other animals. The forest animals welcomed Alex to the community and the three noisy rabbits felt bad until Alex shared his welcoming gifts.

Concepts: loyalty, honesty, self-control, truth, lying

Economic Understandings:

(1) Arnold, Caroline. (1983). *What will we buy?* New York: F. Watts.

This children's book briefly surveys various types of goods and services available from a variety of stores and discusses how shoppers pay for their purchases. This will help readers to distinguish the differences between goods and services, learn to rank their wants and needs, and spend their money according to the degree of necessity.

Concept: goods and services, money/currency

(2) Belov Gross, R. (1971). *Money, money, money.* New York: Four Winds Press.

This book uses comic strip like characters to explain the history of money from its beginning to the present. The book shows how the world began without money and began a barter system. Later animals, salt, grains, shells, tools, and pieces of metal were used as money. The book discusses how money began in America and the role it played in the American Revolution with the settlers wanting their own money. The book showed pictures of the first paper money used before explaining the concepts of checks and credit cards.

Concepts: chronology, beginning of money, barter, types of money, purchase of goods

(3) Benjamin, Cynthia. (1995). *I am a police officer.* New York: Barron's Educational Series.

In this book, twin brother and sister, Anna and Josh, go on an educational visit to the police station. After learning about the duties of police officers, Anna and Josh decide to use the officers' skills to help find a missing cat. Through the adventures of Anna and Josh, readers will better understand the benefits that police officers have on a community.

Concept: work and community helpers (police officers), friendship,

(4) Evans, Nate and Numeroff, Laura. (2003). *Sherman Crunchley.* New York: Dutton Children's Book.

In this book, young readers will read about Sherman the dog who is to follow in the tradition of the Crunchley dog family. Sherman is expected to follow his father as Biscuit City's Chief of Police. The only thing that Sherman is interested in though is the police officer hat he wears. Readers will learn about the daily duties of police officers and the ways that they are an asset to the community.

Concept: work and community helpers (police officer), family, traditions,

(5) Greene, Carol. (1998). *Astronauts work in space.* Minnesota: The Child's World.

This book lets the reader see what the job of astronauts is. The reader sees through photographs and simple text what some of the jobs that astronauts do both aboard a space shuttle and what they do to prepare on the ground. This book will help the reader better understand the importance of the job of an astronaut and what all his/her job entails.

Concept: work (astronauts), space, space shuttles,

(6) Greene, Carol. (1997). *Postal workers deliver our mail*. Minnesota: The Child's World.

This book helps the reader understand the job of postal workers. It describes exactly what the job is and how it is done. Through the pictures and text, readers gain insight to the daily work of postal workers. Readers are able to better understand why we have postal workers and the great task they perform.

Concept: work and community helpers (postal workers), postal services

(7) Hays, R.. (2004). *Heroes, heroes, heroes*. Linden, New Jersey: Better Than Broccoli Books.

A teacher puts a magic spell on her students who begin to change into small heroes. The children take on different jobs with illustrations of the children dressed in the attire usually associated with the job and a brief explanation of each duty (a teacher helps you learn). Jobs portrayed are a teacher, a doctor, a grocer, a lifeguard, a nurse, an engineer, a farmer, a weatherman, a rancher, a lifeguard, a singer, and a ranger. The children realize that anyone who cares for you is a hero, including your parents.

Concepts: heroes, work people do, benefits of services

(8) James, Robert. (1995). *Dentists*. Florida: Rourke Book Co.

In this book, readers learn about the job of dentists. It describes what their job entails, where they work, how they train and prepare for their job. Readers learn the hard work and dedication that is involved in being a dentist and the importance of their work on their dental health.

Concept: work and community helpers (dentists), dental hygiene

(9) James, Robert. (1995). *Doctors: people who care for our health*. Florida: Rourke Book Co.

This book describes the job of doctors. Readers learn about the daily routine that many doctors go through and the hectic lifestyle that they lead. The book describes the different types of doctors and the varying tasks that they specialize in.

Concept: work and community helpers (doctors)

(10) James, Robert. (1995). *Nurses: people who care for our health*. Florida: Rourke Book Co.

In this book, readers are taught about the training that nurses go through and their impact on their lives. Readers are given insight to the importance of nurses in the medical field. The book teaches about the different locations that nurses can work and the varying tasks that their job might involve.

Concept: work and community helpers (nurses)

(11) James, Robert. (1995). *Pharmacists: people who care for our health*. Florida: Rourke Book Co.

Readers will learn all about the job of pharmacists, they will gain insight to the hard work and training that they go through to learn about all of the different medications. Readers gain insight on how their life might be different if there were no pharmacists.

Concept: work and community helpers (pharmacists)

(12) Kunhardt, Edith. (1995). *I'm going to be a police officer*. New York: Scholastic Inc.

In this book, a young girl talks about her life as a police officers daughter. She describes her father's daily routine and the risks that he and his co-worker take on a daily basis. Through her story, readers are able to better understand the benefit that police officers have on their life and their community.

Concept: work and community helpers (police officers), family

(13) Lakin, Patricia. (1995). *Red letter day*. Texas: Raintree Steck- Vaughn.

In this book, readers learn about postal workers that work in their community. The readers will go along on a class field trip with Mr. Summers' third grade class. This book helps children gain a greater respect for mail carriers and the work they perform.

Concept: work and community helpers (postal workers)

(14) Lakin, Patricia. (1995). *Where's the smoke?* Texas: Raintree Steck- Vaughn.

This book is about two friends, Karen and Melissa. After the friends report a fire at the local variety store, they are invited with their third grade class, to go to the fire station to learn how fire fighters do their job. The reader will be able to see the different tasks that are involved in the job of fire fighters and what occurs in their daily routine.

Concept: work and community helpers (fire fighters), fire safety

- (15) Lesieg, T. (1980). *Maybe you should fly a jet, maybe you should be a vet.* New York: Random House.

This book has a rhyming pattern that introduces many different jobs with pictures of people performing the duties associated with each job. This book is exceptional for beginning readers because of the rhyming scheme and pictures. The book also points out jobs that are outside, inside, near mountains, and near deserts.

Concepts: occupations, work that people do, area where duties may be performed

- (16) Marshall, James. (1995). *Fox on the job.* New York: Puffin Books.

In this book, the reader will go along with Fox as he tries to figure out a way to buy a bicycle that he has been wanting. The reader will watch as Fox goes through different jobs in order to get enough money to buy himself the new bicycle. The reader will learn that you earn income when you perform a service, and with their income, or money, they will be able to purchase goods.

Concept: money, work/jobs and income, goods and services

- (17) Matthews, M. (1990). *What's it like to be a postal worker.* New Jersey: Troll Associates.

This book gives vivid details of the tasks of a postal worker. The book begins with common questions about how mail travels and then proceeds to answer the questions with detailed pictures and diagrams. In the end, a girl's letter is tracked from the moment she wrote the letter to when her penpal across the world read her letter.

Concepts: work of a mail carrier, sequencing, tracking, diagram skills

- (18) Maynard, C. (1997). *Jobs people do.* London: DK Publishing Inc.

This book portrays a different occupation on every page. A detailed description of the duties performed and materials used to perform those duties are on each page. Each page has an actual picture of a child wearing the uniform commonly worn by people who perform the work as well as utensils used. For example, the child dressed as a fisher had on rubber boots and carried fishing gear. Other occupations included firefighters, police officers, surgeons, nurses, chefs, waiters, divers, photographers, reporters, teachers, scientists, train conductors, ballet dancers, accountants, stockbrokers, and many more!

Concepts: the work people do, materials used for jobs, uniforms

- (19) Mayer, Gina and Mercer. (2000). *Just a toy.* New York: Golden Books Pub.

In this book readers will travel to the store with Little Critter and his family. Little Critter will be faced with the challenge of choosing between different items in the store that he

can buy. Through Little Critter's decision making readers can learn to better make choices on their own.

Concept: goods and services, choices

(20) Schwartz, D. (1989). *If you made a million*. New York: Lothrop, Lee, and Shepard Book.

Marvelosissimo the Mathematician Magician guides the reader through ways of counting money and how all money represents a different amount. The illustrations include actual pictures of the money used. After counting money, Marvelosissimo explains how to earn money, save money, and earn interest on your money. He even tells you things to buy. The book ends with Marvelosissimo explaining checks and loans with the important idea of making money means making choices.

Concepts: income, earning money, saving money, wages, salaries, how money is used to purchase items, identify various forms of U.S. money, making choices

(21) Simon, N. (1995). *Fire fighters*. New York: Aladdin Paperbacks.

This book depicts the duties of a fire fighter by using illustrations of Dalmatians acting as actual fire fighters. The book begins with the dogs in the fire station. The dogs dress, ride the fire trucks, search a home, and tell the importance of using masks. The book then goes through the steps after a fire such as winding the hose, cleaning the truck, refilling tanks, and cleaning masks. The illustrations are detailed and go along with beginning reader text.

Concepts: directional words, work of a fire fighter, sequencing

(22) Whelan, G. (2002). *Jam and jelly by Holly and Nellie*. Minnesota: Sleeping Bear Press.

This book depicts Holly and her mother, Nellie, in beautiful paintings showing the two pick berries during the spring and summer. Holly's father announces that the crops are bad and the child may have to stay home from school when the weather turns cold because the family cannot afford a new coat. Holly and Nellie preserve the berries and make jar jams and jellies. The pair sell the jars from a stand the father makes. In the end, the family made enough money to purchase a new coat and boots for Holly.

Concepts: earning and income, using salaries to purchase needs, making choices about purchasing needs over wants

(23) Wilt, Joy. (1979). *A consumer's guide for kids: a children's book about buying products and services wisely*. Texas: Educational Products Division Word.

This book helps the reader understand what it means to be a consumer. The will learn about how consumers are encouraged to buy different goods that are provided to them, how to make purchases wisely and how to return unwanted goods. The reader will learn that money is needed to purchase goods.

Concept: consumers, goods and services, money/currency

(24) Witt, J. (1979). *A kid's guide to managing money*. Texas: Educational Products Division, Word Inc.

This book begins with telling the history of money. The books explains bartering and the trade of metals, eventually leading to the use of coins. The book then moves into the idea of needing money to buy things such as needs and wants. The third section explains ways to get money such as an allowance, a gift, a service, selling items, and finding it. Ways to use money by saving, giving, and spending are explained as well as budgeting techniques. The book uses comic strip illustrations to guide the reader.

Concepts: work, income, earning money, budgeting, goods vs. service, needs vs. wants

Historical Understandings

Adler, D. (1999). *A picture book of George Washington Carver*. New York: Holiday House.

The author really shows the reader what kind of life that George Washington Carver had and how he overcame his hardships to become very successful by helping his fellow countrymen prosper through his scientific discoveries.

Concepts: perseverance, difference in homes, equality

Adler, D.A. (1992). *A picture book of Harriet Tubman*. New York: Holiday House.

This book tells the amazing story of Harriet Tubman. It includes her escape to freedom, as well as showing her strength, bravery and courage as she led many other slaves to freedom using the Underground Railroad.

Concepts: American culture, courage, bravery

Adler, David. (2003). *A picture book of Lewis and Clark*. New York: Holiday House.

This book is a well written account of Lewis and Clark that highlights President Jefferson's role in support of the Corps of Discovery. Captivating watercolor paintings help to tell the story of the two explorers. This book is appropriate for young readers and addresses the major finding of the Corps of Discovery.

Concepts: Westward Expansion, Exploration, Rivers of the United States

Aliki. (1971). *The story of Johnny Appleseed*. New York: Aladdin Paperbacks.

This book brings to life the tall tale of Johnny Appleseed. It highlights his spreading of apple trees across America, but is simple enough for young first graders to read by themselves. The story also describes the life on the frontier in the Colonial Days.

Concepts: patriotism, culture

Benge, J. & G. (1997). *George Washington Carver, what do you see?* Houston: Advanced Publishing.

The pictures in this book are cartoon like or animated and very child friendly. The book chronicles Carver's life especially his accomplishments with peanuts and their uses.

Concepts: Life of the historical figure George Washington Carver. Finding uses for something that seems useless; peanuts!

Carter, P. (1990). *Harriet Tubman and black history month*. New Jersey: Silver Press, a division of Silver Burdett Press, Inc.

This book touches on Harriet's life as a slave, her escape, the Underground Railroad and the Civil War. It tells the specifics of the Underground Railroad making it clear that it was not an underground railroad, which is a common misconception.

Concepts: American Culture, slavery, courage, perseverance, Underground Culture (the significance of)

Durrant, Lynda. (2003). *The sun, the rain, and the apple seed*. New York: Clarion Books.

This novel of Johnny Apple seed's life gives the reader an in depth view into the man who in 1790 decided he was called by God to plant apple seeds throughout the American West. The book explains that Johnny Apple seed wanted to feed the hungry and to produce seeds for planting and trading.

Concepts: Folk tales, American West, World Hunger, Trade

Giblin, J.C. (1994). *Thomas Jefferson, a picture book biography*. New York: Scholastic Inc.

This book has wonderful illustrations and text that chronicle the life of Thomas Jefferson and the man he was. The pictures seem to tell the story almost as well as the text and it offers a "well-rounded portrait of a very private man (Publisher's Weekly)."

Concepts: Life of the historical figure Thomas Jefferson, both personal and political.

Gleiter, J. and Thompson, K. (1995). *Sacagawea*. New York: Houghton Mifflin Company.

A great book telling the story of Sacagawea; Beginning from when she was a child, her life as a Shoshone, and her hard journey leading the explorers through the land. It tells how Sacagawea was important to our country and her involvement with Meriwether Lewis and William Clark.

Concepts: American Indians, equality, determination,

Hansen, Joyce. (2003). *Freedom roads: Searching for the underground railroad*. Illinois: Cricket Books.

This book shows students vital information about the Underground Railroad through primary documents that historians have used. The information is presented in an exciting fashion that gains student's interest about how historians gather information about the past.

Concepts: Slavery, Historians, Research

Hudson, W. (2005). *The Underground Railroad*. Canada: Children's Press, and Cornerstones of Freedom.

This book discusses the beginning and resistance to slavery in America. It then explains the beginning of the Underground Railroad and many of the secret signals used during that time such as songs with hidden meanings. It has illustrations of slave reward posters as well as important figures involved with the Underground Railroad such as Harriet Tubman.

Concepts: Historical figures such as Harriet Tubman, Historical events in American History; the Underground Railroad.

Johnmann, C. (2003). *The Lewis and Clark expedition*. Vermont: Williamson Publishing. This book is really fun and interactive. Although a first grade students probably would have trouble reading this book on their own, it is a great resource for a teacher to use in

the classroom. I would read it along with the children and let them as the book put it “join the corps of discovery to explore uncharted territory.”

Concepts: Life of the historical figures Lewis and Clark; exploration.

Keats, E. (1965). *John Henry: an American legend*. New York: Dragonfly Books. Through dramatically hold pictures, Keats is able to portray the fictitious character John Henry. The in depth, descriptive story gives the reader an insight into the importance of John Henry to his family and society. The pictures portray him as the center of the story. This is a fitting book for by a well noted author.

Concepts: underground railroad, character traits, life during the civil war

Kellog, S. (1998). *Johnny Appleseed*. New York: William Morrow and Company, Inc.

This story tells of the life of John Chapman beginning as a child and then tells how he became Johnny Appleseed. It takes you on a journey through all Johnny’s travels on foot and what he did and experienced.

Concepts: national heritage, folktales, patriotism,

Kraft, Betsy Harvey. (2003). *Theodore Roosevelt: champion of the American spirit*. New York: Clarion Books.

Using journal entries and quotes this book provides an up-close look at the heart of the Theodore Roosevelt. Factual information is given about who Roosevelt was and the historical times he lived in. The book focuses on his accomplishments as President as well as his environmental efforts.

Concepts: American Culture, Presidential Influence, Patriotism

McGovern, A. (1991). *Wanted dead or alive: the true story of Harriet Tubman*. New York: Scholastic Paperbacks.

By using easy to read text, the author is able to portray the life and experiences of an extremely important person in our history. Not only does the book highlight Tubman’s efforts, but also her personal strengths. The reader can easily determine the strong character traits of Tubman.

Milton, J. (2001). *Sacagawea, a true story*. New York: Newbridge Education Publication.

A great book, but with great length to it and more detail. It traces Sacagawea’s life and gives light to Indian life. It reveals the courage that Sacagawea had the 100 years that she lived and all the accomplishments that she had. It touches on Meriwether Lewis and William Clark and her involvement with them.

Concepts: American Indians, exploration, courage, commitment,

Quiri, P. (2001). *The Lewis and Clark expedition*. Minnesota: Compass Point Books. This book gives great information about Meriwether Lewis, William Clark, Sacagawea, and Thomas Jefferson. The author used life-like pictures to help the reader truly understand how life was back then. The book gives details into the different areas that the expedition traveled through.

Concepts: map skills, difference in clothes, transportation, communication, American Indian culture, courage

Sabin, L. (1986). *Teddy Roosevelt: Rough rider*. New Jersey: Troll Associates.

This book gives a great overview of the life of Theodore Roosevelt. The author gives a clear description of the contributions that Theodore Roosevelt gave to our nation. It has some great illustrations that really depict how life was back then.

Concepts: change in clothing, transportation, and recreation, contributions of nation

Schanzer, R. (2001). *Davy Crockett saves the world*. USA: Harper Collins Publishers.

This is a cute book that gives a tall-tale explanation as to how Davy Crockett was elected to congress and why he always wears a coonskin hat. It is also has an introduction, by the author, that gives accurate information about the real Davy Crockett.

Concepts: tall-tales, American heritage, courage

Schanzer, Rosalyn. (2003). *How Ben Franklin stole the lightning*. New York: Harper Collins Children's Books.

This book focuses on Ben Franklin as an inventor of many practical gadgets. The humorous illustrations are help the reader to understand all of his many experiments. The main experiment the book focuses on is his kite-flying experiment during a rainstorm.

Concepts: Inventor, Invention, American Culture

Stein, R. (1997). *The underground railroad*. New York: Children's Press.

The author does a great job at giving a clear and accurate description of the Underground Railroad and the dangers that it entails. It is a great book to use to introduce Harriet Tubman. The author started from the beginning of her life and showed how she progressed into a brave woman who saved hundreds of slaves.

Concepts: difference in clothes, homes, and transportation, courage

Geographic Understandings

Campbell, A. Lye, K. (1999). *Atlas in the round*. Sussex, Ivy Press Ltd.

This book has wonderful illustrations and real photos. It helps students learn about the world's continents and oceans using maps and the globe. It gives the story of earth as well as information on the weather and populations. This is a great teacher resource as well as a fun book to allow the students to explore on their own.

Concepts: Location and description of the continents and oceans, as well as landforms and people.

Carter, K. (1982). *Oceans*. Chicago: Children's Press.

This book explains all the different aspects of the ocean. It talks about the animals, the waves, the four major oceans, and about how much of the earth that is covered by water. It is a great book to use to introduce oceans.

Concepts: location of oceans, shape of the Earth,

Chambers, Catherine. (1998). *Hello out there! All about maps*. New York: Franklin Watts Publishing.

This book makes a great classroom resource that addresses a variety of map skills. Complete with a glossary of useful map skills terms this book explores everything from scale and landmarks to the stars, sky, and sea. Neat facts and colorful pages will keep the students attention as they read through this book.

Concepts: Map Skills, Ancient Civilizations, Explorations

Chesanow, N. (1995). *Where do I live*. New York: Barron's Educational Series.

In this text, the author begins in a child's room. He expands this idea to the street, town, city, state, country, continent, and planet for which the room is located. The in depth text may confuse young reader's, but also offers descriptive explanations of location. The text also requires the reader to answer the same questions.

Concept: city, county, state, (defined)

Ciovacco, J., Feeley, K., Behrens, K. (2003). *State-by-state atlas*. New York: DK Publishing Inc.

This book is a complete guide of all fifty states of the United States of America. It goes through each state and gives the information about state such as: state bird, flower, tree, and the capital. It discusses the important economic aspects of the states as well as important historical figures from those states.

Concepts: location of continent, country, state, and city

Fonda, Suzanne. (2003). *National geographic world atlas for young explorers*. Colorado: National Geographic.

This book is complete with flags, a variety of maps, photographs from around the world and many fun facts that will help students investigate other places on Earth. This atlas also includes a glossary of geographic terms, a chart of key world facts and figures, conversion tables, and a detailed index.

Concepts: Map Skills, Exploration, Early American Civilizations

Hitchonson, R. (1997). *Physical geography*. Illinios: Altschul Group.

This is a 28 minute video that examines the earth's oceans and freshwater sources, the major continents, basic types of landforms, changes in the earth's surface, and the impact of the physical geography on the culture of people in different regions of the world. It serves as a great introduction to map and global skills.

Concepts: landforms, location, regions, continents,

Hooper, R. (2001). *World book ecology, life on the coastlines*. Illinois, World Book Inc.

This book discusses every aspect of the coastlines on Earth. It discusses the patterns of the coast, the seashore life, plant and animal life on the coast, and even a true/false section. It is a great resource for teachers to read along with their students as they learn together.

Concepts: Identify and describe the landform of coastlines.

Jenkins, M. (1995). *Deserts, endangered people and places*. Minnesota: Cherrytree Press Ltd.

This is another great book on deserts. It discusses the people of the desert in depth and uses actual photos which are wonderful to show to the teacher's class. The book covers four main sections which are the desert world, the lives of desert people, uses and abuses of deserts, and the future of deserts.

Concepts: Identify and describe the landform of deserts as well as deserts people, uses, and future.

Leacock, E. (2003). *Map it*. New York: Newbridge Educational Publishing.

This gives a map of the world, including all seven continents and all four oceans. It also introduces some of the landforms such as mountains and deserts. There is a separate specific map of North America, including all fifty states and the country's that border North America.

Concepts: location, landforms, continents, oceans,

Leedy, L. (1992). *Blast off to Earth! A look at geography*. New York: Holiday House.

This is a cute book about aliens that visit earth and discover many different things about earth. They learn about the North Pole, South Pole, Equator, the four major oceans, and the seven continents.

Concepts: location of seven continents, location of four major oceans, shape of the earth

Mara, W. (2005). *The seven continents*. Connecticut: The Children's Press.

This book is great for those just starting to learn about the world and its continents. In order to start early map skills, the pictures are of real maps. This is easy resource to keep in the classroom.

Concept: map skills, continents, landforms, oceans

Morris, N. (1997). *The world's top ten deserts*. Texas: Raintree Steck-Vaughn Publishers.

This book names and describes the world's top ten deserts and their inhabitants. It has wonderful pictures and is very in-depth.

Concepts: Identify and describe the landform of deserts.

Nye, B., Saunders, I. (1999). *Bill Nye the science guy's: big blue ocean*. New York: Hyperion Books for Children.

This book is about the wonders of the ocean. If a teacher is having a hard time getting the students interested in learning about the ocean she can use this book or allow the students to use the book to spark interest. The book includes experiments that the students can conduct so they can better understand the ocean.

Concepts: location of oceans

Perham, M., Steele, P. (1993). *The children's illustrated world atlas*. Pennsylvania: Running Press.

This book can be used to teach children about the world that they live in. It discusses and has pictures of all seven continents, the four major oceans, and it also focuses on every continent. It shows the states and some cities. It can be a great reference tool for students to use.

Concepts: location of continent, country, state, reference, map skills

Parker, S. & J. (1996). *Mountains and valleys; the changing world*. California: Thunder Bay Press.

This book discusses mountains including information such as the highest mountain in the world and weathers effect on mountains. The book also includes many neat experiments for the teacher to do with the students such as creating their own hard-topped mountains.

Concepts: Identify and describe the landform of mountains

Press, Judy. (2001). *Around the world: Art and activities: Visiting the seven continents through craft fun*. Vermont: Williamson Publishing.

