Enlivening California's sixth grade history/social sciences curriculum with historical fiction

Cynthia Hildreth-Blue

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California State University
San Bernardino

ENLIVENING CALIFORNIA'S SIXTH GRADE HISTORY/SOCIAL SCIENCES CURRICULUM WITH HISTORICAL FICTION

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of

Master of Arts
in
Education: Elementary Option

By

Cynthia Hildreth-Blue, M.A.
San Bernardino, California
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APPROVED BY:

Advisor: Dr. Ruth Norton

Second Reader: Dr. Kathy O'Brien
The History-Social Science Framework for California Public Schools (1988) recommends curriculum integration and the use of literature in history instruction. Research suggests that literature can involve students in the themes of history through empathetic experiences with characters. Literature provides vivid details about people's daily lives that help students get a feel for the time. The point of view inherent in literature offers opportunity to think critically about historical issues, as students compare and contrast information from other sources. In short, literature can lead to meaningful history and social science learning experiences that textbooks cannot provide.

While the History-Social Science Framework (1988) is endorsing the use of literature, it is also creating a need for new sixth-grade history units based on literature. In addition, the curriculum content at this grade level has been changed from the study of Canada and Latin America to the study of world history and geography: ancient civilizations, which renders current history/literature units obsolete.
This project is an attempt to help fill this void. The writer has developed two integrated sixth grade social studies units; one is based on Elizabeth George Speare's *The Bronze Bow*, and the other is based on *One Small Blue Bead*, by Byrd Baylor Schweitzer. Both units include story summaries, ideas for discussion, writing, and integrated activities.
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INTRODUCTION

The sight of a social studies text is enough to elicit groans from the staunchest sixth graders. History and the social sciences can seem inertly boring, though they are studies of real and fascinating people, events and times. Historical fiction can effectively enliven the curriculum by engaging students with its characters. As students identify with the characters, they vicariously experience life of another period. The details of human life and the emotion of narrative bring forth responses no text can. As students are caught up in a story of historical fiction, they learn about a culture and time that helped shape our modern world. After "experiencing" a bit of history, students are prepared to approach the textbook or other expository or analytical sources with greater enthusiasm and knowledge.

Historical fiction is best defined by Huck (1979):

Historical fiction for children seeks to reconstruct the life and thought of an age or period of time other than that of the present generation. The characters, settings, and events are drawn from the past, or the author may invent plots, characters, and events provided he does not alter basic historical fact. Real personages, actual events, and places are frequently introduced into the historical novel along with fictional characters and plot. (p. 295)
THE PROBLEM

The History-Social Science Framework for California Public Schools (1988) changes the content of the sixth grade curriculum from the study of Canada and Latin America to the study of world history and geography: ancient civilizations. As a result of this change, current literature/history units are obsolete. New units are needed to accompany the new sixth grade curriculum, which, according to the framework, introduces students to the people and events at the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China (p. 57).
REVIEW OF THE LITERATURE

The History-Social Science Framework for California Public Schools (1988) emphasizes "the importance of enriching the study of history with the use of literature, both literature of the period and literature about the period" (p. 4). Educators are encouraged to select a variety of representative works to "shed light on the life and times of the people . . . their ideas and values, their fears and dreams, and the way they interpreted their own times" (p. 4).

Literature can serve the history-social sciences curriculum as much more than enrichment, however. It can help fulfill many of the goals named in the History-Social Science Framework, such as, provide rich opportunities for students to study "major historical events and periods in depth" (p. 5), help students think about what they are studying, and see it in vivid detail. It exemplifies history as a "story well told" (p. 4), allows students to see the world from various cultural perspectives, and provides examples of civic virtues. And, controversial issues are raised for discussion through literature.

Problems in History Instruction

The framework's emphasis on depth of treatment and inclusion of controversial issues in the history curriculum may be in response to what McNeil (1986) calls a "flattening
and fragmenting" (p. 6) of information. Her yearlong study of history teaching revealed superficial and disjointed treatment of topics as perceived by the researcher and the students interviewed for the study. McNeil attributes part of the problem to low teacher expectations for student understanding. Students were perceived by their teachers as poor readers compared to students of former years, so reading in the social studies was often limited or eliminated.

Smith and Feathers (1983) also found that little reading was assigned in the social studies classrooms they observed. Textbooks were used as reference books as students often looked up answers to worksheet questions, instead of reading.

Poor reading comprehension of textbooks seems to be one culprit of a flat history curriculum. Yet, Risko and Alvarez (1986) assert that it is a lack of knowledge about concepts encountered in reading that prevents students from comprehending texts. Students' failures to call forth prior knowledge or integrate it with the readings can be remedied with thematic organizers. According to Risko and Alvarez, thematic organizers provide the crucial missing information. They help students recognize what they already know to facilitate assimilation of the ideas they encounter in the text.
Literature as Thematic Organizers

Narrative may be one of the best thematic organizers, because it helps students make sense of the abstract, condensed history of textbooks. The connected discourse of stories provides a framework for important themes that, according to White & Gagne (in Levstik, 1986), "leads to better memory for meaning" (p. 2). Cullinan, Harwood, and Galda (1983) suggest that "connected discourse allows the reader to organize and interrelate elements in the text" (p. 31). Students' personal identification and involvement in stories can further this more meaningful assimilation. Teachers can seize upon opportunities to provide even more background information as discussion of issues brought up in the literature proceeds.

Empathy as a Tool