This is a great teacher resource to use when studying the different continents. There are a variety of craft projects that allow students to make more connections with the land and the culture of other continents.

Concepts: World Cultures, Continent, Relative Locations

Sacher, M. (2003). *Paul Bunyan and babe*. Canada: Sundance Publishing

This book tells the story of Paul Bunyan and his awfully large babe. It gives a figurative explanation as to why Georgia has the land features that it does, such as rivers, lakes, mountains and even the Grand Canyon.

Concepts: land features, land forms, folktales,

Sweeney, Joan. (1996). *Me on the map*. New York: Crown Publishers, Inc.

This book uses wonderful pictures to tell the story of how one girl maps her surroundings from the smallest entity of her room all the way to her planet. The book shows pictures and maps of the room, the house, the street, the city, the state, the country, and the planet. This book also explores the idea of other people in places all around the world having their place on the map too.

Concepts: Exact Location, Map Drawing Skills, Using a Map, Country

Write, N. Potter, T. Turner, D. Wilson, C. (1991). *First atlas*. Sussex, Times Four Publishing.

This is a very child friendly book that teaches students all about maps and the world. It is basically organized into the regions and continents of the world such as Africa, the Middle East, and the Artic.

Concepts: The continents location and description as well as some of those continents landforms.

Civic Understandings

Adams, L. (1997). *Dealing with arguments*. New York: Power Kids Press.

This book help children define what an argument is, how they start, as well as how to resolve them. It is important that children understand the concept of arguments in order to understand the concept of conflict resolve. After they understand these topics, a teacher will be able to relate conflict resolve to important figures in history as well as to entire countries policies and arguments between one another.

Concept: Conflict resolve, the meaning of arguments, compromise, winning and losing.

Bates, K. (1993). *America the beautiful*. New York: Maxwell Macmillan International.

This book goes through the song *America the Beautiful* and explains the words by using pictures. The pictures have great color and are very bright so it will keep the child attention. At the end of the book it shows all the pictures again but explains the location of each picture. It would be great to show these on a map and then explain the heritage and history behind the different pictures.

Concepts: patriotic songs, American heritage, location: states and cities, map skills, landforms

Bates, K. L. (2003). *America the beautiful: A song to celebrate the wonders of America*. Minnesota: Picture Window Books.

This book portrays the words to the familiar patriotic songs with pictures of all the different landforms found across the country. The diversity in land and people that make up the United States is clearly illustrated through the pictures that accompany the words to the song.

Concepts: Landforms, Diversity, Patriotic Songs, Patriotism

Bellamy, D. (1991). *How green are you?* New York: Botanical Enterprises Inc.

This book provides many interesting and fun activities that a student could do independently or with a parent or teacher. The book helps children be aware of environmental concerns such as recycling and will help in later lessons when the students are taught about historical figures who were concerned about the environment as well as lessons on government policies concerning the environment.

Concepts: Respect for the environment, positive character traits.

Boritzer, E. (1996). *What is love?*. California: Veronica Lane Books.

This book presents a multicultural view to love and tolerance. It discusses how important love is when it comes to having tolerance with other people. It really challenges the reader to evaluate their lives and whether or not they are loving everyone or just those who look like them.

Concepts: tolerance, equality, respect

Fradlin, D. (1986). *Who was Thomas Jefferson*. New York: Grosset & Dunlap.
This book goes into a great deal of detail about Thomas Jefferson's life and experiences. It highlights events that history books leave out. It is full of fun facts and ideas. It also gives insights into the character traits of Jefferson.

Concept: understanding, character traits

Henkes, K. (1987). *Sheila Rae the brave*. New York: Greenwillow Books
A division of William Morrow and Company, Inc.

Sheila was not afraid of anything. One day she and her sister were walking home and Sheila wanted to take a new route. As Sheila got lost she actually became a little scared. Thankfully her sister, Louise, was not far behind and was there to help her out. This can be used to demonstrate what it means to be brave and have courage, just as Harriet Tubman had.

Concepts: bravery, courage, family,

Hoffman, M. (1991). *Amazing Grace*. New York: Dial Books for Young Readers.
A little African American girl wants to be Peter Pan in the school play and all the children in her class tell she cannot be Peter Pan because she is a girl and black. It is a story about overcoming peoples predisposed ideas about the way things are and persevering through difficult times.

Concepts: perseverance, courage, equality, commitment

Kyle, K. (2003). *Respect*. Minnesota: The Child's World.

The author defines respect by giving examples of ways in which we can show respect to friends, to property, to your community, country, neighbors, and family. It also gives practical ways to show respect in our everyday lives.

Concepts: respect for others, respect for the environment, fairness,

McDonough, Y. (2002) *Who was Harriet Tubman*. New York: Grosset & Dunlap.
This book gives a very descriptive insight to Harriet Tubman's life. It gives vivid descriptions of her character and experiences. It highlights traits such as courage, fairness, and commitment that Tubman exhibits during her life.

Concept: understanding, character traits

McKissack, P. (2000). *The honest-to-goodness truth*. New York: Simon and Schuster Children's Publishing Division.

This is a great story about the importance of honesty which can go along with any of the standards including the historical figures that represent honesty. A little girl tells a lie and is then scolded by her mother telling her to always tell the truth. Then she begins telling the truth to everyone about everything, even hurting peoples feelings. It is not until the end that she realizes when not to tell the truth and when to tell the truth. This is a good story to introduce fairness and respect for others.

Concepts: respect for others, fairness, honesty,

Minor, W. (2003). *America the beautiful*. New York: G.P Putnam's Sons, a division of Penguin Putnam Books for Young Readers.

This is a book that illustrates the song, "America the Beautiful." It is written to help kids and adults alike to get a better idea of what America really looks like and brings meaning to the words of the song.

Concepts: patriotic songs, American History,

Nelson, R. (2003). *Respecting others*. Minneapolis: Lerner Publications Company.

This is great book for students to read so that they can better understand what respect is. It also goes through who and what you should respect with some great pictures. The words are simple and it is an easy read. The students need to understand respect before they can apply it to the historical figures they are learning about.

Concepts: respecting others, respecting the environment

Raatma, L. (2000). *Courage, character education*. Minnesota, Capstone Press.

This book discusses what courage is and the many situations and ways to have courage such as courage in performing and courage at school. It is a wonderful book for a student to read independently or for a teacher to read to the class. It also contains helpful internet addresses on the subject.

Concepts: The student will understand the positive character trait of courage and how they can be more courageous.

Raatma, L. (2000). *Consideration, character education*. Minnesota, Capstone Press.

This book explains the meaning of consideration with friends, family, and many others. It has words to know and useful internet sites. This is a great source to establish the meaning of consideration for further use in discussions about historical figures.

Concepts: Respect for others and equality.

Riehecky, J. (1990). *Good sportsmanship*. Chicago: Children's Press.

This book gives the definition of good sportsmanship along with many examples that will apply to every student. The author did a great job of giving a wide variety of examples so that it covered athletic and non athletic situations. This is a great way for students to learn what good sportsmanship is so they can apply it the historical figures that they are learning about.

Concepts: good sportsmanship, respecting others, courage

Roop, C. & P. (2001). *Let's celebrate earth day*. Connecticut: The Millbrook Press.

This book teaches children about how Earth Day began, why it is important, and many other things pertaining to the environment. It includes many of the Acts passed about the environment and those Acts descriptions. It talks about protecting plants and animals and contains many quotes from people such as Theodore Roosevelt.

Concepts: Positive character trait of respect for the environment, Acts about the environment.

Smith, Samuel Francis. (2004). *My country 'tis of thee*. New York: Scholastic. Children will learn the geography of our country and see its many natural and man-made treasures. The words to the famous patriotic song are accompanied by pictures of diverse places throughout the American landscape. This book is a great tool to connect the landscape of the United States to the patriotism in this famous song.

Concepts: Landforms, Rivers, Patriotism, Patriotic Songs

Stidworthy, J. (1992). *Environmentalist*. New York: Gloucester Press Inc. This book provides students with action reports, experiments, projects, and diagrams. The book helps students understand pollution and balance in the environment which will be useful knowledge to them when learning about historical figures roles in environmental issues.

Concept: Character trait of respect for the environment.

Economic Understandings

Arnold, C. (1983). *What will we buy?*. New York: Franklin Watts. This is a book about going to different stores and the many different things that you buy and how you buy them. It talks about all the different types of stores there are and what you can buy at each store. It also discusses the different ways that a person can pay for something.

Concepts: goods, services, consumer, producer, personal saving, personal spending

Berenstain, J. & S. (1983). *Trouble with money*. New York: Random House. This book is a great book for students to read to understand the idea of money and its use. Through the adventures of the Berenstain children, the student will learn valuable lessons about earning, spending, services and costs.

Concepts: Choices about goods, personal spending, and saving choices.

Berenstain, S. and J. (1987). *The Berenstain Bears on the job*. New York: Random House Inc.

This is an excellent story that can be used to introduce children to the concept of producers and consumers, as well as goods and services. The Berenstain Bears tour Bear Country to see all the different jobs they could be when they grow up. It opens the door to talk about the concepts of producers, consumers, goods and services in more detail.

Concepts: producers, consumers, roles in society, choices, responsibility

Berg, A. (2002). *The totally awesome money book for kids*. Newmarket Press. This book gives the reader an easy view into the world of money and investing. By putting the ideas into a simplified context, the author is able to convey the important ideas without confusing the young reader.

Concept: money and investing

Berry, Joy. (1988). *Every kid's guide to intelligent spending*. Illinois: Children's Press. This book is a very kid friendly look at manufactures use of advertising and marketing schemes as well as how to be a smart consumer. The book has bold vocabulary with definitions for terms that are directly related to economics. The colorful cartoon pictures help to illustrate the main ideas.

Concepts: Spending, Saving, Consumer, Products, Services

Brown, M. (1990). *Arthur's pet business*. New York: Little, Brown and Company. Arthur wants a puppy and so his parents say that if he can prove that he is responsible then he can get a puppy. Arthur decides to start his own business of watching pets for other people. His first job is a dog named Perky who is defiantly a handful with many other pets. When Perky's owner comes to pick her up Perky had had puppies. Arthur's reward was ten dollars and a new puppy.

Concepts: personal saving, responsibility, cost and benefit

DePaola, Tomie. (1978). *The popcorn book*. New York: Holiday House. This is a book about the history of popcorn. Many interesting facts about popcorn are included to keep the reader interested. Several different methods of production are included which makes this book great to use when discussing the concept of producers.

Concepts: Producer, Consumer, American Indian Culture, Map Skills, Productive Resources, Capital Resources, Exports, Goods, Services

Godfrey, Neale S.. (1998). *Ultimate kid's money book*. New York: Simon and Schuster Books for Young Readers.

This book takes an in depth look at investments and how to spend money wisely. The colorful pages are packed full of crazy facts and important word definitions. The history of money as well as such topics as credit, checks, and electronic banking are all addressed in this book. Charts, graphs, pictures, and photographs help the students have a better understanding of the material the book addresses.

Concepts: Barter, Spending, Saving, Currency, Budgeting

Lasenby, B. (2003). *Franklin Makes a Deal*. New York, Kids Can Press Ltd.

This is a very entertaining easy to read story that really helps students understand the value of money and goods. Students will learn the lesson that they need money in order to buy goods, and to earn that money they can provide a service. This would be a great story time book to read to a class before or during the economic understanding lessons on money etc.

Concepts: Choices about goods and services, personal spending, and saving choices.

Maestro, B. (1993). *The story of money*. New York, Houghton Mifflin Company.

This book tracks the history of money from its very beginnings to today. It will help students understand what money actually is and why it is useful.

Concepts: purpose of money, costs, benefits.

McGillian, J. (2004). *The kid's money book: earning* saving * spending* investing* donating*. Sterling Press.

This is a quick read that follows a young boy on a trip through the mall. He has to make tough decisions on what he wants to buy. It allows the reader to experience things that they would in everyday life.

Concept: spending

Numeroff, L. (1985). *If you give a mouse a cookie*. New York: Scholastic Inc.

This is about the events that might occur if you give a mouse a cookie. The mouse asks for many different things that lead him to ask for more things. Eventually the mouse ends up asking for a cookie again. Very cute book that kids will really enjoy reading and listening to.

Concepts: producers, consumers, goods, services

Numeroff, L. (1998). *If you give a pig a pancake*. New York: Scholastic Inc.

This is an adorable book about what would happen if you gave a pig a pancake. It goes through all the different things the pig will ask for and what all you will have to do for the pig. This is a great book that kids will love reading and listening to.

Concepts: goods, services, consumer

Otfinoski, Steve. (1996). *The kid's guide to money*. New York: Scholastic Inc.

This small chapter book presents all the different ways to earn, spend, save, grow, and share money. Many creative ideas for saving and using money are included. The book fully covers all the things a student can do with money. Credit cards, Savings bonds, Taxes, and ATM's are all discussed within this book.

Concepts: Spending, Saving, Money Uses, Services

Parkes, B. (2000). *Orange juice: from farm to table*. New York: Newbridge Educational Publishing.

This is a great book to show what a producer is and does and what a consumer is and does. It gives a specific example, orange juice, to help students understand how orange juice is produced and consumed by humans. It goes through each step of the process of orange juice coming from the farm to the table at home.

Concepts: producers and consumers

Peet, B. (1979). *Cowardly Clyde*. New York: Houghton Mifflin Company.

Clyde is a horse who is scared that his rider will face a horrible monster that he must fight. Clyde pretended to be brave and by the end of the story, he actually became the brave horse. This is another story about courage and can be used to gain a better understanding of how it took courage to escape slavery.

Concepts: courage, bravery, friendship, relationships

Raatman, L. (2002). *Sportsmanship*. Mankato, Minnesota: Capstone Press.

This is an informational book on having good sportsmanship. It focuses in on being a good sport at home, at school, and with your friends. It also touches on being a good sport in all aspects of life, teamwork and being a good fan.

Concepts: fairness, equality, good sportsmanship,

Raatma, L. (2000). *Tolerance*. Minnesota: Capstone Press.

This is a basic informational book rather than an actual story book, but focusing on having tolerance in all areas of life—from yourself, and family, to friends, sports and community.

Concepts: tolerance, equality,

Rosinsky, N. (2003). *Saving money*. Compass Point Books.

Through real life images, the author is able to portray children saving money. It highlights the benefits and rewards of spending money wisely. This is a good introduction into the responsibility of many.

Concept: spending and saving choices

Thomas, K. (2004). *The kids guide to money and cents*. New York: Kids Can Press.

This book has wonderful illustrations which make it fun and appealing to students. It discusses why we need money, making money, and budgeting. It contains realistic pictures of bills and coins which can help when practicing money identification. This book should be used by the teacher with the students.

Concepts: Personal spending, costs and benefits, the need for money, and budgeting.

Silverstein, Shel. (1993). *Who wants a cheap rhinoceros?* New Jersey: Simon and Schuster Books for Young Readers.

This is a book about a rhinoceros that is available for a house pet. The characters in the book explore all the different services the rhinoceros can provide around the house. Using this book in the classroom will allow the students to explore the pros and cons of buying the cheap rhinoceros. The class can identify all the different possible services the rhino could provide as well as services they could provide for the rhinoceros.

Concepts: Consumer, Producer, Goods, Services

Waber, B. (2002). *Courage*. New York: Houghton Mifflin Company.

This story defines courage by giving numerous ways that we show courage which helps to better understand how we can see and experience courage in our daily lives. It includes great illustrations as well. This can be used to show how some of the historical figures in SS1H1 displayed courage throughout their life.

Concepts: courage, bravery, friendship

Wells, R. (2000). *Bunny money*. New York: Puffin Books.

This is a useful book for the classroom. It explores a rabbit's use of money. The book supplies a template for the teacher to use in her classroom.

Concept: money, buying and spending

Wilt, J. (1979). *A consumer's guide for kids*. Texas: Educational Products Division Word, Inc.

This is a guide that can be read to a child or a child can read to teach them about the importance of wise money spending. It includes questions for the children to answer to help them understand this concept of responsible spending.

Concepts: goods, services, responsibility, spending, saving, producers, consumers

Younger, B. (1998). *Purple mountain majesties*. New York: Dutton Children's Books.

This book tells the actual story of Katherine Lee Bates and her trip through America resulting in the writing of American the Beautiful.

Concepts: patriotic songs, landforms

Historical Understandings

1. Bartoletti, S. (2004). *The flag maker*. New York: Houghton Mifflin.

This book is a picture book that tells the story of how our national flag originated. Colorful illustrations line each page. This is a great book for children to learn more about the history of our flag.

Concept: symbolism, representations

2. Blackburn, J. (1970). *James edward oglethorpe*. New York: J.B. Lippincott Company.

This is a chapter book about the life of James Oglethorpe. The book travels through his entire life in an eventful story. The book is full of interesting events from Oglethorpe's life. This is a great book for teachers to read to students to introduce Oglethorpe to the class.

Concept: leadership, courage, integration

3. Davis, K. C. (2003). *Don't know much about american history*. New York, New York: Harper Collins Publishers.

This book talks about our nations past and how it came to be. The book is written in a question and answer type style. Davis uses funny illustrations to help picture his facts. This book is divided up into easy sections that a teacher could use to go along with a particular lesson.

Concept: map skills, change over time

4. Davis, K. C. (2002). *Don't know much about the presidents*. New York, New York: Harper Collins Publishers.

This is a book all about the presidents of the United States. This book is written in a question and answer style format. There are detailed timelines of each president on a page. The pages in this book are very colorful in order to capture the reader's attention.

Concept: leadership, presidential roles

5. Hicks, R. (1994). *The big book of america*. Philadelphia, Pennsylvania: Running Press Book Publications.

This is a big book with large pages that are easy for students to see if displayed in the classroom. Each page in the book pictures a state. On each page, the states nickname and motto are listed along with a short story about how each state came to be. There is a picture of the state on each page with fun facts all around it. Some of the facts include the flower, the state flag, the state bird, and major landmarks.

Concept: landmarks, state facts

6. Isaacs, Sally. (1998). *America in the time of columbus*. Illinois: Reed Educational& Professional Publishing.

This book is about Americans from the time when the earliest people arrived until 1590. This book covers briefly the famous people of the time, historical map of America, and important dates and events of this time. Color illustrations are also given.

Concept: historical figures, characteristics of people

7. Jones, M. (1968). *Martin luther king, jr*. Chicago: Children's Press.

This is a picture book about Martin Luther King, Jr. This is a great story to read to students and learn about the early life of Martin Luther. This book explains why Martin Luther thrived for equal rights. This story discusses Martin Luther's accomplishments and successes. It is a great source for teaching the history of Martin Luther King, Jr.

Concept: determination, bravery, segregation, leadership

8. Lucas, E. (1993). *The cherokees*. Brookfield: The Millbrook Press.

This book tells a story about the history of the Cherokee. The book discusses the early history, beliefs, and daily life customs of the Indians. It also discusses the interactions with white society and the current status of the Cherokee. This book is a great source for reading important information to the class about the Cherokee and sharing great illustrations.

Concept: integration, racial issues, consideration

9. Meadows, J. (2002). *Slavery: the struggle for freedom*. Chanhassen, Minnesota: The Child's World, Inc.

This book talks about slavery in different parts of the world. It goes into detail about what the life of a slave is like. The book also talks about the Underground Railroad and how slavery finally came to an end.

Concept: equality, human rights, change over time, segregation and integration

10. Miller, J. (1996). *American indian families*. New York: Children's Press.

This book introduces the different kinds of family relationships among American Indians and how they varied from one tribe to another. This book is a great source to read to students and show them the lifestyles of the American Indians and compare them with the lifestyles of Americans today. This book is a great source to keep around the classroom for reference.

Concept: culture differences, change over time (technology)

11. Miller, J. (1996). *American indian festivals*. New York: Children's Press.

This book describes the customs and practices related to festivals celebrated in North American Indian cultures. The book has many great illustrations and descriptions of the festivals. This book is great for reading to students and keeping displayed in the classroom for future reference.

Concept: culture, religion

12. Miller, J. (1996). *American indian foods*. New York: Children's Press.

This book describes the foods that were important to the different North American Indian cultures. The book explains rituals surrounding their harvesting, hunting, food preparation, and meals. The book is a great source to introduce students to the eating habits and customs of American Indians. This is a great book to read to students and keep displayed in the classroom for reference.

Concept: culture, farming, harvesting, recipes

13. Miller, J. (1996). *American indian games*. New York: Children's Press.

This book takes a tour through the different Indian cultures and compares the types of games and entertainment to that of Americans today. The book discusses the types of games and toys and how they were used to amuse children and teach lessons about life. This book is an excellent source for introducing American Indian lifestyles to students. This book lets children relate themselves with children from the various tribes. This is a great book to read to students and keep around the classroom for students to enjoy.

Concept: cultural celebrations, lifestyles, skill-building

14. Miller, N. (1965). *The story of the liberty bell*. Canada: Children's Press.

This book is a picture book that discusses the history of the Liberty Bell. The book gives a detailed description of the events that lead up to the historical figure. The book has many colorful illustrations.

Concept: symbolism, historical reference

15. Osinski, A. (1992). *The navajo*. Chicago: Children's Press.

This book is an informational book that discusses the life of the Navajo Indians. Information about the people, their homes, and their religious rituals are mentioned in this book. The book also includes pictures of Navajo artifacts. This book is a good resource for the classroom.

Concept: culture, religion

16. Patrick, D. (1990). *Martin luther king, jr.* New York: Franklin Watts.

This book is a biography of Martin Luther King Jr. It discusses his many accomplishments. It also discusses how and when his birthday became a national holiday. This is an excellent book for reading to the students, or obtaining information to help prepare a lesson.

Concept: segregation, leadership, discrimination, integration

17. Perdue, T. (1989). *The cherokee.* New York: Chelsea House Publishers.

This is a chapter book that discusses the Cherokee Indians. It discusses how the Cherokee referred to themselves as the Principal people. This book has great information about the history of the Cherokee. It compares the Cherokee with the Europeans and discusses their ways of life. It has many detailed pictures of the Cherokee and their tools, and crafts. There are descriptions of the types of tools, crafts, homes, and beliefs of the Cherokee. This book is an excellent source for the teacher to learn and prepare lessons from. This book is also a great source for sharing pictures and interesting information with the students.

Concept: culture, skills, art

18. Roop, P. (1998). *If you lived with the cherokee...* New York: Scholastic.

This book is a chapter book. The book is written so that the reader is being interviewed about being a Cherokee Indian. The book discusses villages, jobs, hunting, schooling, family and special ceremonies. This is an excellent book for reading to the students or for students to use to look up information.

Concept: cultural acceptance, tolerance

19. Shumate, J. (1994). *Sequoyah: inventor of the cherokee alphabet.* New York: Chelsea House Publishers.

This is a chapter book about the life of Sequoyah. It discusses his invention of the alphabet along with many other discoveries of his. This book tells the history of the Cherokee during the hard times with the U.S. government. The book has details of the achievements of the North American Indians. This is a great book to read to students or read to oneself to better prepare you for the lesson to be taught.

Concept: creation, determination, communication

20. Snow, D. (1960). *Sequoyah: young cherokee guide.* New York: The Bobbs-Merrill Company, Inc.

This is a chapter book about Sequoyah and the Cherokee Indians. The book is a story about the lives of the Cherokee. Sequoyah and his family and friends are part of this nonfiction story. This book is great for reading to students to familiarize them with Sequoyah and the Cherokee Indians.

Concept: leadership, outdoor life, nature

Geographic Understandings

1. Arnold, Pauline. (1965). *How we named our states*. New York: Abelard-Schuman Limited.

This book goes through all of the states and describes how they were named. In the section on Georgia it talks about James Oglethorpe and the major rivers.

Concepts: Topographical features, Georgia History

2. Aylesworth, Thomas and Virginia. (1995). *The Southeast: Georgia, Kentucky, Tennessee*. New York: Chelsea House Publishers.

This book includes a map of Georgia that shows the major rivers and mountains. It also talks about the rivers and mountains and explains what each are. It also shows pictures for a more visual learner.

Concepts: Map skills, topographical features

3. Capstone Press Geography Department. (1997). *Georgia*. Mankato: Capstone Press.

This book gives an overview of the state of Georgia. The book covers the history, geography, living conditions, and people of Georgia. This book is a great informational book to read to students to make them more familiar with the state they live in. The book is also great to have around the classroom to refer to.

Concept: change over time, origin

4. Chambers, C. (1997). *Hello out there! All about maps*. Connecticut: Franklin Watts.

This picture book is an excellent source for students who are just learning about maps. The book discusses what is on a map, how to use a compass, plotting and drawing points on a map. This book is a great introduction book for students learning map skills.

Concept: map skills, geography

5. Chancellor, Deborah. (2004). *Maps and mapping*. Boston: Kingfisher.

This book is a great introductory book to maps. It defines what a map is, reasons we need maps, and shows examples of different kinds of maps. The book also discusses symbols found on maps and how to use a compass. This book would be a great resource for any class.

Concept: map skills, geographic understandings

6. Fradin, D. (1991). *Georgia*. Danbury: Children's Press, Inc.

This is an informational book about the state of Georgia. This book contains great information about the history, geography, industries, sites, and people of Georgia. This is a good source for teachers to obtain information to prepare a lesson. This book is also a good book to read selections to the class and have a discussion about the particular section read.

Concept: job market, research

7. Goldsmith, D. (1993). *Cherokee summer*. New York, New York: Holiday House.

This book is about a little Cherokee Indian girl named Bridget. She tells about her life as a Cherokee Indian and gives some background information on the Cherokee's themselves. She talks about her family and the lifestyle that they live.

Concept: culture, clothing, traditions

8. Hahn, E. (1992). *The creek*. Vero beach Florida: Rourke Publications, Inc.

This book is an intro to who the Creeks are. It goes into detail about their way of life and how they lived. It talks about their villages, food, family clothing and government. It names the famous Creek Indians back then and today.

Concept: culture, tribal differences

9. Heinrichs, A. (2003). *Georgia*. Minnesota: Compass Point Books.

This informational book discusses Georgia's mountains, valleys, and plains. It also gives a brief time line of historical events that happened in Georgia.

Georgia's government, state symbols, and famous Georgians are briefly mentioned. This book helps students become more familiar with Georgia.

Concept: landforms and geography

10. Kent, Zachary. (1993). *America the beautiful: Georgia*. Canada: Regensteiner Publishing Enterprises, Inc.

This book discusses the major rivers and mountains of Georgia. It also talks about the Creek and Cherokee Indians and James Oglethorpe. It also has many different maps of Georgia that show different features on it. One shows the major highways, one shows counties, and one shows the topography of Georgia.

Concepts: Topographical features, Georgia history, map skills

11. Krull, Kathleen. (1997). *Wish you were here: Emily's Guide to the 50 states*. New York: Bantam Doubleday Dell Publishing Group, Inc.

In the front of this book it has a large map of the United States. Under the section of Georgia, it shows a map of Georgia and on the map it has the major rivers and mountains of Georgia. It talks about Martin Luther King, Jr., and Jimmy Carter.

Concepts: Map skills, topographical features, Georgia history

12. Masters, Nancy Robinson. (1999). *Georgia*. New York: Children's Press.

This book is an introduction to the geography, history, natural resources, economy, culture, people, and interesting sites of the state of Georgia. It talks about Mary Musgrove, the major rivers of Georgia, and has a map of the state of Georgia with the mountains and rivers outlined.

Concepts: Georgia history, topographical features, map skills

13. Maynard, Charles. (2004). *The Appalachians*. New York: The Rosen Publishing Press.

This book talks about the Appalachian Mountains. It shows on a map where the mountain is, it talks about what it is made of, the climate, the different types of plants and animals found on the mountain, the industries available, and also has a glossary in the back of the book to give definitions to a lot of the words.

Concepts: Topographical features

14. Pedersen, Anne. (1989). *Atlanta: A young person's guide to the city*. Santa Fe, New Mexico: John Muir Publications.

This book talks all about Atlanta, Georgia. It shows on a map of Georgia where it is. The book also talks about the background of Atlanta, cities surrounding Atlanta, and some of the attractions. The background information talks about the Creek and Cherokee Indians and Martin Luther King, Jr.

Concepts: Map skills, Georgia History

15. Quasha, Jennifer. (2002). *How to draw Ga's sights and symbols*. New York: Powerkids Press.

This book describes how to draw some of Georgia's sights and symbols. Some examples are: the state's seal, the state's flag, the Blue Ridge Mountains, and others.

Concepts: History, topographical features

16. Stein, R. C. (1997). *The underground railroad*. Danbury, Connecticut: Children's Press.

This book gives a short biography of Harriet Tubman's life. It talks about how she founded the Underground Railroad and what kind of life those slaves endured. It has actual pictures of slaves and Harriet Tubman herself.

Concept: geography of the railroad

17. Stronach, N. (1996). *Mountains*. Minneapolis, Minnesota: Lerner Publications Company.

This is a book that talks about what mountains are and how they are formed. It describes the major mountains around the world and their people. It shows pictures of the different mountain plants and animals.

Concept: landforms, change over time, weather

18. Thompson, K. (1996). *Georgia*. Austin, Texas: Steck-Vaughn Company.

This book talks all about the history behind our state of Georgia. It talks about the economy, the culture and the future of our state. It also includes a great historical events timeline.

Concept: culture, celebrations

19. Wheeler, Jill C. (1994). *The Southeast and Gulf States*. Edina, Minnesota: Abdo Consulting Group, Inc.

This book explores the Southeast. It talks about the Creek and Cherokee Indians, the major rivers and mountains of Georgia, Martin Luther King, Jr., Jimmy Carter, and has a map of Georgia.

Concepts: Georgia History, map skills, topographical features

20. Wheeler, J. (1990). *The land we live on*. Minnesota: Abdo & Daughters.

This book is a chapter book. This book discusses deforestation, wetlands, plains, and erosion. It also talks about how we can preserve our land. This book is a good introduction to land form vocabulary words.

Concept: landforms, change over time

Government Understandings

1. Ansary, M. (2002). *Election day*. Chicago: Reed Educational & Professional Publishing.

This book is a picture book about Election Day. It discusses the history of election days held in the past, past elected leaders, the requirements one must meet to be eligible to vote and who can be president. The book also introduces new words like campaigns and ballots. This book is a good beginning book to introduce Election Day ideas.

Concept: process of government, levels of government

2. Barns, C. (1996). *House mouse and senate mouse*. New York: Rosebud Books.

This is a great way to teach children how bills are made, but you might need to go back and teach the children the proper names of the roles of government. The author has used cute names like “Mouse-jority” that might confuse the children’s concepts. Other wise this is a great book to use for teaching children the process of government.

Concept: process of government, levels of government

3. Barns, P. (1999). *A mice way to learn about government: a curriculum guide*. New York: VSP Books

This book helps teachers teach about the branches of government and key concepts on a student’s level. This book also gives activities to use in the classroom to teach children about the different forms of government. This is an excellent source for teachers to prepare themselves for teaching these concepts.

Concept: Process of government, levels of government

4. Buerger, J. (1980). *Obedience*. Chanhassen, Minnesota: The Child’s World, Inc.

This is a book that talks about obedience and why we have rules to follow. This explains why rules are set and how they protect us. It has different pictures of children following different rules.

Concept: manners, laws, consequences, morals

5. Christelow, E. (2003). *Vote*. New York: Clarion Books.

This picture informational book tells the story of a little girl learning how voting takes place. Throughout the story, the reader views the entire process of Election Day. The book reviews the entire process of voting from campaigning to being sworn in. This book is a good introduction to the idea Election Day.

Concept: process, individual rights

6. Cronin, Doreen. (2004). *Duck for President*. New York: Simon & Schuster Books for Young Readers, Inc.

This book is about a duck who is tired of working for Farmer Brown. He has a lot of political ambition and it is for that reason that he is elected President. This book teaches about Elections and Politics.

Concepts: Determination, ambition.

7. Dahl, M. (2004). *Pass the buck*. Minnesota: Picture Window Books.

This informational book tells interesting facts about currency through song. The book tells the history of how currency came about. The book also gives interesting facts about the Great Seal and U.S. Mint. This book is a good source for the classroom.

Concept: change over time, currency, making choices

8. De Capua, Sarah. (2003). *Being a Governor*. New York: Children's Press.

This book describes the role of a state governor, who is qualified to become a governor, how one becomes a governor, and how a typical day in the life of a governor might unfold.

Concepts: Responsibility, leadership, process

9. Firestone, Mary. (2004). *The state governor*. Mankato, Minnesota: Capstone Press.

This book introduces the executive branch of the government. It also defines and explains the roles of the governor.

Concepts: Responsibility, leadership

10. Gay, Kathlyn. (1968). *Meet your governor: How state government works*. New York: Hawthorn Books.

This book describes how state governments work through discussing the responsibilities and duties of various governors.

Concepts: Responsibility, leadership

11. George, J. Small, D. (2000). *So you want to be a president?* New York: Philomel Books.

This book is a picture book that talks about interesting facts about previous presidents. Colorful illustrations really add to the story. This book is a great resource to any room because it allows children to have fun reading and learning about the presidents.

Concept: good character, responsibility, leadership

12. Glasser, R. (2002). *American: a patriotic primer*. New York: Simon & Schuster Children's Publishing.

This book uses the letters of the alphabet to introduce students to different concepts about the government. This book has great illustrations to help the students understand the concepts. This is a great book to have in a classroom to use as a reference.

Concepts: Teaches Historical figures, Obedience

13. Greene, C. (1992). *Congress*. Canada: Regensteiner Publishing Enterprises.

This book is a picture book. The book discusses the Senate, House of Representatives, Congress and the Constitution. The book also briefly describes how a law is made. The book uses simple terms and is developmentally appropriate for the second grade level.

Concept: decision making, team work

14. Kelly, Z. (1999). *Laws*. Vero Beach, Florida: Rourke Corporation, Inc.

This book explains what laws are and why we need them. It talks about how laws give us rules to follow and what happens when we don't follow certain rules. It explains how laws are made and why they are made to protect us.

Concept: historic founding of laws, obedience

15. Kent, D. (2000). *Atlanta*. Danbury: Children's Press, Inc.

This is an informational book about the capital Atlanta. This book has many great photographs to help children learn to recognize the capital. The book also discusses other important aspects of Atlanta such as the history, culture, daily life, food, people, sports, and entertainment. This is a great book to share with students to familiarize them with their state capital.

Concept: historical landmark, capitals, businesses, population

16. Murphy, P. (2002). *The U. S. congress*. Minnesota: Compass Point Books.

This book is an informational book about Congress. The history of Congress and how Congress works is discussed as well as where, when, why members of Congress meet.

Concept: team work, business

17. Schleifer, J. (1990). *Citizenship*. New York: Rosen Publishing.

This book is a chapter book. The book defines citizenship and discusses the rights and duties of citizens. The book also highlights citizens who have made a difference in history. This book is a good resource for any classroom.

Concept: human rights, immigration

18. Sobel, S. (1999). *How the u.s. government works*. New York: Barron's Educational series.

This book explains how the government works and goes into details about the three distinct branches. This book has great illustrations that help the reader understand the different branches. The illustrations help teach how the government works.

Concept: government process, decision making

19. Sommer, C. (2000). *Mayor for a day*. Houston: Advanced Publishing, Inc.

This book is about a boy who gets a chance to be mayor of his town for a day. Davey changes many of the rules that he disagrees with and learns that it was not such a good idea to do so. In the end, he understands that the rules are for the best interest of the people. This book is a great source to introduce a lesson about the mayor. It is a fictional book, but also has many facts that portray the job of the mayor. This book is great for young kids and an excellent educational source. The illustrations are colorful and fun.

Concept: responsibility, decision making

20. Waters, K. (1991). *The story of the white house*. New York: Scholastic Inc.

This book has many interesting facts and beautiful photographs of the White House. The book tells details about the house. There is a list of all the presidents who have lived in the house, along with fun facts about each of their experiences living there. This is a great book to read to a class to show them where the presidents live. This book would be great to keep in the classroom for students to look at pictures and enjoy rereading the fun facts.

Concept: historical landmark, symbolism

Economic Understandings

1. Ackerman, K. (1993). *The leaves in october*. New York: Yearling

This book revolves around a family who falls on hard times. The mother leaves the family to survive by themselves. Forced into poverty and living in a shelter. The main character Livvy decides to help her father and try and sell paper flowers. Throughout this book the family deals with poverty and trying to keep there family together. This book is good for children to understand savings, spending, and income.

Concepts: Saving, income, spending, opportunity cost, interest

2. Atwater, F. and Atwater, R. (1966). *Mr. popper's penguins*. Boston: Little Brown & Co.

This book is about Mr. Popper and his family. Mr. Popper is a painter in the town of Stillwater and only works from spring to fall. His wife and children will have to budget wisely if he doesn't bring in more money. Mr. Popper has wild ideas about going to the Poles. So it's no wonder that he ends up with penguins as pets. However feeding his family on one income is hard enough, and now he has to also take care of these penguins. Mr. Popper decides to put them to work on stage, and they become a hit. This is a great book to talk to students about income, budgeting, opportunity costs, and finacial matters.

Concepts: opportunity cost, credit, credit limit, budgeting, income

3. Armentrout, Patricia. (1996). *Paying without money*. Vero Beach, Florida: Rourke Press.

This book discusses the many different ways people have gone about paying for things throughout history. For example, it discusses barter, cash, credit cards, and checks.

Concepts: Currency differences

4. Berenstain, J. and Berenstain, S. (1983). *The berenstain bears' trouble with money*. New York: Random House.

This story revolves around brother and sister bear. Brother and Sister bear find themselves drawn to play an arcade game, the only problem is that they don't have enough money to keep playing. Throughout this story brother and sister bear try good and bad ways to get money to play this arcade game. This story helps students understand spending, income, saving and interest.

Concepts: Spending, goods, services, income, saving, savings, and interest

5. Danziger, P. (1992). *Not for a billion gazillion dollars*. New York: Bantam Doubleday Ell publishing Group.

This book is about a boy named Matthew who wants a computer program. He can't buy it because he's already in debt to his parents and even some of his classmates. His parents tell him about their experiences of buying with credit and getting out of debt. So then Matthew earns his allowance and uses that to pay back his debt and eventually buy his computer program. This story helps students understand savings and debt.

Concepts: Savings, Debt, opportunity costs.

6. DePaola, T. (1978). *Pancakes for breakfast*. New York: Voyage Books.

This book is a fictional story about an old woman who wants to cook pancakes for breakfast. She comes to find out that there are not enough supplies because of her animals. This is a great story to introduce scarcity to students. This book is a fun book to relay the important concept to the students. This book is great to read to the students as an attention getter before a lesson about scarcity.

Concept: scarcity, cooking, sharing,

7. Hautzig, E. (1997). *A gift for mama*. New York: Piffin Books.

This book is about a little girl named Sara who makes gifts for her family. However on Mothers Day, Sara decides to buy a gift for her mother. To do this Sara has to earn the money. But to Sara's disappointment, her mother wasn't as impressed with the gift. But once Sara's mother finds out how hard Sara had to work to earn the money, her mother realizes how much trouble Sara has gone through to buy this special gift. This book is great to read to students to start a conversation on goods and services, and savings.

Concepts: goods and services, savings, income, short-term goals.

8. Lyon, G. (1994). *Mama is a miner*. New York: Orchard Books.

This book is about a little girl and her mother. The mother has to work as a miner to bring home money. She repeats the phrase "I'm mining for home" when speaking to her daughter. This is a good story for students to show them how opportunity cost works. The mother having to work in a mine has to give up time with her daughter.

Concepts: Opportunity cost.

9. Martin, C. (1986). *For rent*. New York: Greenwillow Books.

This book focuses on a group of children who have been given a shed in the cove to use as their clubhouse. The children decide to fix up the shed and make it into a rental property for tourists. The rent from the shed helps pay for the class trip, but the children find it very difficult to be landlords. This book is wonderful for students intrusted in independent work, as well as teaching children how decision-making is very powerful.

Concepts: Opportunity Cost, Scarcity, Decision making

10. Mathis, S. (1975). *The hundred penny box*. New York: The Viking Press.

This story focuses around Aunt Dew who keeps a box with pennies in it. One penny for every year of her life. She has a story for each penny in the box. This is a great opening for any classroom that would like to talk about savings, interest, and compounding interest.

Concepts: Savings, interest.

11. Mitchell, M. (1994). *Uncle jed's barbershop*. New York: Scholastic Inc.

This story is about a niece and her uncle. Uncle Jed has been saving his money to buy a barbershop, but when his niece needs an operation, he uses the money to let her have the operation. Later in the story he loses a couple thousand dollars because it was the depression and his bank closed down. In the end he was able to save up enough money to finally buy his own barbershop. This story is really good for teaching opportunity costs; it's also a good start to talk about the depression.

Concepts: Opportunity costs, Production.

12. Numeroff, L. (1985). *If you give a mouse a cookie*. New York: Harper Collins.

This book is about a mouse and a boy. The mouse begs for a cookie and then a glass of milk. This mouse goes on and on, while the boy caters to his every need. This is a great story to discuss goods and services. The mouse at the end would like to be read a story, which is different from all his other requests because a reading a story is a service instead of a good.

Concepts: goods and services, unlimited wants.

13. Peet, B. (1980). *Kermit the hermit*. Boston: Houghton Mifflin Company.

This book is about a selfish hermit crab that finds out that he enjoys helping others. This crab goes through this book trying to repay a young boy's kindness in many different ways. This book would be wonderful to teach children about saving, spending, income, and interest.

Concept: Spending, Saving

14. Ransom, C. (1995). *The big green pocketbook*. New York: Harper Collins.

This book is about a little girl who goes into town with her mother. She is so pleased to have a pocketbook just like her mother, except that she knows her purse is empty. The little girl goes through town and is given little gifts that she can put in her purse. This book is great for students who are learning about goods and services, and taxes.

Concept: Goods and services, consumption, taxes.

15. Scarry, R. (1993). *Busiest people ever*. St. Louis, Missouri: SPEC Publishers.

This book is about busytown's people. The pages are colorfully illustrated with pictures of different jobs that people have throughout town. Although this book is a lower-reading level, it can be used as a great illustrator to any second grade classroom looking for a way to show the differences between goods and services.

Concept: Goods and services.

16. Stevenson, J. (1996). *Yard sale*. New York: Greenwillow books.

This book is about a neighborhood full of animals that are having a yard sale. In this book the animals must make a decision about which items they are going to be selling. One animal, Beth, realizes after she sells her stool that she wants it back, and ends up paying double the amount she had sold it for. The whole town ends up going to a party where they are able to use their new purchases. This is great for students to learn how to make choices.

Concepts: Spending, services, price, advertising, opportunity cost.

17. Trapani, Iza. (2004). *How much is that doggie in the window*. Watertown, Massachusetts: Charlesbridge, Inc.

This book is about a boy that has been longing for a puppy. He saves a lot of money but then winds up spending his hard-earned money on helping the family when they were in need. His family members surprise him in the end with the puppy he wanted because he was so nice to spend his money on his family.

Concepts: Spending choices, opportunity costs

18. Wells, R. (1997). *Bunny money*. New York: Dial Books.

This book is about a brother and sister who want to get their grandmother a birthday gift. This book is filled with activities that the children can do to help understand the value of money.

Concept: Scarcity, Opportunity costs

19. Wesley, Valerie Wilson. (2004). *How to loose your cookie money*. New York: Jump at the Sun, Inc.

This book is about a third grader named Willimena who spends her Girl Scout cookie money on lunch for some friends in need. She no longer has any money so she creatively tries to earn back the money she spent. Ultimately she must face the consequences of not being responsible with her money.

Concepts: Responsibility, making choices, consequences

20. Ziefert, Harriet. (2003). *You can't buy a dinosaur with a dime*. Brooklyn, New York: Blue Apple Books.

This book is about a boy named Pete. He uses the money that he has been saving to buy a toy dinosaur. He wants to buy something else as well, but must wait until he has saved up enough money to buy it. He made a choice to buy the dinosaur over the other item.

Concepts: Spending choices, goals, opportunity costs

Historical Understandings

- (1) Blackburn, Joyce. (1970). *James Edward Oglethorpe*. New York: HarperCollins Children's Books.

This is a book about the biography of James Oglethorpe as well as his help in founding Georgia. As the first governor of Georgia, Oglethorpe did many things to establish Colonial Georgia and make it a colony. It specifically talks about Oglethorpe's political beliefs, but the main focus is what he did to help establish Georgia.

Concepts: James Oglethorpe, founding of Georgia.

- (2) Carrigan, Mellonee. (1995). *Jimmy Carter: Beyond the presidency*. Chicago: Children's Press Inc.

In this book the author recounts the happenings in Jimmy Carter's life. She makes sure to go into great detail while discussing his birth place, the depression, and all of the other events leading up to his presidency. The author even discusses his campaign for governor of Georgia. The reader would definitely learn quite a bit of information about Jimmy Carter's life.

Concepts: Leadership and Human Rights.

- (3) De Marco, Tony. (2002). *Jackie Robinson: Journey to freedom*. MN: The Child's World

Using careful research into what was going on in the U.S while Jackie Robinson was growing up and into Jackie's complete history, the author tells a very riveting story about Jackie Robinson and all of the things that he went through in his lifetime to become the well known baseball player that he was.

Concepts: Jackie Robinson, Civil Rights.

- (4) Dingle, D.T. (1998). *First in the field. Baseball hero, Jackie Robinson*. New York: Milestone Media, Inc.

Baseball player, Jackie Robinson, paved the way for other African Americans to play major league baseball. He excelled in every sport that he participated in. Through his ups and down during his life, Robinson shows the world how he can be a star.

Concepts: Chronology, Historical Events, Culture.

- (5) Grabowski, J. (1991). *Jackie Robinson*. New York: Chelsea House Publishers.

This book would be a good resource for teachers to use. The story of Jackie Robinson begins telling about his talent and what it takes to become a star. The chapters in the book tell important events that took place in Robinson's life and how they led him to being inducted into the Baseball Hall of Fame in 1962.

Concepts: Chronology, Historical Events, Culture.

(6) Hahn, Elizabeth. (1992). *The Creek*. Florida: Rourke Publishing Inc.

This book shows the reader what life was really like for the Creeks. The author goes into great detail to describe the places that they lived in and the kinds of animals that they ate. It describes how they would hunt for food and the games that they would play together. By the time that they reader is done with this book they will know various sorts of information about the Creeks.

Concepts: Creek Indian Tribe, where they live, and their culture.

(7) Harrell, Sara. (1977). *Tomo – chi – chi*. New York: Dillon Press.

Harrell depicts the life of Creek Indian Chief Tomochichi as he helps in the founding of Colonial Georgia. She tells of Tomochichi's relationship with James Oglethorpe and their travels. Tomochichi believed in peaceful relationships, therefore he wanted to make the English's move to America a peaceful one that would benefit both the Indians and the English. Harrell tells of Tomochichi's good traits and behaviors that he exhibits throughout the colonization era.

Concepts: Tomochichi, Founding of Georgia, Leadership, Peace, Honesty.

(8) Joseph, Paul. (1998). *Jimmy Carter*. United States: ABDO Publishing Company.

This is a simple biography and accomplishments of Jimmy Carter. Carter was America's thirty – ninth president and did many things to contribute to leadership and human rights. Throughout the book, he is attributed to the Camp David Peace Treaty for the Middle East and Social Justice in America. Joseph also reflects on Carter's childhood days in Georgia and the Jimmy's love for peanuts.

Concepts: Humanitarian, Jimmy Carter, Leadership.

(9) Libal, Autumn. (2004). *Creek*. Philadelphia: Mason Crest Publishers.

Creek is a book about the Creek Indian Tribe. This book contains information on the history of the tribes, government, spirituality, and contributions of the tribe. It also talks about the Muscogee nation and its relationship in Georgia. Libal also describes the trail of tears that the Creek Indians endured and the suffering that tells the history of the Creek

tribe. There are photographs and drawings throughout the book to tell the story of the Creek Indians and to capture the attention of a young audience.

Concepts: Creek Indian Tribe, their relationship to Georgia.

- (10) MacMillan, D. (1992). *Martin Luther King, Jr. day*. Hillside, New Jersey: Enslow Publishers, Inc.

This biography of Martin Luther King Jr. is especially appealing to young children because MacMillan uses fun language, descriptive language, real photographs, and illustrations throughout the book to describe King's life as a child and as an adult. She describes how he became such a powerful American figure in history, and she also includes how he was killed. The book is not too long, which is better for children because they will stick to the book and be able to read it in a quick time period.

Concepts: Civil Rights, Martin Luther King Jr. biography, Segregation.

- (11) McCall, Barbara. (1989). *The Cherokee*. Florida: Rourke Publications, Inc.

This book discusses the life of the Cherokees before the "white men" came and also tells about what happened when the "white men" did come and the trading that went on. The author goes into great details describing the wars with the settlers and describing famous Cherokees like Nancy Ward and Sequoyah. The reader would be very interested in this book because of the carefully painted pictures and the welcoming tone of the author.

Concepts: Cherokee Indian tribe lifestyle in Georgia.

- (12) Ringgold, Faith. (1998). *My dream of Martin Luther King*. New York: Bantam Doubleday Dell Books for Young Readers.

In this book, the little girl has a dream of Martin Luther King Jr. In her dream, she traces Martin's steps as a boy and specific events that happened to him to turn him into the man he became. Ringgold also shows many things that Martin was involved with as an adult to participate and become an activist in the civil rights movement. These things include being a member of the Southern Christian Leadership Conference, influencing the NAACP, and reciting his famous "I have a dream" speech in Washington, D.C. The illustrator uses vivid pictures that cover the entire page. The pictures are painted and so real that children will truly be able to connect to the time and heart of Martin Luther King Jr.

Concepts: Martin Luther King Jr., Civil Rights Movement, Segregation, Leadership.

- (13) Robinson, Sharon. (2004). *Promises to keep: How Jackie Robinson changed America*. New York: Scholastic, Inc.

This book is written by Jackie Robinson's daughter; Sharon. Sharon writes a biography about her father on his love for baseball, love for America, and the many attributes he had in the civil rights movement. She vividly speaks of the many memories she had of her father and the stories and beliefs he told his children. The main goal that Jackie Robinson had when raising his kids was to teach them the importance of measuring life on the impact you have on others, not how much money you make or how many people know you. He felt that touching the lives of an individuals and changing the world for the good was the best thing anyone could achieve. Sharon also describes Jackie's influence on civil rights and politics in America. The children will love this book because it is the story of an American baseball hero who also helped changed the country for the good of others.

Concepts: Civil Rights, Jackie Robinson.

(14) Scordato, Ellen. (1993). *The Creek Indians*. New York: Chelsea House Publishers/

This book is informational and it depicts the life and culture of the Creek Indian tribe in Georgia. Scordato also describes the future of this tribe and the current lifestyle of the tribe. This book is full of pictures and drawings that depict the life of the Creek nation.

Concepts: Creek Indian tribe, Lifestyle, life in Georgia.

(15) Sherrow, Victoria. (1997). *Cherokee nation v. Georgia*. New Jersey: Enslow Publishers Inc.

This book discusses the legal entanglements that went on between the Cherokee people and the settlers of Georgia. Georgia didn't want the Cherokees to live in Georgia but because the Cherokees had become so civilized they knew that they could fight what the settlers were doing. They tried to save their homeland but in the end they would up losing the battle and were moved.

Concepts: Cherokee Indian Culture, Today's Cherokee Indians in Georgia.

(16) Shumate, Jane. (1994). *Sequoyah: Inventor of the Cherokee alphabet*. United States: Chelsea House Publishers.

This book is all about the life and accomplishments of the Cherokee alphabet creator, Sequoyah. Shumate starts off the book by summarizing Sequoyah's childhood and biography. She does not spend much time on that, but instead she describes his accomplishments. Sequoyah not only invented the Cherokee Alphabet, but he was also an accomplished artist. He loved to paint and draw when he had and free time. Shumate describes his invention of the Cherokee alphabet as "achieving a rare feat in history." She believes this because he did not have any training in language but his own, and he was still able to develop a way of writing and communicating in other ways besides words for his Cherokee tribe.

Concepts: Cherokee Alphabet, Sequoyah's biography.

(17) Sneve, Virginia. (1996). *The Cherokee: A first American's book*. New York: Holiday House.

Using Careful research into the Cherokee Indians, the author goes deep into the creation story of the Cherokee people and then leads into a discussion about the things that the men, women, and children did such as making weapons or cooking food. The author also describes the dances and ceremonies that the Indians held. The author even goes into what happened to the Cherokees during the trail of tears. The reader would learn a lot about the Cherokee people not only the history but the actual people and the things that they did.

Concepts: Cherokee Indian culture, where they lived.

(18) Stewart, Philip. (2004). *Cherokee*. Philadelphia: Mason Crest Publishers.

This is an informational book all about the Cherokee Indian Tribe. It includes the history, religion, traditions, culture, contributions to the world, the current government, and the future of the Cherokee tribe. It also includes stories from Native Cherokee Indians, as well as many pictures all throughout the book. It talks about the Cherokees being a huge part of the history of North Carolina and Georgia, which is great because our students will be able to personally relate themselves to this group of people while reading the book.

Concepts: Cherokee Indians, current lifestyle of the tribe, how/where they lived in Georgia.

(19) Walsh, Kieran. (2004). *James Oglethorpe*. New York: Rourke Publishing, LLC.

This is a biography on James Oglethorpe and the accomplishments he obtained throughout his life. James Oglethorpe was one of the first colonial Americans in Georgia. He was very active in politics and became the first governor of Georgia. Walsh tells his story on a 6 – 10 years of age level. The words she uses and the way she tells his story is vivid on every page and every child in Georgia will enjoy reading about one of the founders of his/her state. She also writes the book in a way that children can connect Oglethorpe's life to his or her own story. The pictures also engage the children interest in Oglethorpe's life as a Colonial American.

Concepts: James Oglethorpe, founding of Georgia, Colonial America.

(20) Waxman, Laura H. (2003). *Sequoyah*. New York: Barnes & Noble Books.

Waxman's book about Sequoyah includes many things that not only depict his contributions to the Cherokee nation, but also other things he is famous for. For example,

Giant Sequoia trees are named after Sequoyah and designed silver jewelry. He was also a blacksmith, a farmer, and an artist. The most famous thing he is known for is inventing the Cherokee alphabet. This book is not at a level for second graders, but it is a book that teachers can read to second grade students and talk about the life and contributions of Sequoyah. We would focus on his invention of the Cherokee alphabet to go along with the historical standard for second grade.

Concepts: Sequoyah, Cherokee Alphabet.

Geographical Understandings

- (1) Ashcroft, M., Hale, J. (2002). *Marvelous map activities for young learners: Easy reproducible activities that introduce important map and geography skills, and help kids explore their neighborhood, community, and beyond.* US: Scholastic, Inc.

This book is a great resource for teachers and students. Rather than actual geographical facts, this book provides instructions for activities that students can do to learn various geography skills and facts. The book is full of lesson plans that can be used to teach students map skills, landforms, and geography symbolism. This book is designed for use with children in grades 1-3.

Concepts: Landforms, Map skills (multiple lessons for teachers that could be applied to various areas of geography)

- (2) Aylesworth, Thomas and Virginia. (1996). *The Southeast.* New York: Chelsea House Publishers.

This book gives regional information about each state that is located within the southeast. The Georgia section of the book tells about the history, landforms, climate, education, and the people that inhabit Georgia. It gives great detail about each of these topics. This book is a great reference book for teachers.

Concepts: Landforms, Culture, Geography.

- (3) Bock, J. and Kranz, R. (1997). *Scholastic encyclopedia of the United States.* New York: Scholastic Inc.

This book is a comprehensive guide to geographical and historical information on the fifty states that make up the United States. Just as there is on every state, there is an in-depth section on Georgia that offers information on the state's landscapes and the people that have influenced the state's history. This book includes a glossary that makes it easier to find geographical information on historical figures.

Concepts: Topographical features of different states, including Georgia, Geographic systems associated with various historical figures

- (4) Chesanow, Neil. (1995). *Where do I live?* New York: Library of Congress Cataloging-In-Publication Data.

This book gives students an introduction to the region in which they live. The text carefully explains to students how their house, their neighborhood, their town, and their state are all part of where they are on the map. This book is a great way to introduce children to the region in which they live by having them pinpoint the characteristics of their region and culture using an inquiry-based method.

Concepts: Exploration of the region in which we live

- (5) Fradin, D. (1991). *Georgia*. Canada: Children's Press, Inc.

This book talks about the geographic regions of Georgia and shows beautiful pictures of what region looks like. It also talks about the rivers that run through and are located in Georgia. It has a picture map of the goods and industries that are found in Georgia. This is a great book for information concerning all aspects of Georgia.

Concepts: Rivers in Georgia, Geographic Regions, Traditions, Culture.

- (6) Gordon, P., Snow, R. (1999). *Kids learn America!: Bringing geography to life with people, places & history*. Vermont: Library of Congress Cataloging-In-Publication Data.

This book offers geographical information on each state in the United States including Puerto Rico and the U.S. Virgin Islands. The book is student-friendly because it is broken down so that it demonstrates geographical information of each state by national region in which the state belongs to. In addition to geographical details, the book gives information on historical facts and figures that relate to the geographical information of all the states, including Georgia. The book also offers maps and activities for teachers to copy and use for student enrichment.

Concepts: Culture and geographic systems associated with historical figures of Georgia, United States landforms and geography, Georgia landforms

- (7) Hintz, Martin. (2004). *United States of America: enchantment of the world*. New York: Scholastic, Inc.

This book offers information on the history of the United States, including its landforms and their effects of historical figures and their time periods. Information on each state can be found in the text, including information on Georgia's historical figures and geography systems.

Concepts: Culture and geographic systems associated with historical figures of Georgia, United States landforms and geography, Georgia landforms

(8) Holt-Goldsmith, Diane. (1993). *Cherokee summer*. Library of Congress Cataloging-In-Publication Data.

This story tells of a little Cherokee girl who lives with her family. She is just like a normal little girl except that she has strong relations with the past. During her summers, she spends them with Native Americans participating in traditions from hundreds of years earlier. Bridget tells the history of the Cherokee tribe that she remembers from her elders and also shares a bit of her personal history with the reader. This book can be useful to students who wish to compare and contrast their lives with the lives of Native American Cherokees.

Concepts: Traditions and culture of Cherokee Indians, environment of historical Cherokee Indians, Specific locations of Cherokee Indians

(9) Knowlton, J. (1988). *Geography from A to Z*. China: Harper Collins Publishers.

This book had a great picture glossary for struggling readers who read visually. Also in the glossary of this book, it gave short appropriate definitions for elementary students to understand. The book explained the different geographic zones of the world and included photographs of what each zone looked like, so the students could connect with that piece of land. This is a great book for students to refer to when they are studying the different geographic regions of their state, country, and world.

Concepts: Geographic Regions.

(10) Lewis, J. (2002). *A world of wonders: geographic travels in verse and rhyme*. New York: Penguin Putnam Inc.

This book uses poetry to address many geographical issues, including different places around the world, and different historical figures around the world. There is a broad range of topics addressed that could be used to introduce geography to several grade-levels of students. From Oceans and landforms to explorers of each, this book offers much information on it all and incorporates poetry into Social Studies.

Concepts: Landforms, Historical figures, Poetry, Map skills, Location of the oceans

(11) Locker, T. (1998). *Home: A journey through America*. Hong Kong: Harcourt Brace & Company.

This book is a compilation of different pieces of literature by different authors about their homelands within the United States. The author of the book, Thomas Locker, has illustrated the different landforms mentioned in the poems and pieces of stories exerted in

the book. The beautiful illustrations give the reader a sense of how many different landforms make up the United States.

Concepts: Landforms, Poetry, Various American cultures

(12) McGee, Nanette. (2003). *Georgia*. Minnesota: Capstone Press.

This is a Capstone book written on the state of Georgia. It includes information such as the people of Georgia, Georgia history, Georgia businesses, Georgia sights, and fast facts about Georgia. More importantly, it contains an entire chapter about the land in Georgia. This chapter includes the regions, wildlife, climate, and rivers. In order to connect this book to the second grade Georgia Performance Standards, we would focus on the chapter about the land, specifically the regions and rivers in Georgia. The great thing about this book is that it is a Capstone book, which means that it is small, informative, and easy to read, and teachers can receive these in multiple quantities.

Concepts: Georgia's Geography, Regions, Rivers.

(13) Oldershaw, C. (n.d.). *Atlas of geology and landforms*. New York: Franklin Watts Publishing.

This book is a comprehensive guide to definitions and explanations of Earth processes and landforms. The book could be used as a reference source for finding the meaning of different types of landforms found anywhere in the world. In addition to basic information on different landform types, the book also offers information on why and how these landforms came to be as they are.

Concepts: Landforms, Geology

(14) Palmer, Tim. (1996). *America by rivers*. US: Library of Congress Cataloging-In-Publication Data.

This book offers teachers background information on rivers of the United States. In a chapter entitled "Rich waters of the Coastal Plain and south," a teacher could get information on Georgia's rivers for use in lessons on the subject. The text also offers information on rivers in other states, which could be used for comparing and contrasting amongst the states' rivers.

Concepts: Georgia's rivers, Rivers of the United States (Teacher resource)

(15) Rodgers, M., Sexton, C. and Striessguth, T. (1993). *Georgia*. Minneapolis: Lerner Publications Company.

This book begins telling the story of the beginning of Georgia. Throughout the book it explains in chronological order the history of Georgia and the landforms of Georgia. The

people and traditions of Georgians are also explained in great detail for students and teachers to refer to.

Concepts: Chronology, Culture, Change over Time, Landforms, Traditions.

(16) Santella, Andrew. (2001). *The Cherokee*. Canada: Children's Press.

This book tells of the Cherokee people, family life, traditions, and gives important vocabulary that is relevant to understand the Cherokee culture. The text also offers information on the environment and region in which the Cherokee lived and how they adapted to this environment. The pictures are shown to show tools and traditions that the Cherokee took part in. Children will get a feel for what Cherokee life is like when they read this book.

Concepts: Culture, Chronology, Map Skills, Environment of Cherokee Indians

(17) Sutcliffe, Andrea. (2002). *The New York Public Library amazing world geography: A book of answers for kids*. New Jersey: John Wiley & Sons, Inc.

This book offers detailed definitions of geography features and geographical information about places around the world, including North America and Georgia. This book can be used by a student to locate the various geographic regions of Georgia and the state's major rivers. Along with location, the book also offers a reader definitions of what each landform is and how the landform might have originated.

Concepts: Georgia landforms, United States landforms, Landform definitions, Georgia River locations

(18) Sweeney, Joan. (1996). *Me on the map*. Crown Publishers, Inc.

This book gives students an introduction to the region they live in. The text is a story of a girl who describes how her house, her neighborhood, her town, and her state are all part of where she belongs on the map. This book is a great way to introduce children to the region in which they live by allowing them to ask themselves questions based on the book's main character's observations.

Concepts: Exploration of the region in which we live

(19) Tanner, Craig. (1961). *Georgia*. Oregon: Graphic Arts Center Publishing Company.

This book offers students visual representations of landforms and regions in Georgia. The book consists of 120 photographs of landforms, plant-life, and rivers in Georgia, a shaded-relief map of Georgia, and an eight-thousand word essay about Georgia and its land characteristics. The vividly-colored photographs are ideal for showing children what the regions of Georgia look like off the map.

Concepts: Georgia landforms and geographic regions

(20) Thompson, Kathleen. (1996). *Georgia*. Texas: Steck-Vaughn Publishers.

This book is separated in to Georgia's history, economy, culture, and future. This shows that the author went to great lengths to make sure that you get all of the information about Georgia that you need. This book also discusses the lands that Georgia has and the famous people who helped Georgia to grow into the state that it is today. The author also discusses why Georgia is called the peach state and the music that has become the heart of Georgia.

Concepts: Geographic Regions of Georgia.

Government & Civic Understandings

(1) Avi, (2005). *The mayor of Central Park*. New York: HarperCollins Children's Books.

This is a book about the government and laws of an animal community in Central Park. Oscar the squirrel is the mayor of central park who believes that Central Park is the greatest place to live for animals. (because they can't get hurt here). Oscar also loves baseball and musicals. He is the team manager and short stop for his animal baseball team, the Green Sox. Unfortunately, a gang of rats enter Central Park and stir things up for Oscar. He has to use his mayor instincts and techniques to calm down the Central Park community, bring justice to the park, and get rid of the rat gang.

Concepts: Mayor (leader of a city or community), Community, Leadership.

(2) Barber, James. (2000). *Presidents*. New York: DK Publishing.

This is a great guide to the great leaders of our country (United States). In this book, you can see the first residence of our presidents and memorabilia of some of our presidents. Along with the great informative pictures, this book also provides interesting facts about out 43 presidents. Each president has information concerning their stay in the presidential residence and also information about their term as president. There is a lot to discover in this wonderful book about our nation's leaders.

Concepts: Presidents of the United States, Biographies, Chronology.

(3) Bausum, Ann. (2001). *Our country's presidents*. Washington, D.C.: National Geographic Society.

There is a section for each of our 43 presidents. In each section, there is biographical information containing the birth and death of the president and other important

information about the president. The illustrations include pictures and paintings of each president and also pictures history that occurred during their term in office. There are also time lines that indicate when important events to our history occurred. In the back of the book, there is a table that indicates each presidential election, what people ran for president and their party listings, the name of the vice presidents, percentage of popular votes and number of electoral votes, the election year, years in office, and who won the election during the election years with their presidential number listed also. This book is a great informational reference that every teacher could read up on interesting facts about our nation's leaders.

Concepts: Presidents of the United States, Biographies, Chronology, Time-Line

(4) Blassingame, Wyatt. (2001). *Look it-up book of presidents*. US: Random House, Inc.

This book offers information about the roles of the president and the historical presidents of our nation. There are sections that offer students information on what a president does, how a president is elected, and the previous presidents and their accomplishments. This book is a great resource because it does a good job of explaining the roles of the president and then offering examples of how those roles have been met by previous presidents, as well as our current president, George W. Bush.

Concepts: Roles of the president, presidential history

(5) Brown, Marc. (1991). *Arthur meets the president*. New York: Little, Brown and Company.

This book allows for the reader to travel through Washington and meet the President with Arthur. Throughout the book the author makes sure to make the reader understands the importance of meeting the President and even gives you an inside peek into some of the important landmarks in Georgia.

Concepts: President as leader of our Nation, Capitol Building.

(6) Christelow, E. (2003). *VOTE!* New York: Clarion Books.

This is a children's book full of illustrations and a fun story about why voting is important. The main goal of Christelow is to get kids to see that voting is important and to teach them why it is important. Throughout the book, she gives kids facts and information on voting and why it is important to vote. Meanwhile, there is also a story in the book about a lady who is running for mayor of her town. The two ideas intertwine and feed off each other throughout the book, so that the kids will understand voting and also see a story that tells the process of voting.

Concepts: Citizenship, Community Involvement, Voting.

(7) Comport, Sally. (2004). *American poetry*. New York: Scholastic, Inc.

This book is a compilation of poetry by different American poets that together form a “voice” of American. Within the text, historical figures (including ones of Georgia) are mentioned, along with examples of their positive citizen traits. The book offers a comprehensive introduction to the American authors, their backgrounds, and their contributions to American historical figures and environments.

Concepts: Positive citizen traits, American history, Poetry

- (8) Cronin, Doreen. (2004). *Duck for president*. New York: Simon and Schuster Books for Young Readers.

This book is a great introduction for students to the roles of the president. This book leaves room for children to learn through inquiry and explore the roles of the president. This picture book is about a duck that runs for president on the farm at which he lives. He finds that it is hard being the president due to all the roles he must fill. The text provides an opportunity for students to compare and contrast real-life roles of the president with the rolls of a president in a fictional book.

Concepts: Roles of the president

- (9) Donovan, S. (2004). *Running for office: A look at political campaigns*. Minneapolis, Minnesota: Lerner Publications Company.

This is a great book for kids! The author does a good job with the hook at the very beginning of the book because he/she ask a question that engages the children in the reading right away. The questions is, “True or False? The United States is a democracy”. The entire book is informative but engaging because it is all about the process of running for an office and how it is done. Donovan also includes seven great ideas at the end of the book for kids to get involved and educated in the election and voting process, even though they are not old enough to participate in the real voting.

Concepts: Campaigning, Candidate, Election Day.

- (10) Douglas, Lloyd. (2003). *The White House*. New York: Scholastic, Inc.

This picture book is a small twenty-page book designed for students who wish to explore the United States capitol, the White House. The book presents students with a new list of vocabulary words, which are defined explicitly in the glossary in the back of the book. This non-fiction book offers real pictures of the white house and people who have once filled it.

Concepts: United States capitol building

- (11) Friedman, M. (2005). *Government: How local, state, and federal government works*. Chanhassen, Minnesota: The Child’s World.

This is a brand new published children's information book. It covers all types of government including local, state, and national government. It also includes a time line and a glossary of terms found throughout the book. Like most children's book, especially the ones mentioned in this social studies literacy bank, this book includes book real – life photographs or drawings on every page.

Concepts: Local Government, State Government, National Government

(12) George, Judith. (2000). *So you want to be president?* New York: Penguin Putnam Books for Young Readers.

This is a delightful book which portrays the strength and weaknesses of our past presidents, and details what it takes to be a president. The book starts off with George discussing some advantages to being president. She uses such humor by saying, “You never have to take out the garbage.” Then she lists so disadvantages to being president. Once she “hooks” the children with her humorous analogies, she then depicts the first forty – one presidents’ backgrounds, characteristics, and qualifications for being president. Throughout the book, she really goes into depth with these presidents. For example, she discusses where they lived/grew up, their family members, religion, education, hobbies, what they did to become president, etc. The book is a long book, but it is one in which we would read parts at a time to our class to further analyze the life of a president.

Concepts: President (leader of our nation), Citizenship.

(13) Giesecke, E. (2000). *Kids' guide: National government.* Chicago, Illinois: Reed Educational and Professional Publishing.

This book informs its audience on the definition and parts of a national government. Giesecke categorizes this book into fourteen chapters that cover all and every part of a national government. This chapters include information on the constitution, the separation of powers, the executive branch, the president's cabinet, the legislative branch, congress, senate, house of representatives, committees, the judicial branch, the supreme court, paying for the government, and how laws are made.

Concepts: Executive Branch, Federal Powers, Judicial Branch, Laws, Legislative Branch.

(14) Giesecke, E. (2000). *Kids' guide: Local government.* Chicago, Illinois: Reed Educational and Professional Publishing.

This informational book highlights all of the key aspects of a local government. It also includes examples and scenarios of local governments in action. The book is filled with photographs on every page. Some of these photographs are taken of building, court rooms, citizens, etc.

Concepts: Local Government, National Government, State Government.

(15) Granfield, L. (2003). *America votes how our president is elected*. Tonawanda, New York: Kids Can Press Ltd.

This book is one of my favorite books for government and civic understanding! This author does a great job writing and organizing the information, and the illustrator does a great job illustrating the fun – spirited pictures. One of the great things about this book is that it is cute, which is kid – appealing. The author has given the chapter titles such clever names to make the book a fun educational book instead of a boring informational book. Some of these chapter titles include *Voices Finally Heard* when talking about the history of women and African Americans gaining the right to vote, *Practice, Practice, Practice* is the title for the chapter where she talks about representatives giving speeches when campaigning, *Let's Have a Party* is the title for the part that informs us on all the different parties such as democratic, republican, etc. The atmosphere of this book is one that will truly intrigue its young audience.

Concepts: Citizenship, Voting.

(16) Gutman, Dan. (1999). *Kid who became president*. New York: Scholastic Inc.

This book is about a thirteen – year – old boy, Judson Mason, who wants to become president. Gutman uses funny humor to connect with the children when describing Judson's trials and tribulations to becoming president. It is funny and fit for many ages. This book might be above the reading level for some first graders, but it is still a book that the teacher can read to his or her class to spark the children's interest in presidency and maybe running for office one day. Judson also wants a first lady with him when he becomes president, so the children will also get to enjoy listening to Judson try to steal the heart of one of his classmates. There are some historical facts throughout the book, but it is mainly a book that is meant for pleasure and fun for the children to be introduced to presidency.

Concepts: Presidency (leader of our nation), Running for President.

(17) Kremetz, J. (1987). *A visit to Washington, D.C.* New York: Scholastic Inc.

Jill Kremetz follows a six – year – old boy named Matt as he tours through the city of Washington, D.C. Matt shows and explains his favorite places in Washington. The boy lives in Washington with his mom, dad, and little brother. Matt and his family love the city and all of its historical sights. They also sightsee very often, so Matt knows and describes all of the wonderful and historical places to visit in Washington.

Concepts: Capital, Capitol, Historical Monuments, Washington, D.C.

(18) Sis, P. (2004). *The train of states*. U. S.: Greenwillow Books.

This book gives information about each state, including capital, motto, state tree, state bird, source of name, and date of statehood. In addition to information on capitals of the other 49 states, the book also offers detailed historical information on the capitals of Georgia and the United States. The text also gives the reader a better understanding of where each state is located in comparison to the other states.

Concepts: Capital vs. capitol, State history, Geographical location of states within the United States

(19) Sommer, Carl. (2000). *Mayor for a day*. Texas: Advance Publishing Inc.

This book allows for a child to see what it would be like if they were Mayor for a day. The little boy that is chosen makes the decision to get rid of all of the rules for the day that he is Mayor. He soon begins to see that he made a horrible mistake and that the world needs rules. The reader will get a glimpse into some of the hard decisions the Mayor had to make everyday.

Concepts: Mayor (as the leader of our city), Leadership.

(20) Thimmesh, C. (2004). *Madam president: The extraordinary, true (and evolving) story of women in politics*. Boston: Houghton Mifflin Company.

This is an extremely creative book for children. The clever illustrated characters of past president's wives and important women of our country's government are very appealing to children. The book flows nicely, but it is not a story with a plot, setting, etc. It is broken into categories based on the women. Each woman has her own page with her name written big at the top. Each category examines the woman's history, importance, and role in government.

Concepts: Government, Presidential Candidate, Women's Role in Government.

Economic Understandings

(1) Adams, B. (1992). *The go – around dollar*. New York: Simon & Schuster Books for Young Readers.

This is a book about a dollar bill that gets passed around to many different people. It starts off with a person losing it in the park. Then two little boys pick it up and spend it at a store. Another little girl gets change back at the store, which happens to be the dollar the two boys spent at that store earlier. Then the little girl spends the dollar at a flea market from a guy named Rob. After that, Rob went home and asked his sister to do a chore for him, so he gave her the dollar. Finally, Rob's sister spent the dollar at the ice

cream store. This is a great book because it not only traces a dollar bill, but the author also provides many facts about the dollar bill and US money in general.

Concepts: Money

(2) Berenstain, S. and J. (1983). *Trouble with money*. New York: Random House, Inc.

Brother and Sister bear learn that when they spend all of their money in their piggy bank then they end up having no money in the end. They learn to make choices and how to save their money when something comes up that they really want.

Concepts: Saving money, Making Choices, The Use of Money.

(3) Bourgeois, P. (2003). *Franklin makes a deal*. Canada: Kids Can Press Limited.

Franklin only has about enough money that he needs to buy a dream toy. He makes a deal with his dad that if he does chores, then he will get paid as an allowance.

Concepts: Currency, Bargaining, Working

(4) Charkins, Jim. (2001). *Choices and changes in life, school, & work: Grades 2 – 4*. New York: National Council on Economic Education.

This is a teacher’s manual filled with lessons and activities on economic development in the classroom. The topics in this manual are scarcity, choice, opportunity cost, decision making, goods & services, work, production, entrepreneurs, markets & exchange, and the Labor Market. It tells the teacher exactly what to say to the children, how to teach these lessons, and it offers many assessment worksheets to go along with the lessons. It also provides extra, fun activities and worksheets to go along with the main lessons.

Concepts: Choice, Decision Making, Goods & Services, Opportunity Cost.

(5) Conford, Ellen. (1988). *A job for Jenny Archer*. Boston: Little, Brown, & Company.

Jenny starts with only twenty – seven cents. She feels that she is “broke,” and she needs to make more money. She wants money because she wants to buy her mother a coat for her birthday. She began walking dogs to make money. She made business cards, she posted flyers, and asked friends to spread the word about her service. Then one day she hears a man on the television talk about all the money he made by selling real estate. Jenny decides to sell her house to make money. Once her parents find out, Jenny and her parents decide to have a garage sale to make more money and she does make enough money to buy her mom a coat. This is a great book because it shows a child wanting something and then earning it. It also shows Jenny at a professional level; making business cards and posting flyers.

Concepts: Earning Money, Money, Saving Money

(6) Cosby, Bill. (1998). *Money troubles (Little Bill series)*. New York: Scholastic, Inc.

This is a clever, cute book written by Bill Cosby. Little Bill is a vivid character who wants to become famous by discovering a comet. He thinks that if he discovers a comet, it will be named after him and everybody in the world will know who he is.

Unfortunately, Little Bill does not have enough money to buy a telescope, so he decides to make the money. Little Bill does many things to raise money, but in the end he learns more about generosity, not to be greedy, and looking out for others.

Concepts: Making Money, Saving Money, Showing personal, economical characteristics.

(7) Craig, Janet. (2000). *What's in the piggy bank?* United States: Troll Communications L.L.C.

Kate and Ben are playing baseball and they lose the ball. They both immediately run in to ask mom to buy a new ball, but mom will not buy a new ball because she just bought three new balls last week. She tells Kate and Ben that they will have to spend their own money to buy a new ball. Kate and Ben figure out how much a new ball costs and they begin collecting their money. Throughout the next seven pages, Kate and Ben go all around the house collecting money and counting it up until they finally come up with enough money to buy a ball. This is a very good book because it shows two children lose a **good** and have to look for, or earn, enough money to replace the good they lost. It teaches responsibility as well as how to count money, earn money, and spend money.

Concepts: Earning Money, Saving Money, Personal Spending

(8) Elkin, Benjamin. (1983). *Money*. Chicago: Children's Press.

The author describes in this book the act of bartering in clear understandable language and then goes into why we need to use money to buy the things that we need. The author also discusses the different types of money that people use to buy things and even gives a history on the money that we use today. The reader will learn a lot of useful and interesting information.

Concepts: Bartering, spending money, the history of the U.S currency.

(9) Glass, J. (2000). *A dollar for Penny*. New York: Random House, Inc.

Penny sets up a lemonade stand to earn money. She first starts off with a glass of lemonade costing one cent. As the lemonade popularity increases, her price keeps increasing on a cup of lemonade. Penny wants to see if she can make a cup of lemonade for one dollar and be able to sell it. Can she?

Concepts: Goods, Services, Prices.

- (10) Hopkins, Martha C. (2001). *Financial fitness for life*. New York: National Council on Economic Education.

This is a teacher's manual that is geared towards earning money, saving money, and teaching about money. It offers a wide range of lessons and activities to use to teach about the history of money and how we are to be responsible with money. Each lesson is developed with a description, material list, background information, activity, assessment, and extra exploring exercise. This manual is great because it not only provides information that the teacher needs to teach to the children, but it also provides information for the teacher him or herself to know before teaching the lesson.

Concepts: History of Money, How to Earn Money, How to Save Money, Types of Money.

- (11) Maestro, B. (1993). *The story of money*. New York: Clarion Books.

Beginning with the prehistoric times, this book explains what people used in place of money. You will learn what each time period used for trading and how the trading system progressed into using money. It traces the usage of money through five thousand years of history to today.

Concepts: Chronology, Change over Time, Culture, Government, Currency.

- (12) Mayer, M. (1989). *Just shopping with mom*. New York: Golden Books Publishing Company.

The little critters went shopping with their mom. The little sister wanted everything in the store that she saw. Everywhere that the little sister went, she made a mess. After leaving the store, they walked passed more stores and little sister wanted goods in those stores too. The little critters have to understand that goods cost money and they have to pick one thing that they want and they cannot have everything like the little sister wanted. At the end all of the children are rewarded.

Concepts: Making Choices.

- (13) McCoy, David. (2001). *Shipping goods*. New York: Newbridge Educational Publishing.

This is a book about goods and how they are produced. The book specifically distinguishes goods and services on the first page. The rest of the book explains how goods are produced and shipped all around the world. At the end of the book there is a map of Earth that shows specifically where certain goods are produced.

Concepts: Goods, Production, Services.

- (14) Merrill, B.(1997). *How much is that doggie in the window*. Massachusetts: Whispering Coyote Press.

A young boy walks by a pet store window and sees a puppy in the window and wants to buy the puppy. He finds out that the dog cost a bunch of money so he goes home and empties his piggy bank and is short of money. The boy is offered other pets instead of the puppy, but does not want them. The young boy decides to try and raise the money to buy the puppy. Other family issues come up and he ends up spending his money on his family. There is no way that he can possibly buy the puppy in the window. He goes to see the puppy and it is gone. Who ends up getting the puppy?

Concepts: Opportunity Costs, First-Come, Price, Obtaining Goods with Money.

- (15) Nayer, Judy. (2000). *Let's go shopping*. New York: Newbidge Educational Publishing.

It is a little boy's birthday and his mom wants to give him a birthday party, but first they have to get some thing for the party. First, they go to the bank to get money. Then they go to the store and buy cheese, vegetables, apples, cards, decorations, a present, and a cake. At the card shop, the decorations they want cost ten dollars. There is a picture that shows the mom and boy have one five – dollar bill and five one – dollar bills. Under this picture, a question asks, "Do they have enough money?" This is a great economic question to ask children in the middle of reading this book.

Concepts: Money, Personal Spending.

- (16) Rex, M. (1997). *The painting gorilla*. New York: Henry Holt and Company, Inc.

There was this gorilla who loved to paint beautiful pictures. People from all over came to see him paint and also to buy them. With everyone buying his paintings, the gorilla soon was rich and had lots of money. The gorilla has to figure out what to do with all of the money.

Concepts: Saving Money, the Price of Goods.

- (17) Thomas, K. (2004). *The kids guide to money cents*. Tonawanda, New York: Kids Can Press.

This is another children's informational book that highlights all the way money is used, the history of money, and how to use your money wisely. The cute thing about the book is that the author provides trivia questions, games, puzzles, etc. all throughout the book. These games, etc. are off to the side of the page so that children can ignore them if they want to and continue the reading and then go back to the games. It is a little long and it would be hard to read to the class as a whole, but it would be a great independent read for children fourth grade and older.

Concepts: Bartering, Budgeting your money, Goods and Services.

(18) Viorst, Judith. (1978). *Alexander, who used to be rich last Sunday*. New York: Aladdin Paperbacks.

Alexander is upset because he used to have one dollar, but he spent it all in one week. He brought gum, bet his brothers, bet his mother, rented a snake, flushed three cents down the toilet drain, lost a nickel, and bought a candle. He originally wanted to save it to buy a walkie – talkie, but then he spent all his money on things he should not have bought. After he spent it all, he tried to earn more money. He tries to rent out his toys and pull his tooth, but neither of these worked. He also went around to all the telephone booths to see if people accidentally left money in the phone booth, but he still did not find any money. He never made his money back and he was upset, but he realized the bad decisions he made when spending all of his money.

Concepts: Saving Money, Personal Spending.

(19) Wilkinson, Elizabeth. (1989). *Making cents: every kids' guide to money*. Boston: Little, Brown, and Company.

This is also another guide that informs kids about making money and things they can do to make money. It also provides information about ideas for names for odd jobs that kids can start when they are young. This book is great because it talks about being an entrepreneur and how and why that is a great thing. It is a very motivating and uplifting book that is meant to encourage kids on making their own business with the materials they have at home and the ideas they have in their head.

Concepts: Earning Money, Saving Money.

(20) Wells, Rosemary. (2000). *Bunny money*. United States: Penguin Putnam Books for Young Readers.

This book is geared to children five to eight years of age. It is a story about two bunnies; Max and Ruby. Ruby wants to buy a ballerina box for Grandma for her birthday, but Max wants to buy Grandma gooey vampire teeth. They both have saved up enough money to buy Grandma their presents, but after being irresponsible with their money, they barely have enough money to buy Grandma's presents. At one point in the story, they have to barter, and eventually they realize that they might not have enough money to get back on the bus to go home. Thankfully, they do and they were able to get Grandma's gifts, but it was a close call. This is a good book to show children the importance of spending money and how taking responsibility when spending money. We would use this in a second grade class as a lead – in into a lesson about the costs and benefits of personal spending and saving choices.

Concepts: Choices, Saving Money, Personal Spending.

Historical Understandings

- (1) Aardema, V. & Vidal, B. (Ill.). (1981). *Bringing the rain to Kapiti Plain*. Middlesex, England: Puffin Books.

This lovely picture book paints a beautiful picture of life on Kapiti Plain before and after the rains come. This is a beautiful African folktale told in poetry format.

Concepts: human/environment interaction, physical characteristics of landforms (plains), location (Africa), rural, impact of climate on community development, African tribal culture

- (2) Cocca-Leffler, M. (2000). *Bus route to Boston*. Honesdale, PA: Boyd Mills Press.

Two sisters and their mother travel on a bus from their suburban home to the city of Boston. They spend the day shopping for the family.

Concepts: urban, suburban, human-environment interaction, wants, needs, economic decisions.

- (3) Coerr, E. & Degen, B. (Ill.) (2005). *The Josefina story quilt*. Boston: Houghton Mifflin.

Faith, her family, and her pet chicken Josefina travel to California in a covered wagon. While traveling, Faith pieces together patches to form a story quilt of their trip.

Concepts: westward expansion, primary sources (quilt), adversity through hardship

- (4) Dragonwagon, C. & Pinckney, J. (Ill.). (1993). *Home place*. New York: Aladdin Paperbacks.

The author uses the discovery of a fallen chimney in the woods to relate the history of a place. The family, who discovers the remains of the house, use their imaginations to think about how the area has changed over time.

Concepts: changes over time, chronology, physical characteristics, human-environment interaction, problem-solving

- (5) LaDoux, R. C. (2002). *Georgia: Hello U. S. A.* Minneapolis, MN: Lerner Publishing Group.

This easy chapter book briefly outlines the geography, history, and economy of Georgia. The reader discovers a wealth of information about Georgia in a user-friendly format.

Concepts: landforms, bodies of water, Native American culture, history of early settlers, climate, economy, resources, environment, map skills, globe skills, symbols of Georgia, physical characteristics of a place, physical regions of Georgia

Geographic Understandings

- (1) Cooney, B. (1982). *Miss Rumphius*. New York: Scholastic, Inc.

Alice wants to do three things: travel to faraway places, make the world more beautiful, and live by the sea when she is old. She does travel all over the world and finally settles by the sea. She eventually makes the world more beautiful by planting lupines.

Concepts: physical regions of the world, landforms, bodies of water, human/environment

interaction, cardinal directions, map skills, chronology, character education

(2) Cowcher, H. (1988). *Rain forest*. Singapore: Farrar, Straus, and Giroux.

The creatures of the rain forest warn each other when the new menace, machines come to destroy their homes. The story is beautifully illustrated and paints a vivid picture of the destruction man brings in the name of progress.

Concepts: human/environment interaction, changes over time, rural

(3) Leedy, L. (2000). *Mapping Penny's world*. New York: Henry Holt and Company.

Lisa uses map skills she learned in school. She makes a map of her bedroom and a resource map of all her dog Penny's favorite places.

Concepts: type of map needed, map scale, legends, cardinal directions, compass rose, map skills, globe skills

(4) Locker, T. (2000). *Home: A journey through America*.

Various authors visualize their birthplaces through poetry. The images painted through the art work and poetry will help students gain a better understanding of geographic terms.

Concepts: physical characteristics of a place, landforms, bodies of water

(5) Williams, V. B. & Williams, J. (1988). *Stringbean's trip to the shining sea*. New York: Scholastic.

Stringbean and his brother travel from Kansas to the Pacific Ocean. The story of their travels is told in postcards and photographs.

Concepts: land forms, bodies of water, location, map skills

Economic Understandings

(1) Mitchell, M. K. & Ransome, J. (Ill.). (1988). *Uncle Jed's barbershop*. New York: Aladdin.

Sarah Jean's Uncle Jed saves to buy a barbershop during the depression era. Before buying his barbershop, Jedediah Johnson travels around on a horse cutting hair in exchange for food.

Concepts: barter, goods and services, budget, savings, scarcity, wants and needs, economic choices, opportunity cost, profit, human resources, natural resources, capital resources, the Great Depression

(2) Murphy, S. J. (1998). *Lemonade for sale (Math Start 3)*. New York: Harper Trophy.

A group of friends raise money to build a new clubhouse by selling lemonade. While peddling their products, they encounter the vagrancies of supply and demand.

Concepts: goods and services, wants and needs, economic choices, savings, profit, human resources, advertising, income, earnings, spending, economic choice, opportunity cost, supply, demand, products, competition

- (3) Viorst, J. & Cruz, R. (Ill.). *Alexander, who used to be rich last Sunday*. New York: Aladdin.

Alexander's grandparents visit and give a dollar each to him and his brothers. Alexander wants to save enough money to buy a walkie-talkie, but his need for immediate gratification overcomes his long term goals. While his brothers save their money, Alexander squanders his on trivialities.

Concepts: wants and needs, economic choices, savings, spending, opportunity cost

- (4) William, V. B. (1984) *A chair for my mother*. New York: Harper Trophy.

After her family loses everything in a fire, a young Latino girl helps them save to buy a special chair. She feels that if her mother can have a big comfortable chair to rest in after a hard day at work, they will have successfully made a new home.

Concepts: wants and needs, economic choices, savings, spending, opportunity cost, goods and services, human resources

- (5) Ziefert, H. & Lobel, A. (Ill.). *A new coat for Anna*. New York: Alfred A. Knopf, Inc.

Winter is coming, and Anna needs a new coat. Unfortunately, her mother has no money to purchase a coat. Since many goods are not readily available after the war, Anna's mother is able to trade family heirlooms to obtain a coat for Anna.

Concepts: barter, sequence, savings, supply, demand, goods and services, economic choices, human resources, natural resources, capital resources, scarcity

Civics/Government

- (1) Brown, M. (1991). *Arthur meets the president*. Boston: Little, Brown, and Company.

Arthur wins an essay contest on the theme, "How I Can Make America Great". Mr. Ratburn's class tours Washington where Arthur recites his essay for the president.

Concepts: federal government, citizenship, patriotism, places of historic interest, civic leadership

- (2) Levine, E. (1989). *I hate English*. New York: Scholastic.

Mei Mei has a difficult time learning English after she moves from Hong Kong to America. Most of her problems occur because she feels as though she is abandoning part of her culture by speaking English. A kind teacher helps her understand that she can broaden her horizons by keeping her old language and learning a new one.

Concepts: citizenship, culture, continents, landforms, bodies of water, character education

- (3) Polacco, P. (1996). *Aunt Chip and the great Triple Dam Creek affair*. New York: Scholastic, Inc.

People in Triple Creek spent so much time watching television that they no longer had time for anything else. Their library closed down fifty years earlier to make room for the new television tower. Eli would rather listen to Aunt Chip tell stories than watch television. Soon he wants to read the books that the stories come from. Children, seeking books to read, change the bad habits of the people of Triple Creek.

Concepts: free enterprise, freedom of the press, making positive choices, ability to

change history

(4) Spencer, E. & Haley, A. (Ed.). (1993). *A flag for our country*. Austin, TX: Raintree Streck-

Vaughn Publishers.

Using the backdrop of the American Revolution, the author tells the story of America's first flag. While she cannot say whether Betsy Ross made the first flag, she does show how legend has an important part in history.

Concepts: patriotism, patriotic symbols, American Revolution; rights, duties, and responsibilities of citizens, legends, primary sources

(5) Van Allsburg, C. (1990). *Just a dream*. Boston: Houghton Mifflin Company.

Walter, a young boy, learns that rules and laws are important. He is a litterbug who is not concerned with protecting the environment. One night, while dreaming, he discovers that his failure to care for his environment results in a polluted world in which he doesn't want to live.

Concepts: rules and laws to protect the rights of people, chronology, changes over time, human/environment interaction

Historical Understandings

- (1) Ware, Melva Lawson. (1999). *Frederick Douglass: Freedom's force*. New York: Time-Life Custom Publishing.

This work includes the Frederick Douglass' treatment as a slave and the chronology of his work as lecturer, writer, abolitionist, and ambassador. Ware tells the story of Frederick Douglass in a new way and provides critical information that may be otherwise overlooked.

Concepts: Frederick Douglass, slavery, civil rights

- (2) Sorenson, Margo. (1998). *Fight in the fields: Cesar Chavez*. New York: Perfection Learning.

Middle school students Kenneth and Aleesa, are transported through time and find themselves bending their backs as grape pickers in 1965. This story helps children relate to the story of Cesar Chavez. The language is on an upper elementary level.

Concepts: Cesar Chavez, worker's rights

- (3) Harness, Cheryl. (2003). *Rabble rousers: 20 women who made a difference*. New York: Dutton Press.

A collection of bibliographies on twenty famous and not so famous women who made a difference in history. The list includes women such as Eleanor Roosevelt, Ann Lee and Susan B. Anthony.

Concepts: Eleanor Roosevelt, United Nations, human rights, women in history, Susan B. Anthony, women's rights

- (4) Burgan, Michael. (2003). *Lyndon Baines Johnson: Profiles of the presidents*. New York: Compass Point Books.

Burgan provides a biography of Lyndon B. Johnson, who was the thirty-sixth president of the United States. This story on a child's level discusses his private life, how he was educated, and his career in politics.

Concepts: Lyndon B. Johnson, Great Society, voting rights

- (5) Winter, Jonah. (2003). *Paul Revere and the bell ringers*. New York: Simon and Schuster Children's Books.

In this fictional story, Paul Revere overhears adults talking about clubs they are members of and all that accompanies those clubs such as meetings, rules, and elections. This gives Paul the idea to form his own club. He names it the "Bell Ringer's Club." This

experience teaches him responsibility and other lessons that he uses as an adult in the American Revolution.

Concepts: Paul Revere, independence, American Revolution

Geographic Understandings

(1) Miller, Mindy and Cyndi Nelson. (1999). *The United States of America: A state by state guide*. New York: Scholastic Inc.

This text guide helps students learn basic facts about the geography and history of every state in the union. On each state's page, a map of the state (showing cities, rivers, mountains, and major bodies of water) is surrounded by smaller full-color illustrations and facts about the state's natural features, notable people who live or lived there, important historical moments, and official bird, flower, and insect. The bottom of each page lists the date and order of statehood, population, and area in square miles. The book also includes pages showing state flags and a map of the entire United States.

Concepts: rivers, landforms

(2) Rubel, David. (2003). *Scholastic atlas of the United States*. New York: Scholastic Inc.

Detailed full-color maps of the fifty states are found in this amazing atlas. Each map shows cities, the capital, major highways, waterways, forests, mountains, national parks, refuges, and Native American reservations. State symbols and vital statistics are also displayed. On the opposite page a short article on the state's people, their ways of life, and economic activity is emphasized with graphics. Appendixes show major river systems, geographic regions, and territorial expansion.

Concepts: map skills, mountains, rivers, landforms

(3) Matthews, Gretchen E. (2001). *Building a democratic nation: Governments in transition*. New York: Close Up Foundation.

Matthews surveys the history of democracy from ancient Greece to the present, the first part of this book explains and defines the major elements and tenets of democratic rule and stimulates critical thinking about how democracies are different. The second part shows how a nation's social, political, and economic structures must adapt to help develop a new form of government.

Concepts: Greece, democracy

(4) Davis, Kenneth C. (1993). *Don't know much about geography*. Chicago: Avon Inc.

Davis unites political change and world events as recent as Desert Storm to the authenticity of resources, landforms, and climate. Quotes throughout this text create an entertaining mix of facts and fun.

Concepts: landforms, resources, climate

(5) Fowler, Allan. (1999). *The Mississippi river*. New York: Scholastic Library Publishing.

Through this book, Allan outlines the Mississippi River from its source almost in Canada all the way to the Gulf of Mexico. Allan discusses the history of the Mississippi River, the towns that surround the river, and the physical features of the river.

Concepts: the Mississippi river, landforms, rivers

Government/Civic Understandings

(1) Christelow, Eileen. (2003). *Vote!* New York: Scholastic Inc.

Through the use of a narrative, the author tells how Americans vote and why it is important to vote. The story line follows the entire election process, including campaigning, registration, and voting. The back of the book contains new vocabulary and their definitions, a timeline of voting rights, more information about political parties, and resources online for more information.

Concepts: chronology, democracy, liberty

(2) Scillian, David. (2002). *One nation: America by the numbers*. Chelsea, MI: Sleeping Bear Press.

This collection of poems is combined into a counting book that introduces a variety of aspects of the United States. American history, landmarks, and customs are communicated in enjoyable poems.

Concepts: democracy, landmarks, customs

(3) Barnes, Peter W. and Cheryl Shaw Barnes. (1996). *A mice way to learn about government series: Woodrow W. Washingtall and friends*. New York: Scholastic Inc.

This series was designed to teach younger students about our three branches of government and the election process. Each book features delightful full-page, detailed illustrations that accurately show the White House, the Capitol, and the Supreme Court. The books also include background notes for parents and teachers.

Concepts: the three branches of government, government power, civic responsibility

- (4) Feagin, Clarice. (1997). *Our United States government*. New York: Educational Design Press.

A supplemental text that introduces students to the works of American government. Eight units explore the historical foundations of U.S. government, the functions of the three branches of government, "The People and the Government," and how the government of the U.K. differs from the government of the U.S. The Constitution's importance to the nation's development and its lasting legacy on everyday life are emphasized throughout.

Concepts: levels of government, branches of government

- (5) Sobel, Sly and Pam Tanzey. (1999). *How the US government works*. Boston: Barron's Educational Series.

In this text Sobel and Tanzey discuss the three branches of government in a way that is easy for elementary students to understand. Our government's structure and functions are found in the text in detail. The drawings, glossary, and index found in the text are very useful and reader friendly.

Concepts: the three branches of government, US government

- (6) Hamilton, John. (2004). *Branches of government*. Chicago: ABDO Publishing Company.

Hamilton uses bright pictures and engaging vocabulary to draw in the reader. His discussion of the three branches of government: executive, legislative, and judicial branches brings an otherwise complicated subject down to an easy to read and understand version. The definitions used are accurate and easy to remember and relate to.

Concepts: executive branch, legislative branch, judicial branch, Congress, General Assembly

- (7) Maestro, Betsy. (1989). *The story of the statue of liberty*. Boston: William Morrow and Company.

This is the complete story of how the statue of liberty came to America and what it symbolizes. Maestro gives great detail about the origin and importance of the statue of liberty but uses the vocabulary of an elementary student.

Concepts: liberty, statue of liberty

- (8) Dr. Seuss. (1976). *The sneetches*. New York: Random House, Inc.

This is one of Dr. Seuss' classic tales which teaches a lesson on tolerance. The sneetches learn a valuable lesson in accepting other people despite their differences. Children can relate to the exaggerated characters and find humor in their silly situations.

Concepts: tolerance, equality

(9) Silate, Jennifer. (2003). *Your mayor: Local government in action*. Chicago: Rosen Central.

Silate introduces the responsibilities of the mayor to readers. She tells how they are elected and what their job duties include and why they are an important part of our local government.

Concepts: local government, mayor

(10) LeVert, Suzanne. (2003). *State government*. New York: Benchmark Books.

This information text explains the responsibilities of those involved in the state government and how they receive their jobs. It gives details about the governor and state representatives in the Senate and the House of Representatives.

Concepts: state government, governor, Senate, House of Representatives

Miscellaneous Understandings

(1) Hartman, Holly. (2003). *Time for kids almanac 2003*. New York: Family Education Company.

A collection of recent facts, people, dates, maps, and other general information for kids in a concise group. This text has a variety of all kinds of facts mostly relating to social studies but also to other curriculum areas. This is an excellent reference for students as well as teachers.

Concepts: animals, art, books, buildings and landmarks, calendars, computers and technology, dance, dinosaurs, disasters, environment, fashion, geography, government, health, history, holidays, inventions, language, math, money, movies and TV, music, nations, presidents, religion, safety, science, space, sports, United States, weather

Historical Understandings

(1) Adler, D. (1995). *A picture book of Frederick Douglass*. New York: Holiday House.

This is a biography of Frederick Douglass' life. It explains the adversity that he experienced and tells about his amazing accomplishments in civil rights.

Concepts: rights, freedom, civil rights

(2) Adler, D. (1995). *A picture book of Paul Revere*. New York: Holiday House.

This picture book tells the story of Paul Revere's life and accomplishments to U.S. history. It contains an author's note and important facts page in the back to give the reader a further knowledge about Paul Revere.

Concept: liberty, justice, tolerance, freedom

(3) Day, N. (2001). *Your travel guide to ancient Greece*. Minneapolis: Runestone Press.

This book helps the reader to learn about life in Ancient Greece. Some things that are discussed are clothing, accommodations, foods, local customs, transportation, and notable figures. It also contains a glossary, pronunciation guide, and activities for the reader to do.

Concept: Greek architecture, law, leaders, and community

(4) Downing, D. (2002). *Democracy (political and economic systems)*. New York: Heinemann Library.

This book provides a clear foundation of democracy, from ancient Greece to today. It also describes and analyzes the major elements of democracy.

Concepts: Athenian democracy, roots of modern democracy, elements of democracy

(5) Dubois, M, Peterson, C., Schonborn, J., Smith, S., & Gregg, K. (2003). *The U.S. supreme court (first facts our government series)*. Mankato, MN: Capstone Press.

This book introduces the Supreme Court and the way it works. This book includes a table of contents, a hands-on exercise, a glossary, a bibliography, and an index. The chapters in this book are about two pages and include a title, five to six sentences, and a full - page photograph. The Pact Hound, a related website, contains links to websites with information for other parts of the government. This book is recommended for ages five to nine.

Concepts: Supreme Court

- (6) Freedman, R. (1993). *Eleanor Roosevelt: a life of discovery*. New York: Clarion Books.

This book tells about the life and accomplishments of Eleanor Roosevelt. It has photographs of Eleanor to accompany the text.

Concept: freedom, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

- (7) Halasa, M. (1989). *Mary McLeod Bethune*. New York: Chelsea House Publishers.

This book is about the life of Mary McLeod Bethune and how she fought racial injustice. It also tells about how she sought equality of African Americans in education and politics.

Concept: justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.

- (8) Kotapish, D, Moulder, B., & Webb, R., (2000). *Daily life in ancient and modern Athens*. Minneapolis, MN: Lerner Publishing Group.

This book tells how Athens became known as the birthplace of democracy. There is much detail concerning items such as agoras, customs, and the roles of the people. The book also details the contributions that Athenians made in areas such as; architecture, art, math, science, philosophy, literature, and government. The book also gives information about the present - day Athens. Included are: maps, a timeline, an index, and interesting facts. The recommended ages are eight to twelve.

Concepts: Athens: democracy, customs, roles of people, contributions

- (9) Lassieur, A. (2004). *The ancient Greeks*. Danbury, CT: Scholastic Library Publishing.

This book explains how ancient Greece was composed of individual city - states that would sometimes work together and sometimes have internal conflict. Many of their ideas have lasted through the ages and even helped form our government today.

Concepts: ancient Greece, city-states, and formation of U.S. government

- (10) Lawrence, A.W. (1996). *Greek architecture: fifth edition*. New Haven, Connecticut: Yale University Press.

The author uses vivid colorful illustrations to describe the different aspects of Greek architecture. This book includes typical Greek architecture, plus residential Greek architecture, town planning, and theatre architecture.

Concepts: Greek architecture, Ancient times' influence on the present

(11) Longfellow, H.W, & Rand, T. (1996). *Paul Revere's ride*. East Rutherford, NJ: Penguin Putnam Books for Young Readers.

This is an illustrated version of the famous ride Paul Revere took to warn the Bostonians of the forthcoming British attack. The book's illustrations are colorful and create an air of urgency that causes the reader to turn the pages quickly. It is a wonderful story about one morning that would forever change our history. This book is recommended for ages five to nine.

Concepts: Paul Revere's ride, Britain's attack

(12) Osborne, M. & Boyce, N. (2004). *Magic tree house research guide: ancient Greece and the Olympics (magic tree house research guide series)*. New York, NY: Random House Children's Books.

This book informs readers about what ancient Greece and the beginning of the Olympics were like. Jack and Annie, who are like narrators within the book, give readers fascinating facts about the Greek gods and goddesses as well as what the winners of the Olympics received. This book also compares the first Olympics with our modern day Olympics. Along with photographs and illustrations, there is a guide with additional research. This book is recommended for ages six to ten.

Concepts: ancient Greece: Olympics, gods, and goddesses

(13) Parker, B. (1998). *Susan B. Anthony: Daring to vote*. Brookfield, CT: Millbrook Press.

This is a short biography, telling the story of Susan B. Anthony's life and work. It tells about her daring adventure of voting, despite the fact that women couldn't vote. The book also explains how she developed her passion for civil rights and women's rights.

Concepts: civil rights, women's rights, suffrage, freedom

(14) Parton, S. (2002). *Cleisthenes: founder of Athenian democracy*. New York: Rosen Publishing Group.

This book is a biography about Cleisthenes, the founder of Athenian democracy. Cleisthenes changed the way in which the city-states were governed in Athens in 509 B.C.

Concepts: Athenian democracy, Ancient times' influence on the present

(15) Peare, C. (1951). *Mary McLeod Bethune*. New York: Vanguard Press, Inc.

Peare gives a rich description of Mary McLeod Bethune's life and accomplishments as an educator. She describes her struggles to start a school for young black girls and leads this into her later work.

Concepts: civil rights, education, women's rights

(16) Peterson, H. (1971). *Susan B. Anthony: pioneer in women's rights*. Illinois: Garrard Publishing Company.

This book is a biography of Susan B. Anthony that tells about how she contributed to United States history. There are 94 pages but the book contains many pictures and large print.

Concept: women's rights, freedom, equality, liberty, and tolerance

(17) Rustad M. E., & Schaefer, L. M. (2002). *First biographies: Amelia Earhart: Benjamin Franklin: Christopher Columbus: Clara Barton: Frederick Douglas: George Washington Carver: Harriet Tubman: Jackie Robinson: Pocahontas: Rosa Parks: Susan B. Anthony: Thomas Edison*. Mankato, MN: Capstone Press.

This book contains the biographies of some of our important figures including; Frederick Douglas, Susan B. Anthony, and many others who helped shape our country. This very informative book is recommended for children ages five to six.

Concepts: historical figures and their biographies

(18) Stockton, D. (1990). *The classical Athenian democracy*. New York: Oxford University Press.

This book describes how the Athenian democracy was developed and how it worked. It also describes how the Athenian constitution was developed.

Concepts: Athenian democracy

(19) Tzonis, A. (2004). *Classical Greek architecture*. Paris: Flammarion.

Written by an architectural historian, this book describes the history of Greek architecture and is filled with many photographs.

Concepts: Greek architecture

(20) Wayne, B. (1975). *Women with a cause*. Illinois: Garrard Publishing Company.

This book contains biographies of four women who influenced U.S. History. The four women are Anne Hutchinson, Lucretia Mott, Susan B. Anthony, and Eleanor Roosevelt.

Concept: women's rights, freedom, equality, liberty, and tolerance.

Geographic Understandings

(1) Bial, R. (1997). *Mist over the mountains: Appalachia and its people*. Boston: Houghton Mifflin.

This book gives a detailed, descriptive account of the Appalachian lifestyle. This book uses excellent quality, full color photographs to illustrate not only the topography, but they culture and heritage of the Appalachian region.

Concepts: Appalachian Mountain range, topographical features of the U.S., culture of the Appalachian region

(2) Cioracco, J., Feeley, K., Behrens, K. (2003). *State by state atlas*. New York: Dorling Kindersley Publishing.

This atlas for children uses maps, pictures, illustrations, and fact boxes to describe each state of the U.S. The atlas is arranged by region and creates a clear way to understand the different geographical and cultural aspects of the U.S.

Concepts: topography of the United States, regions of the United States

(3) Ferriss, S., Sandoval, R. (1997). *The fight in the fields: Cesar Chavez and the farmworkers movement*. Orlando, Florida: Harcourt Brace & Company.

This book tells about Cesar Chavez and his family's life in Arizona. It tells about how their lives influenced his later accomplishments.

Concepts: geographical influences on historic figures

(4) Fitzharris, T. (2000). *Rocky Mountains: wilderness reflections*. Firefly Books, Limited.

This book uses photographs and text to tell about the landscape, wildlife, and overview of the topography of the Rocky Mountains.

Concept: topography of the Rocky Mountains

(5) Fowler, A. (1999). *Mississippi River*. Scholastic Library Publisher.

This book follows the Mississippi river from its start in Canada to its finish in the Gulf of Mexico. This book also discusses towns, history, and physical features of the Mississippi River.

Concept: major U.S. rivers

(6) Fowler, A. (2000). *The Mississippi River*. New York: The Children's Press.

This is an informational book for children about the Mississippi River. It tells about where it is located and its physical features. It also tells of the history of the river and its surrounding towns.

Concepts: Mississippi River, topographical features

(7) Gilpin, D. (2003). *Colorado River*. Milwaukee, WI: Gareth Stevens Audio.

This book gives the origin, plant and animal life, economic, and ecological aspects of the Colorado River. The book tells how the river created the Grand Canyon before being tamed by dams. Also included is the vital role the river plays for the people who reside in the extremely dry areas of the west. This interesting and informative book is recommended for readers aged nine to fourteen.

Concepts: geological aspects of Colorado River

(8) Greenfield, E. (1977). *Mary McLeod Bethune*. New York: HarperCollins Publishers.

This book tells the story of where and how Mary McLeod Bethune grew up. It also tells about her accomplishments as an educator for African-Americans.

Concepts: geographical influences on historic figures

(9) Grupper, J. (2001). *Destination: Rocky Mountains*. New York: National Geographic.

The author combines text and full color photographs to express the enormity and richness of the Rocky Mountains. This book explores many aspects of the Rocky Mountains including animals, landforms, and bodies of water.

Concepts: Rocky Mountain range, topographical features of the United States

(10) Ippisch, H. (1998). *Spotted bear: a Rocky Mountain folktale*. Flowers, R. (Illus.). Missoula, Montana: Mountain Press Publishing Co.

The author retells a Rocky Mountain folk tale about how the spotted bear obtained its' spots. It also highlights other plants and animals found in the Rocky Mountain range.

Concepts: Rocky Mountain range, American folk tales, regions of the United States

(11) Jackson, T. (2003). *The Ohio River (rivers of North America series)*. New York, NY: World Almanac Books.

This book describes the origin, plant and animal life, economic and ecological aspects of the Ohio River. Included in this book are points of interest along the river and wonderful color illustrations this book could be very interesting to readers aged from nine to fourteen.

Concepts: geological aspects of Ohio River

(12) Kornblatt, M. (1987). *Paul Revere and Boston*. New York: Yearling.

This book describes the history of Boston as it relates to the life of Paul Revere. It also describes the events of the Revolutionary War and the Boston Tea Party.

Concepts: geography, geographical influences on historic figures

(13) Laurie, P. (1999). *Rio Grande: from the Rocky Mountains to the Gulf of Mexico*. Boyd Mills Press.

This book tells about the Rio Grande River in a first-person narrative. It provides the reader with a sense of its history as it passes from place to place.

Concept: Rivers

(14) Mader, J. (2004). *Appalachian Mountains*. New York: Children's Press.

This book uses large colorful photographs and brief, simple text to introduce students to the Appalachian Mountain range.

Concepts: Appalachian Mountain Range, topography of the United States, regions of the United States

(15) Maynard, C. W. (2004). *Appalachians*. New York, NY: PowerKids Press.

This book describes the geology, climate, plant and animal life, economy, exploration, and culture of the Appalachian Mountains. A highlight of the book is the incredible color filled pictures of the terrain and life found on the mountains. This book is recommended for readers aged eight to twelve.

Concepts: geological aspects of Appalachian Mountains

(16) Mead, R. & P., & Gutello, A. (1992). *Our national parks*. New York: Smithmart Publishing.

This book discusses sights and activities of over 30 parks.

Concept: topographical features of the United States, mountain ranges and rivers

(17) Preston, D. (1980). *Young Frederick Douglass: the Maryland years*. Baltimore, Maryland: John Hopkins University Press.

Preston describes the situation in Maryland in the time that Frederick Douglass lived there. He describes how the effects of slavery affected Douglass' later years.

Concepts: geographical influences on historic figures, slavery

(18) Prevost, J.F. (2002). *Mississippi river*. Edina, MN: ABDO Publishing Company.

This book gives the origin, borders, plant and animal life, and economic and ecological information concerning the Mississippi River. Each two page spread includes text as well as a full page, color illustration. Also included are maps and diagrams that explain words in the text, such as locks. Any new words are printed in bold and defined in the glossary. The recommended ages are eight to eleven

Concepts: geological aspects of Mississippi River

(19) Whitcraft, M. (2000). *Hudson River*. Minneapolis, MN: Sagebrush Education Resources.

This book details the origin, plant and animal life, ecological, and economic features of the Hudson River. The book tells how the Hudson begins as a stream and ends as the largest fresh water estuary in the U.S. Also noted are wetlands and problems the river faces today. This book is recommended for ages eight to eleven.

Concepts: geological aspects of Hudson River

(20) Whitcraft, M. (1999). *The Hudson River*. Scholastic Library Publishers.

This book is about the history, uses, changing nature, and ecological aspects of the Hudson River.

Concepts: major U.S. rivers

Government/Civic Understandings

(1) Barnes, P. (1996). *House mouse, senate mouse*. Ely, Minnesota: Rosebud Books.

This book very simply describes the idea of congress. It includes how a bill becomes a

law. This is not a strictly informational book, it is more of a fun way to introduce congress.

Concept: congress, Senate, House, laws, bills

(2) Buller, J., Cocca-Leffler, M., Regan, D., Schade, S., & Weber, J. (2004). *Smart about the presidents*. New York: Gosset & Dunlap.

This book is about the Presidents of the United States. It includes all presidents from George Washington to George W. Bush. On each page there are facts about each president. It also includes facts about the Presidency, the Vice Presidents, and the First Ladies.

Concept: executive branch of government, the presidency

(3) Christelow, E. (2003). *Vote!* New York: Scholastic.

This book is a fictional story of a town that holds a local election for the office of Mayor. The book uses the fictional story to help explain the election process of the local level of government. At the back of the book, there is information about political parties, definitions of political words that were used in the book, and a timeline of voting rights.

Concepts: levels of government (local level)

(4) Firestone, M. (2004). *The state judicial branch (our government series)*. Mankato, MN: Capstone Press.

This book gives information about how the state Supreme Court works, how the justices are selected, and how cases are decided. Each page features a fun fact, text, and a picture. The book also includes a list of references, glossary, and internet site. This book is recommended for readers aged four to eight.

Concepts: state Supreme Court, justices

(5) Firestone, M., & Goehring, J. (2004). *The state legislative branch (our government series)*. Mankato, MN: Capstone Press.

This book tells how the Legislative Branch makes many decisions that affect our lives. Set up like a tour, this book details the state legislature and tells how laws are made. Each page features a fun fact, picture, and text. Also included are a glossary, list of references, and internet site. This book is recommended for children ages four to eight.

Concepts: Legislative branch

- (6) Gilfond, H. (1981). *Executive branch of the United States government*. New York: Franklin Watts.

This book takes an in depth into the executive branch of our government. It includes information concerning the President, his cabinet, executive offices, and other agencies that involve the executive branch.

Concepts: democracy, branches of Government

- (7) Granfield, L. & Bjorkman, S. (2003). *America votes: how our president is elected*. Tonawanda, NY: Kids Can Press.

This book details the steps involved with voting. It also briefly describes how African Americans and women became able to voice their opinion. Also included are the types of voting machines and the role of the Electoral College. This book also contains funny illustrations, a timeline, and brief biographies. It is recommended for readers aged five to nine.

Concepts: voting: African Americans and women, Electoral College

- (8) LeVert, S. (2004). *How states make laws*. Salt Lake City, UT: Benchmark Books.

This book gives information concerning state government. It tells how the state legislature, general assembly, and general court influence the state's law making ability. This book includes; a table of contents, index, and glossary as well as web links for further information. This book is recommended for ages eight to eleven.

Concepts: state government: legislature, general assembly, and general courts

- (9) Quiri, P. R. (1998). *Congress*. Danbury, CT: Scholastic Library Publishing.

This book details the origin, functions, and duties of the U.S. Congress. It tells about the two house system, and how many people are in each house. The book also includes instructions concerning how to write a letter to a member of Congress. This book is recommended for readers aged eight to ten.

Concepts: functions and duties of Congress

- (10) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the federal executive branch*. (Vol.1). Connecticut: Groiler Education & Sherman Turnpike Publishers.

This is a detailed book on the federal executive branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: levels and branches of government

(11) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the federal judicial branch*. (Vol.1). Connecticut: Groiler Education & Sherman Turnpike Publishers.

This is a detailed book on the federal judicial branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: Levels and branches of government, responsibilities of each level and branch of government

(12) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the federal legislative branch*. (Vol.1). Connecticut: Groiler Education & Sherman Turnpike Publishers.

This is a detailed book on the federal legislative branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: levels of government, branches of government, responsibilities of levels and branches of government

(13) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the local executive branch*. (Vol.1). Connecticut: Groiler Education & Sherman Turnpike Publishers.

This is a detailed book on the local executive branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: levels and branches of government, local government

(14) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the state judicial branch*. (Vol.1). Connecticut: Groiler Education & Sherman Turnpike Publishers.

This is a detailed book on the state judicial branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: levels and branches of government, state government, judicial branch

- (15) Remy, R. & Emeritus, P. (Eds.). (2001). *American government at work: the local legislative branch*. (Vol.1). Connecticut: Grolier Education & Sherman Turnpike Publishers.

This is a detailed book on the local legislative branch of government. It includes a glossary in the back, and has a list of websites and books that the reader can use to find more resources on this topic.

Concepts: levels and branches of government, state government

- (16) Ryon, Q. P. (1999). *The supreme court*. New York: Children's Press.

This book describes the Supreme Court and the way that the judicial branch works.

Concepts: judicial branch, branches of government

- (17) Shaffrey, M., Fonder, M., (2002). *The complete idiot's guide to American government*. New York: Alpha Books.

This is a general up-to-date book that can be used as a reference tool for the teacher, as well as the students in the classroom. It includes information on the branches of government, levels of government, and important governmental issues. It also includes a section that gives the latest government websites.

Concepts: American government, civics, branches of government, levels of government

- (18) Sobel, S. (1999). *How the U.S. government works*. New York: Barron's Education Series.

This book describes the branches of government. It also tells who works in what part of the government.

Concepts: branches of government

- (19) Stern, G. (1993). *The congress: America's lawmakers*. Texas: Raintree Steck-Vaughn Publishing.

This book is about the origins of Congress, members of Congress, and notable debates and acts of Congress. It also includes pictures and a glossary to help explain the text.

Concepts: levels and branches of government, examples of the responsibilities of each level and branch of government.

- (20) Wie, N. (1998). *Travels with Max: the U.S. Capitol building*. Unbin, C. (Illus.). New York: Max's Publications.

This is a book designed to teach children about the legislative branch of our government. This book takes students on a tour of the Capitol, teaches about the members of Congress, and discusses how a bill becomes a law. This book also includes puzzles and brain teasers to enrich the curriculum and engage the students.

Concepts: American government, civics, legislative branch of government

Economic Understandings

(1) Baines, J. (1994). *The United States*. Texas: Raintree Steck-Vaughn Publishing.

This book examines the landscape, climate, weather, population, culture, and industries of the United States.

Concepts: production, services, trade, and interdependence

(2) Ball, J., Ciovacco, J., & Barnett, P. (2003). *Conservation and natural resources*. Milwaukee, WI: Gareth Stevens Audio.

This book tells about our natural resources, threats they face, and what we are doing to save them. Each two page spread includes pictures, graphs, text, and charts as well as an activity. Also included are short biographies of two important conservationists. This book is recommended for readers aged ten to fourteen.

Concepts: natural resources, conservation

(3) Berenstain, S., Berenstain, J. (1983). *The Berenstain bear's trouble with money*. New York: Random House.

Brother and Sister Bear have some troubles with saving their money. They find ways to make and save their money in order to buy the things they want.

Concepts: saving, spending, currency, price

(4) Berg, A., Bochner, A., (2002). *The totally awesome money book for kids*. New York: Newmarket Press.

This book was written by an 11 year old boy and his mother. This book is an overview of economic principles such as saving, spending, investing, budget, taxes, and setting goals.

Concepts: economics, consumers and producers, costs and benefits, saving and spending, taxes

(5) Bernstein, D. (1992). *Better than a lemonade stand: small business ideas for kids*. Hillsboro, Oregon: Beyond Words Publishing.

This book gives great examples of small businesses that children could start on their own. It would be great for teachers to use to get ideas for projects for the students.

Concepts: entrepreneurship, goods, services

(6) Capua, S. D. & Varqus, N. R. (2001). *Paying taxes (true books' civics series)*. Danbury, CT: Scholastic Library Publishing.

This book tells what taxes are, why people pay them, and what the government does with them. The color pictures and caption boxes help young readers digest important information. This book is recommended for readers aged eight to ten.

Concepts: taxes, definition and function

(7) Casteneda, O. (1993). *Abuela's weave*. New York: Lee & Low Books, Inc.

This book is about a Guatemalan girl who weaves special creations with the help of her grandmother. She then takes them to the market to sell them.

Concept: production, supply and demand, scarcity

(8) De Capua, S. (2002). *Paying taxes*. New York: Children's Press.

This book is about what taxes are, why we pay them, and how the government spends them.

Concepts: taxes and their uses

(9) Fraser, M. A. (2003). *I.Q. goes to the library*. New York: Walker and Company.

A little mouse named I.Q. hears the teacher read a book to the class and he loves the story. This book follows the mouse on his adventure to find the book the teacher read in the library. It explains how a school library works.

Concepts: services, goods

(10) Gorman, T. (2003). *The complete idiot's guide to economics*. New York: Alpha Books.

This book explains in simple terms how the U.S. economic system functions. It discusses economics on both a global and economic level. This book would be best used as a reference tool for the teacher in the classroom.

Concepts: economics, trade, scarcity, saving and spending

- (11) Hirsch, C. (1993). *Taxation: paying for government*. Texas: Raintree Steck-Vaughn Publishing.

This book is about the history of how and why the government collects money. It also discusses the IRS and taxation in the United States.

Concepts: taxes

- (12) Kalman, B., Arthurs, C., & Hoogeveen, M. (1990). *Visiting a village*. New York, NY: Crabtree Publishing Company.

This fictional story is about a pioneer family village. The book focuses on the artisans, school, general store, and home. Also noted is the way that all people in the village must work together to keep the village running smoothly. This book is recommended for ages nine to twelve.

Concepts: codependence of city dwellers

- (13) Krull, K. (2001). *Supermarket*. Greenburg, M. (Illus.). New York: Holiday House.

This is a picture book about the supermarket. The economic issues of the supermarket such as trade, capital, consumers, producers, and price are discussed.

Concepts: economics, capital, goods, costs and benefits, spending, trade, production

- (14) McGillian, J. (2004). *The kid's money book: earning, saving, spending, investigating, and donating*. Sterling Publishing Company.

This book teaches children about earning, saving, spending, investigating, and donating money.

Concept: cost and benefits

- (15) McGuire, L. (2003). *Big Mike's police car*. New York: Random House Books.

This story follows Mike, a police officer, around for a day. It shows the different services that police officers perform such as finding lost children and helping at a car accident.

Concepts: services

- (16) Ready, D. (1997). *Firefighters (community helpers)*. Mankato, MN: Bridgestone Books.

This is an informational book that describes the duties of firefighters. It also describes the clothing and tools they use.

Concepts: services

- (17) Rosinsky, N. M. (2003). *Earning money (let's see, economics)*. Minneapolis, MN: Compass Point Books.

This book explains things people do to earn money, while relating the idea of a job to children. Laws protecting workers are also included. This book includes photographs, a glossary, an index, websites, and facts. This book is recommended for children ages six to nine.

Concepts: earning money

- (18) Schenk de Regniers, B. & Haas, I. (2002). *Was it a good trade?* New York, NY: HarperCollins Children's Books.

This fictional story is about a man who trades everything he has, but wonders if each trade was good. Originally a folk song, this story explains to children the process of trade. The comical illustrations increase the humor. This book is recommended for ages six to eight.

Concepts: trade

- (19) Schwartz, D. (1994). *If you made a million*. Kellogg, S. (Illus.). New York: Harper Trophy.

In this fiction picture book, a magical mathematician leads a group of kids through lots of odd jobs. When they are paid for their services they begin to ask thought provoking questions about money, that guide the contents of the book.

Concepts: economics, currency, goods and services, saving

- (20) Woods, S. (1999). *Chocolate: from start to finish*. Zucker, G. (Illus.). New York: Blackbirch Press.

This book describes the chocolate making process and the crayon making process. It takes the journey in a factory from raw materials to finished products.

Concepts: economics, labor, capital, producers, production

Economic Understandings

DiSalvo-Ryan, D. (2000). *Grandpa's corner store*. Hong Kong: Harper Collins Publishers.

Lucy's grandpa owns a grocery store. When a larger grocery store opens down the street, Grandpa worries he will have to sell his store.

Concepts: Specialization, interdependence

Hopkinson, D. (1993). *Sweet Clara and the freedom quilt*. New York: Alfred A. Knopf. This story is about a slave that works as a seamstress in he master's house. She has been separated from her mother by slavery. She overhears some slaves talking about how to find the Underground Railroad. She decides to use her scrap material to see a quilt with a map to the Underground Railroad on it.

Concepts: scarcity, production, opportunity cost, resources, location, place, slavery, Underground Railroad

Mitchell, M. (1994). *Uncle Jed's barbershop*. New York: Scholastic Inc.

This story takes place in the 1900s. Uncle Jed wants to buy his own barbershop. When his niece needs an operation, Uncle Jed gives the money he was saving to her parents. During the Great Depression, Uncle Jed loses money. He continues to save money in order to own his own barbershop.

Concepts: opportunity cost, production, human and environment relationships

Dr. Seuss. (1971). *The lorax*. New York: Random House.

This story is about a man that harms the environment based on the wants and needs of the community.

Concepts: wants and needs

Viorst, Judith. (1978). *Alexander, who used to be rich last Sunday*. New York: Aladdin Paperbacks.

This is a story of a boy named Alexander that spends his allowance foolishly instead of saving it.

Concepts: opportunity cost

Historical Understandings

Bridges, R. (1999). *Through my eyes*. New York: Scholastic Press.

The time was 1960. A little girl by the name of Ruby Bridges entered for the first time what had been an all white school. This is a story of her memories.

Concepts: Civil Rights

Mitchell, B. (1980). *Cornstalks and cannonballs*. Minneapolis: Carolrhoda Books.

This story is about a town in Delaware that worked together to scare away British ships that were blocking the harbor/

Concepts: War with England 1812, cooperation

Polacco, P. (1994). *Pink and Say*. New York: Babushka Inc.

This is a story based on the author's great-great-grandfather's experience. The story takes place during the Civil War. In the story, a black soldier rescues a white soldier.

Concepts: Civil War, slavery

Say, A. (1993). *Grandfather's journey*. New York: Houghton Mifflin Company.

This story is about the author's grandfather, who travels around the United States of America. The grandfather later returns home and tells stories of his travels to his grandson. His grandson later grows up and takes the same journey as his grandfather.

Concepts: immigration, Japan, U.S.A., Japanese-Americans.

Winter, J. (1988). *Follow the drinking gourd*. New York: Alfred A. Knops, Inc.

This story is about a sailor that helps slaves escape on the Underground Railroad. The sailor teaches the slaves the song "The Drinking Gourd". The song contains directions to the Underground Railroad. Slaves use these directions to help them escape.

Concepts: slavery, Underground Railroad, Civil War

Geographic Understandings

Conway, C. (1994) *Where is Papa now?*. New York: Reed Business Information, Inc.

This is a story about a sea captain that travels the world. While her father is away, his daughter persistently asks her mom, "Where is Papa now?". The mother describes places and people that he encounters on his journey and gifts that he might bring home to her.

Concepts: location, travel, communication in the 19th century, cultures

Hartman, G. (1993). *As the crow flies*. New York: Aladdin Paperbacks.

We use maps to find places. This is a look at how different animals get from place to place without the aid of maps. This is also a first book of maps.

Concepts: landforms, maps

Hutchins, P. (1968) *Rosie's walk*. New York: Little Simon.

This story is about a hen that takes a walk across the yard. She is not aware that a fox is following her in order to catch her. By following the hen, the fox goes from one accident to another.

Concepts: map making skills

Mem, Fox. (1983). *Possum magic*. Hong Kong: Voyager Books.

This story is about two possums that live in Australia. Grandma makes Hush invisible with her magic. The possums take a trip through Australia to find the food that will make the possum visible again.

Concepts: Australia, culture

Sweeney, J. (1996). *Me on the map*. New York: Bantam Doubleday Dell Books for Young Readers.

This is a story about a girl that uses a map to find where she lives. She creates maps of her room, neighborhood, town, state, and country.

Concepts: maps and map skills

Civic Understandings

Avi. (1995). *Poppy*. New York: Harper Collins Publishers, Inc.

This is a story about an owl that convinces some field mice that he can protect them from the porcupines. The mice find out that owl is telling a lie. They try to outwit the owl.

Concepts: authority, government

Mochizuki, K. (1993). *Baseball saved us*. Hong Kong: Lee and Low Books.

This story is about a Japanese family that was moved to an internment camp during World War II. The children in the story played baseball. This game helped to pass the time as well as gave them respect for themselves.

Concepts: Japanese internment camps, World War II

Quiroga, P. (1998). *The national anthem*. New York: Scholastic Library Publishing.

This book tells the story of how Francis Scott Key wrote “The Star Spangled Banner” during the attack by the British on Fort McHenry.

Concepts: citizenship, civic participation, patriotism

Soto, G. (1993). *Too many tamales*. New York: The Putnam and Grosset Group.

This story is about a girl that loses her mother’s ring while making tamales. She has to eat a lot of tamales in hopes of finding the ring.

Concepts: authority, power, Mexican-Americans

Spier, P. (1997). *We the people: the constitution of the United States of America*. New York: Houghton Mifflin Company.

This book provides an overview of the Constitutional Convention and the ratification of the Constitution.

Concepts: Preamble of the Constitution

Historical Understandings

1. Greenfield, Howard. (2001). *After the Holocaust*. New York: Greenwillow Books.

This book offers the stories of eight Jewish survivors of the Holocaust. The men and women share their experiences during and after their liberation by Allied troops.

160 pages

Concepts: Holocaust, World War II, Liberation of Concentration Camps,

2. Hughes, Dean. (2003). *Soldier boys*. Riverside, New Jersey: Simon Pulse.

This book parallels the adolescence of two farm boys, one from Utah eager to join the war to prove something to the people in his hometown and one from Bavaria brainwashed by Hitler.

240 pages

Concepts: Teenage Soldiers, World War II, Battle of the Bulge, Hitler and his Influence

3. Lowry, Lois. (1998). *Number the stars*. New York: Laurel-Leaf.

Lois Lowry won a Newberry Medal for this story of a ten-year old Danish girl who risks her life smuggling her best friend and her family out of Nazi-occupied Denmark into Sweden.

144 pages

Concepts: Holocaust, World War II, character qualities (friendship, bravery, sacrifice), Nazi Occupation

4. Lester, Julius. (1999). *From slave ship to freedom road*. New York: Puffin Books.

This picture book traces the slaves' journey from the auction blocks to the slave ships to the plantations. It engages readers to identify with the slaves, prompting them to think imagine the feelings of the slaves.

40 pages

Concepts: Slavery, Slave Trade, Emancipation

5. Copeland, Maier. (2004). *Martin Luther: a man who changed the world*. St. Louis, Missouri: Concordia Publishing House.

This picture book introduces readers to Martin Luther, important events in his life, and the Reformation.

32 pages

Concepts: Martin Luther, Reformation, Religion, Non-Violent Protest

Geographic Understandings

1. Fritz, Jean. (1994). *Around the world in a hundred years*. New York: G. P. Putnam's Sons.

This book examines the journeys of ten well-known explorers as they collectively recreate the maps of the late 15th century. The book dedicates a chapter for each explorer, making it easier for teachers to select excerpts to supplement classroom instruction.

128 pages

Concepts: Explorers and Exploration, 15th Century, World History, European Expansion, Maps and Geography

2. Leacock, Elspeth. (2001). *Journeys in time: a new atlas of American history*. Boston, MA: Houghton Mifflin.

A combination of atlas and storybook, this book depicts Americans “on the move.” It offers the more well-known stories of Christopher Columbus and Lewis and Clark, as well as narratives from less prominent Civil War soldiers, immigrants, and travelers during the California Gold Rush.

48 pages

Concepts: American History, Migration and Travel, Exploration, Maps and Geography

3. Hausman, Gerald & Uton Hinds. (2003). *The jacob ladder*. New York: Scholastic Paperbacks.

This book, based on the childhood of co-author, Uton Hinds, is a look at 1960s Jamaica. It examines the poverty, family structure, traditions and customs of a Jamaican family as it tells the story of disloyalty and understanding.

128 pages

Concepts: Jamaica, Caribbean, 1960s, Poverty, Family Status and Structure, Adolescence

4. SanSouci, Robert D. (1995). *The faithful friend*. New York: Simon & Schuster.

This is an excellent picture book that tells the story of friendship between two boys in the French West Indies. Based on a Caribbean folktale, this narrative puts the rich West Indies culture into words and would be a great way to supplement the content.

40 pages

Concepts: Magic and Folklore; Caribbean, French West Indies, Friendship, Culture and Tradition

5. Williams, Suzanne. (2004). *The Inuit (Watts Library)*. New York: Franklin Watts.

This book offers a glimpse into the culture of the Inuits of Canada. It includes timelines, beautiful photographs, and a glossary.

64 pages

Concepts: Inuits, Canada, Hunter/ Gatherer Societies, Culture and Tradition

Economic Understandings

1. Temple, Frances. (1995). *Tonight, by sea*. New York: Orchard Books.
Temple tells the story of government oppression and the economic consequences in a tiny town in Haiti. The narrative follows a family as it plans to leave Haiti for the United States of America by boat.
160 pages
Concepts: Haiti, Caribbean, Government Oppression, Poverty, Refugees
2. Bartoletti, Susan Campbell. (2001). *Black potatoes: The story of the great Irish famine, 1845-1850*. Boston: Houghton Mifflin.
This book explores the history of the Potato Famine in Ireland during the time between 1845 and 1850. It discusses poverty and starvation and the beginnings of immigration to the United States. It consists of first-witness accounts and has supplemental timelines and maps.
160 pages
Concepts: Ireland, Europe, Potato Famine, Poverty and Starvation, United States Immigration, World History, Mid- Eighteen Hundreds Time Period
3. Thomas, Jane Resh. (1994). *Lights on the river*. New York: Hyperion.
A beautiful picture book, *Lights on the River*, tells the story of a little girl who misses her home as her Mexican migrant family travels from farm to farm.
Concepts: Mexico, Migrant Workers, Culture and Tradition
4. Schwartz, David M. (1994). *If you made a million*. New York: Harper Trophy.
This is a super, fun book that examines the value of money. It reinforces the concepts of working, earning, and saving.
40 pages
Concepts: Money, Economics, Working, Earning, and Saving
5. Karlitz, Gail. (2001). *Growing money: a complete investing guide for kids*. New York: Price Stern Sloan.
The book offers a less-complex explanation of saving, principle, risks, and compound interest. It is a tremendous resource for encouraging investment, including the stories behind familiar companies like Coca-Cola and Kellogg's.
122 pages
Concepts: Money, Economics, Risks, Saving, Compound Interest

Civics/Government Understandings

1. Temple, Frances. (1992). *Taste of salt: a story of modern Haiti*. New York: Harper Trophy.

Although based on actual events, this is a fictional story based on the oppression of modern-day Haiti. It explores the poverty and politics of the rival-torn country.

192 pages

Concepts: Haiti, Caribbean, Oppressive Governments, Poverty, World History

2. Degans, T. (1997). *Freya on the wall*. New York: Browndeer Press.
Degans writes this fascinating novel about a family separated by the Berlin Wall after World War II. It discusses how the families are reunited after the wall is brought down. One granddaughter tells her cousin of growing up in East Germany.

281 pages

Concepts: East Germany, Berlin Wall, Fall of Communism, World War II

3. Filipovic, Zlata. (1995). *Zlata's diary*. New York: Penguin Books.
This book discusses the consequences of the war in Bosnia. Zlata's diary begins when she is ten years old. The focus of the diary shifts from friends, school, and juvenile things to war, snipers, and bombings.

208 pages

Concepts: Bosnia, Europe, Political Instability, Civil War, Adolescence

4. Whelan, Gloria. (2003). *Angel on the square*. New York: Harper Collins.
This novel is set during the time of the crumbling tsarist ruling of Russia. Katya, a companion to the tsar's children, sees both sides of the Russian Revolution.

304 pages

Concepts: Russian Revolution, Tsarist Government, Pre-WWI Russia

5. Whelan, Gloria. (2003). *The impossible journey*. New York: Harper Collins.
A great companion to *Angel on the Square*, *The Impossible Journey* is set in 1934 Stalinist Russian. It tells the story of Mayra as she attempts to find her parents, exiled aristocrats.

256 pages

Concepts: Communism, Political Exiles, Siberia, Stalin, Russia, Political Prisons

Historical Understandings

(1) Bishop, C. (1952). *Twenty and ten*. New York: Scholastic Inc.

The story takes place at the beginning of 1944, when France was being occupied by Germany, and all the kids had been sent away for their safety. Twenty boys and girls in the fifth grade (actually 19 fifth graders and one little brother) were sent away to take refuge high in the mountains together, along with a nun. A man comes and asks them to hide ten Jewish children from the Nazis.

Concepts: World War II, German aggression, Nazis, persecution of the Jewish people

(2) Gregory, K. (1990). *The legend of Jimmy Spoon*. New York: Scholastic Inc.

This is the story of Jimmy Spoon, a twelve-year old boy that lives in Brigham Young's Mormon colony and longs for a horse and adventure. He meets two Shoshoni boys who offer to give him a horse if he will come and meet their mother. He sets off on a two-hour journey and ends up spending over two years traveling with the Shoshoni tribe as the chief's brother.

Concepts: Southwestern Indian culture, history of Utah, understanding differences and similarities in others

(3) Hesse, K. (1992). *Letters from Rifka*. New York: Scholastic Inc.

Rifka and her family are Jewish and have to flee Russia. They want to come to America, but have to go through numerous obstacles. Finally, when it's time to leave, Rifka isn't allowed to get on the boat to America. This is Rifka's story of her strength to survive on her own and make it to America to be with her family.

Concepts: Jewish and Russian culture, Ellis Island, immigration

(4) Hesse, K. (1997). *Out of the dust*. New York: Scholastic Inc

This is a very sad story about a girl, Billy Jo, who lives in Oklahoma during the Dust Bowl era. This book is uniquely written as a series of free-form poems that explain the day to day living of Billy Jo. While the story is tragically sad, Billy Jo's acceptance, understanding, and growth as a character leave the reader feeling lighthearted and happy.

Concepts: Dust Bowl culture, the Great Depression, compassion

(5) Murphy, J. (1990). *The boys' war*. New York: Scholastic Inc

This is an excellent non-fiction resource for studying the Civil War. It gives an extremely realistic accounting of the boy soldiers' view of the war. The stories of the boy soldiers of the Civil War are based on diary entries and letters written during the war. This book explains why they joined, how they lived, how they dressed, what they ate, if they survived, or how they died. There are many pictures of the actual boys that are written about. This book really brings home how young many of the soldiers of the Civil War were and how awful war really is.

Concepts: The Civil War, how the war changed people and society forever

Geographic Understandings

(1) Chrisp, P. (1993). *The search for a northern route*. New York: Thomas Learning. This history of the search for a northern route is full of details about the explorers and crews who tried to get to China by sea instead of land. It is a very interesting read that includes pictures, real journal entries, and original maps of the time. The reader really feels like an adventurer as they read these tales.

Concepts: map and globe skills, history of the world (navigation) from 1400's to 1630's

(2) Coster, P. (1997). *Seas and coasts*. Danbury, CT: Childrens Press.

This book explains terms and concepts in simple, yet thorough ways. There are beautiful drawings and photos that make this book a joy to read and learn from. The book is laid out in an organized way that is user-friendly for students with attention problems. It also includes experiments that even younger students can do independently or that a teacher could do with a group.

Concepts: landforms, erosion, economy

(3) Knowlton, J. (1985). *Maps and globes*. New York: Harper Collins Publishers.

This is an excellent book about the history of maps and globes as well as reading maps and globes. It is very thorough and includes the names of the navigators and cartographers that greatly influenced modern maps. It also teaches map skills that are essential for reading maps and globes such as reading the map key, map scale, lines of latitude and longitude, and more. The pictures are colorful and aid in understanding.

Concepts: map and globe history, map and globe skills

(4) Moritz, P. (1998). *Saudi Arabia*. Vero Beach, FL: Rourke Corporation, Inc.

This is a fun book to read because it makes the reader feel that they are taking a hot air balloon trip to Saudi Arabia. The book is divided into different "stops" in Saudi Arabia with maps and pictures of each stop. Not only are different cities discussed in the book, but food, clothing, and other aspects of Saudi Arabian culture are also covered.

Concepts: Saudi Arabian culture

(5) Trumbauer, L. (1999). *Click it. Computer fun geography*. Brookfield, CT: The Millbrook Press

This is a really cool interactive activity-book that is designed to help the reader improve his/her computer skills while learning more about geography. Each of the six chapters walks the reader through the steps of a computer activity focused on a geographic skill. Some skills include creating maps, reading and understanding road signs, using a compass, distinguishing between landforms, and more. This is a wonderful idea for students of all ages.

Concepts: a variety of computer skills, geographical concepts

Economic Understandings

- (1) Adams, B. (1992). *The go-around dollar*. New York: Simon & Schuster Books for Young Readers.

This is the story about how one particular dollar bill changes hands. Each time the dollar goes to another person, a fact or lesson about the dollar bill is revealed. How and where the dollar bill is printed is explained and diagrams of the dollar bill are included that point out all of the tiny details hidden on the dollar bill.

Concepts: United States Dept. of the Treasury, currency, United States dollar bill

- (2) Cooper, J. (2003). *American coins and bills*. Vero Beach, FL: Publishing LLC.

This is a little book that is full of facts on American money, both coins and bills. It explains what currency is, the history of American currency, and the history of The Department of the Treasury. It also explains what the words and numbers on the coins and bills mean. Along with a glossary and index, this little book recommends websites and further reading on American currency.

Concepts: history of and information about American currency

- (3) Cooper, J. (2003). *Money through the ages*. Vero Beach, FL: Publishing LLC.

This book provides a complete and total history of paying for things. It discusses ways of paying for goods, from bartering through current technological methods such as electronic funds transfer. The history of banks is also included. Along with a glossary and index, this little book recommends websites and further reading on the history of currency.

Concepts: history of currency, history of banking

- (4) Elkin, B. (1960). *Money*. Chicago, IL: Childrens Press.

Every aspect of money is covered in this book. It begins with bartering and the history of currency. It details types of money from other countries and the coins and bills of American money. It contains a chapter on what to do with money that teaches about investing, stocks, checking and savings accounts, and other things to do with money.

Concepts: currency, spending, buying, saving, investing, stock market, banking

- (5) Schwartz, D. (1989). *If you made a million*. New York: Lothrop, Lee, & Shepard Books.

The coolest thing about this book is that it's about money, a concrete item; yet is told using fantasy. Having wizards and other imaginary characters tell the story is unique. The author does a fantastic job of explaining how to earn and invest money, how money accrues interests and dividends, and how to make it grow. It's very interesting.

Concepts: currency, working to earn money, investing money, interest

Civic and Government Understandings

(1) Burby, L. (1999). *A day in the life of a mayor*. New York: Powerkids Press. This book details a day in the life of America's Mayor, Rudy Giuliani. Through the study of his duties and responsibilities as mayor, the reader learns a lot about New York City. The photographs help take the reader to New York with Mayor Giuliani. There is a glossary and a Web site for Mayor Giuliani that I'm not sure is available anymore! Concepts: city government, civics, New York City culture

(2) Burgan, M. (2002). *The bill of rights*. Minneapolis, MN: Compass Point Books. This book provides a very detailed look into the idea and development of the Bill of Rights of the United States Constitution. It begins with the Revolutionary War and continues through how the Bill of Rights affects us today. Photographs, drawings, and maps illustrate the history of the Bill of Rights beautifully. The back of the book contains a listing and explanation of the Bill of Rights, a timeline of important dates, names and descriptions of important people, suggested additional reading selections, and appropriate web sites.

Concepts: the Bill of Rights, government, the ratification process, compromise

(3) Fradin, D. (1985). *Voting and elections*. Chicago, IL: Childrens Press. If you ever need a complete guide and history of voting and elections, this is it! The author does a great job of explaining these complex subjects in a simple way that younger students can understand. The importance of voting, the responsibility of citizens to vote, and the way votes are counted are all addressed. There has certainly been a lot of change in the voting process since 1985. The pictures are really funny.

Concepts: civics, election process, election procedures, voting rights and responsibility

(4) Heath, D. (1999). *Elections in the United States*. Mankato, MN: Capstone High/Low Books

This is a more current book on elections in the United States that goes much deeper than just elections. The history of American politics and political parties is thoroughly explained. Not only are national elections explained, but state and local elections are covered as well. This book includes a glossary, suggested additional reading selections, and web sites that go along with American elections.

Concepts: American government, election process and procedures, politics

(5) Trent, J. (2000). *Freedom's fire*. New York: Scholastic Inc.

This is the story of how the Haven family lives through the very beginnings of the Revolutionary War. Each of the three older siblings goes a different way, but come back around to each other as families often do. The author develops the atmosphere of the time period and vividly captures the mistrust and animosity between the Loyalists and the Patriots.

Concepts: Revolutionary War, civics, human rights

Historical Understandings

(1) Hesse, K. (1992). *Letters from Rifka*. New York: Henry Holt and Co. Inc.
A 12 year old girl named Rifka leaves a Jewish community to travel to Ukraine and then on to Ellis Island. Rifka encounters many problems during her escape before finally immigrating to the United States. This historical fiction story is written from letters that the author's family wrote during their immigration to the United States.

Concepts: immigration, Ellis Island, Judaism, discrimination

(2) Keegan, J. (2001). *World war II: A visual encyclopedia used as a reference*. New York: Sterling Publishing.

This visual encyclopedia uses photographs and detailed descriptions to discuss weapons, aircrafts, ships, tanks, vehicles and artillery used in World War II. This reference book includes information about major battles and notable leaders.

Concepts: World War II, major campaigns and battles, biographies of leaders

(3) Lasky, K. (2000). *The journal of Augustus Pelletier*. New York: Scholastic Inc.
A young man's journal entries are used to describe the Lewis and Clark expedition. The story begins in 1804 at the north bank of the Missouri River. His journal tells of his adventures through the wilderness as he explores and discovers this new and dangerous territory.

Concepts: Lewis & Clark Expedition, Louisiana Territory, Corp of Discovery, Indian relationships

(4) Paulsen, G. (1993). *Nightjohn*. New York: Bantam Doubleday Dell Books for Young Readers

This novel tells the story of Sarny, a female slave, who lives on a plantation in the south. She describes the pain and suffering she encounters as a slave. Sarny meets a male slave named Nightjohn who escapes slavery only to return to teach the other slaves to read.

Concepts: slavery in the southern United States, plantation life

(5) Ulrich, L.T. (1982). *Good wives*. New York: Oxford University Press Paperback.
This is a book that educators can use as a reference to discuss women's roles in the history of northern New England between 1650 and 1750. Women are not often included as significant history makers in textbooks. This book however, addresses the importance of women during this time period.

Concepts: women in history, New England history, social conditions of women, craftsmanship

Geographic Understandings

(1) Bodkin, O. (1998). *The crane wife*. San Diego: Gulliver Books, Harcourt Brace & Co.

This Japanese folktale uses beautiful pictures of Japan's landscape to tell the story of a sail maker named Osamu who marries Yukiko. Problems occur and Yukiko turns into a crane and flies away never to be seen again.

Concepts: Japanese folklore, cranes, nature, kindness, love, betrayal, Japanese landscape, traditional Japanese dress and customs

(2) Bunday, N. (2001). *Drought and people*. Minneapolis: Carolrhoda Books, Inc.

This reference book discusses the causes and problems of drought. It tells how people cope and make the most of drought conditions.

Concepts: global warming, drought, farming, desertification, solar power, sun-dried foods

(3) Lugira, A. (1999). *African religion-world religions*. New York: Facts on File, Inc.

This reference book discusses the 6000 different ethnic and cultural groups in Africa.

The groups are very different but have much in common with each other.

Concepts: human affairs, religion, myths, legends, fables, proverbs

(4) Smith, D.J. (2002). *If the world were a village*. New York: Kids Can Press, Ltd.

Using colorful drawings to depict "our global village", the author tells about the world's different nationalities, languages, ages, religions, foods, environments, schooling, economies in the past as well as the future. The global village of 100 is compared to the 6 billion people of Earth.

Concepts: geographic influences, ethnicities, religions, human-environment interaction

(5) Yep, L. (2001). *Lady of Ch'iao Kuo*. New York: Scholastic.

A young girl uses her diary to describe life in Southern China in A.D. 531. She uses events in her life to describe the landscape, clothing, traditions, Chinese culture, etc. in Southern China in the early years.

Concepts: Chinese culture, traditions, life-styles, architecture, location, region, place

Civics/Government Understandings

(1) Christelon, E. (2003). *Vote*. New York: Clarion Books.

This is book that introduces children to voting using comic book style writing. It gives a step by step process from campaigning to voting day.

Concepts: voter rights, pollsters, ballots, fundraising, voter rights and registration

(2) Curtis, C.P. (1995). *The Watsons go to Birmingham*. New York: Random House Children's Book.

This novel uses humor to tell the events of a black family living in Flint, Michigan in 1963. It gives details of a typical family living in this unsettling period of time. The story changes when they visit relatives in Birmingham, Alabama during the civil rights movement

Concepts: civil rights movement, Birmingham church bombings

(3) Lasky, K. (2001). *A time for courage*. New York: Scholastic, Inc.

Set in Washington, D.C., a young girl uses her diary to reflect on the women's suffrage movement in 1917. She makes reference to significant events that lead to women's rights. Political and women's suffrage leaders are used in her description to make the account more accurate.

Concepts: women's suffrage movement, political activism, Equal Rights Amendment, Equal Pay Act of 1964, National Organization for Women, Nineteenth Amendment

(4) Luthringer, C. (2000). *A student's guide to american civics; So what is justice anyway*. New York: The Rosen Publishing Group.

This reference book uses graphic organizers to introduce students to government and American civics. The book uses the statement "Of the People, For the People, For the People" as a basis for the information given.

Concepts: justice, Bill of Rights, freedom of speech, press, and religion, democracy, Declaration of Independence

(5) Tackach, J. (2001). *The civil rights movement*. San Diego: Greenhaven Press, Inc.

This reference book uses encourages students to use critical thinking and evaluation skills to analyze issues through opposing views of the civil rights movement.

Concepts: Civil Rights activist, Brown vs. Board of Education, segregation, discrimination, unjust laws, forced integration, nonviolence

Economic Understandings

(1) Bartoletti, S.C. (1999). *Kids on strike*. Boston: Houghton Mifflin Co.

This reference book discusses conditions and treatment that stopped child labor through a series of strikes in various industries. Specific incidents are described and cited in the book.

Concepts: Young Mill Worker Rebels, Spinning Room Strike, labor strikes, The Lawrence Strikers, National Child Labor Committee, Federal Labor Laws, Garment Workers Strike, Anthracite Coal Strike

(2) Brennan K. (2000). *The stock market crash of 1929*. Philadelphia: Chelsea House Publishers.

This book examines the events leading up to the stock market crash of 1929. The writer gives students information in a style that students can understand. It also tells about the safeguards put into place that did not allow a similar incident to take place when the stock market crashed 1987.

Concepts: Great Depression, playing the market, New Deal programs, prosperity, downturn

(3) Curtis, C.P. (1999). *Bud, not buddy*. New York: Delacorte Press.

A child orphaned and placed in foster homes runs away to find a man he thinks is his father. The book takes place in 1936 in Flint, Michigan during the depression era. Readers travel with the boy on his many adventures as he discovers life on the run.

Concepts: Great Depression, Hooverville, cardboard cities, Shantytown

(4) Garlake, T. (2003). *Global debt; the impact on our lives*. New York: Raintree Steck/Vaughn Publishing

This book discusses social and political issues of the 21st century. It details the difficult decisions and awesome responsibilities of government.

Concepts: Global Debt Crisis, effects of debt, trade, political & moral issues, debt relief, debt boomerang

(5) Swift, M. (2001). *Christmas after all*. New York: Scholastic, Inc.

A young girl from Indianapolis, Indiana uses her diary to describe her life during the depression. Set in 1932, her story tells of the sacrifices her family makes to survive this dark economic period of time.

Concepts: The Great Depression, FDR, New Deal, World War II, The Works Progress Administration

Historical Understandings

Coerr, E. (1977). *Sadako and the thousand paper cranes*. New York: Puffin Books.

This book is the story of a girl named Sadako living in Hiroshima during the end of WWII. The story takes place in 1954 when Sadako is eleven years old. Sadako and her family celebrate Peace Day which is a memorial day for those who died when the atom bomb was dropped. Although Sadako felt it was like a carnival celebration, her parents stressed to her the importance of remembering those who died. Sadako begins to notice that when running she sometimes feels dizzy. She was diagnosed with Leukemia the Bomb disease and remained in the hospital for treatment. Sadako's friend came to visit and brought her a paper crane. She told her the story of the paper crane and Sadako began making paper cranes in order to reach 1000 and have her wish come true. Read *Sadako and the Thousand Paper Cranes* to find out if she gets her wish.

Concepts: chronology, atomic bomb, effects of WWII

Grimes, N. (2002). *Talkin' about Bessie: the story of aviator Elizabeth Coleman*.

New York: Orchard Books.

The story of Bessie Coleman consists of the voices of many people who knew her. It is written in a poetry format and details the life of Bessie growing up during the Jim Crow Laws. Her will to strive for what she believed in and envisioned for herself were strong. Bessie becomes the world's first African-American female pilot. Read more to learn about the many obstacles that Bessie confronts. Discover the determination and excitement this young woman possessed in a time period many women remained in the home having children.

Concepts: social and economic changes, chronology, and Jim Crow Laws

Mochizuki, K. (1993). *Baseball saved us*. New York: Lee & Low Books.

This book was a Parents' Choice Award book in 1993. Photographs from the Library of Congress inspired the illustrator Dom Lee. He used beeswax on paper then scratched drawings and applied oil paint. The pictures add a wonderful flavor to the book. This story takes place in the United States after the bombing of Pearl Harbor. Many Japanese Americans were placed in internment camps because the American government feared some of them might be loyal to Japan. The story focuses on a little boy, "Shorty", who is confronted with discrimination, bullying, stereotyping, prejudice, and hate.

Concepts: chronology, impact of WWII on the U.S., civil rights

Schnur, S. (1994). *The shadow children*. New York: William Morrow and Company, Inc.

Etienne visits his grandfather one summer after WWII. Etienne notices this summer that Mont Brulant appears different from what he remembered as a young child. One day Etienne discovers young children hiding in the woods of Mont Brulant. Etienne constantly returns to the woods in hopes that he can help the children. Grand-pere believes Etienne's exploring of the woods is not harmful, but Madame Jaboter continues to fill Etienne's head with foolishness which aggravates Grand-pere.

Fortunately, Etienne believes Grand-pere is not telling him everything so he continues to search for the truth. He and Grand-pere must both confront the past and reflect on decisions carried out. He questions Grand-pere's actions and must face his own fear of what he might have done if he were in Grand-pere's shoes. Read the book to discover what happened in the woods.

Concepts: impact of the Holocaust

Taylor, M. (1976). *Roll of thunder hear my cry*. New York: Penguin Books USA Inc. The Logan's are a hard working black American family in the 1930's . The family is confronted with the prejudices of that era. Cassie watches as her mother tries to hide the language written in the old books given to their school by the white community. Cassie and friends get soaked as the white school bus drives by splashing water on them while the white children laugh. Read the book to discover the turmoil's that Cassie faced and how she learns from the prejudices she endures.

Concepts: tenant farming, sharecropping, Jim Crow Laws, and discrimination

Geographic Understanding

AVI, (1990). *True confessions of Charlotte Doyle*. New York: Orchard Books. Charlotte Doyle is a young girl who was taught all the proper etiquettes. She embarks on a voyage home which entails many adventures. Charlotte realizes not long into the voyage that the crew is very rough and disloyal so she confides in the captain who is a father figure she trusts to watch over her voyage. The ship is part of her father's company of ships. Discover the mysteries of the ship and Charlotte's adventurous spirit.

Concepts: climate, navigation, location, and transportation

Magorian, M. (1981). *Good night, Mr. Tom*. England: Kestrel Books. This story takes place during a time when London was faced with war, and many children were often displaced to other areas. Willie lived with Mr. Tom for approximately six months. Mr. Tom was able to discern from several aspects of Willie's behavior that he had suffered abuse and/or neglect. Mr. Tom deals with some of the issues that have lingered from the abuse in a very sensitive and respectful manner. The mother eventually requests that Willie should be returned home to her. Can the strong bond that developed between Mr. Tom and Willie be broken, or will they overcome all obstacles to maintain their strong relationship? Read the book to discover more about Willie and life with his mother as well as with Mr. Tom.

Concepts: identify locations, human-environment interaction, urban, and rural

Osborn, S. (2003). *Born to fly the heroic story of downed U.S. navy pilot Lt. Shane Osborn*. New York: Dell Yearling.

Lt. Shane Osborn knew at a very young age he wanted to be a pilot. Eventually, Shane joined the Navy to fly. His training and many drills lead him to become an excellent pilot. This story details some political differences and policy decisions. Read more to discover Lt. Osborn's harrowing flight into China airspace.

Concepts: climate, resources, geographic location, and physical features

Reiss, J. (1972). *The upstairs room*. New York: HarperCollins Publisher.

The de Leeuw family lived in Holland. Because they were Jews, it was dangerous for them when the German soldiers occupied Holland. Annie de Leeuw and her sister Sini were forced into hiding. The sisters must confront several issues while in hiding such as simple things like going outside are forbidden. Sini notices Annie walking funny because of their inactivity, so Annie must then be made to exercise in order to strengthen her muscles. They are limited to certain sections of the house because they must not be seen through a window, and the owners do not want anyone noticing anything different about their home. The two girls have physical and psychological problems to confront. The compassion, love, heartbreak, friendship, and anger are some of the many emotions which are eloquently reflected in this story. Read for yourself and discover what happens to the de Leeuw family.

Concepts: map skills, impact of location during WWII, physical features, and human-environment interaction

Warren, A. (2001). *Surviving Hitler: a boy in the Nazi death camps*. New York: Harper Collins Publishers.

Jack Mandelbaum lived in a city in Poland only twelve miles from the German border. He spoke both German and Polish. Jack lived in a loving affectionate home with his parents, sister, and younger brother. His parents did see to it that he studied the Torah and Hebrew alphabet in order to prepare him for his bar mitzvah, but they were not strong practicing Jews. Jack felt he knew more about the Catholic faith because of the prayers in the public school. In 1942, he entered into the concentration camps at the age of fifteen. Read the discoveries he confronts about his Jewish life. What happens to him in the concentration camps? How does he create a life after living through the horror in the concentration camps?

Concepts: physical features, climate, location, and human-environment interaction

Civics Understandings

Auerbacher, I. (1986). *I am a star child of the holocaust*. New York: Penguin Group. Inge Auerbacher retells the story of her survival in the Czechoslovakia's Terezin Concentration camp. She includes poetry within her story about her and her family's life. Inge relives the horrors of a childhood in fear by the Nazi soldiers. Inge received a doll "Marlene" as a birthday gift from a grandmother. When she entered the concentration camp "Marlene" accompanied her. Read the book to discover the fear and depravation that Inge faces in camp. Discover the importance of "Marlene" and if she makes it out of camp with Inge.

Concepts: citizenship, discrimination, political conflicts, and government powers

Levoy, M. (1977). *Alan and Naomi*. New York: HarperCollins Publishers.

Alan was a Jewish boy who was not very athletic or popular. His best friend Shaun was a Catholic. Alan's mother convinces him to visit with Naomi a young French girl living with neighbors. At first, Alan was hesitant because he believed the girl was crazy. Naomi, unfortunately traumatized by the brutality of the war, has some psychological problems. Alan was ashamed to let anyone including his best friend know that he was visiting with Naomi. The book details relationships with children

in a typical school setting. It also focuses on the time period of WWII and the hatred of Jews even in the United States. Read the book to discover how Alan faces his fears. What happens to that relationship he has created with Naomi after friends discover he has secretly been visiting her as a friend?

Concepts: discrimination, political conflicts, citizenship

Lowry, L. (1989). *Number the stars*. New York: Bantam Doubleday Dell Publishing Group, Inc.

AnneMarie Johansen was a Lutheran growing up in Denmark. Her best friend and neighbor Ellen Rosen was Jewish. Her older sister, Lise, was engaged to Peter when she died. Ellen and AnneMarie are typical best friends who do everything together. When the Nazis begin to take control, the Rosen's become fearful of their survival. Peter who still visits the family was a member of a resistance organization. Read the book to discover if he can help the Rosens and how the Johansen family will play into this turmoil time period.

Concepts: political conflicts, citizen rights, discrimination, and government powers

Lundell, M. & Bridges, R. (1999). *Through my eyes: Ruby Bridges*. New York: Scholastic Press.

The story of Ruby Bridges depicts a time period of turmoil. She is a six-year-old African-American girl who faces segregation with poise. Federal Marshals must escort Ruby because of the danger she is placed in as being one of the first African American children to enter an all white school back in 1960. The pictures are strong images of a time period in which racial discord was at its height. Read the story of Ruby Bridges to discover the strength that embodied her. Learn more about how this country has changed and strived to improve in equality for all.

Concepts: discrimination, politics, rights, and the judicial system

Voigt, C. (1981). *Homecoming*. New York: Ballantine Books.

The story dramatizes a family left with no mother or father. The oldest girl, Dicey, takes on many challenges to maintain a family. Their existence to survive as a family becomes a greater challenge than anticipated for Dicey. The adults of the world are not always friendly or truly concerned about keeping the family together. Read this book to discover the obstacles that face Dicey and whether or not they stay together as a true family.

Concepts: social services, juvenile system, court system, and state programs

Economic Understanding

Blood, C. & Link, M. (1990). *The goat in the rug*. New York: Aladdin Books.

This story tells of some Navajo traditions. It is about a Navajo girl creating a rug as told by the goat. It creates an understanding of different cultures. Students will learn about economics and consumers in relation to their community.

Concepts: economics in relation to a community, supply, and demand

Collier, C. & Collier, J. L. (1974). *My brother Sam is dead*. New York: Macmillan Publishing Company.

Tim and Sam are two brothers growing up during the American Revolution. The book encompasses actual events which add to the realistic storyline. The brothers are confronted with political conflicts that force them to choose sides. The story is detailed with diary entries, letters, and eyewitness accounts. The adventures of the two brothers create mystery and excitement. Sam obviously dies but read the book to discover all the events involved in his death. What will happen to Tim?

Concepts: tax representation, distribution of revenue, trade, and bartering

Galbraith, J. (1954). *The great crash 1929*. Massachusetts: Houghton Mifflin Company.

This book is recommended for a resource for background information for the teacher or for advanced students. This book begins with a comparison of 1987 and 1929. Could the events have some commonalities? The author reveals a time period of turmoil and fear. The exchange of stock shares by the masses plunges the market into the abyss. What can we learn about our current economic status by studying the past economic issues?

Concepts: world trade, stocks, markets, Federal Reserve, and entrepreneurship

Spinelli, J. (2003). *Milkweed*. New York: Knopf Books for Young Readers.

This story involves a group of young boys who live as family to survive. They steal whatever is necessary for their survival. Misha learns from Uri methods of stealing and not looking guilty, and soon they form a bond similar to brothers. Misha meets Janina Milgrom, and they form a sister-brother relationship. Unfortunately, the children are all forced into the ghetto. Eventually, Misha discovers a hole in the brick wall that he can squeeze through to the other side, and he slips out in order to sneak food back in for Janina, her family, Doctor Korczak, and the orphans. Mr. Milgrom requests that Misha try to run with Janina before they are forced on the trains. The book describes the death, disease, and illness they face in the ghetto. The author does an excellent job with describing the relationships and the changes that can occur when the relationships become strained. Read *Milkweed* and discover for yourself the delightful relationships that children share and how those relationships help form their identity.

Concepts: chronology, trade, bartering, supply, and demand

Stanley, J. (1992). *Children of the dust bowl: the true story of the school at Weedpatch Camp*. New York: Crown Publishers.

This story will captivate you with pictures and accounts of the families of the Dust Bowl era. The desperation to survive out west became more difficult while the hope of a better life in California was emphasized. The families pack up what they can transport and leave behind everything else. They are less than welcomed into this new land. The discrimination, humiliation, and victimization many families incurred are woven into a thought provoking story. Read the story to discover how the families create an atmosphere of hope, love, and friendships.

Concepts: trade, bartering, state services, taxes, and entrepreneurship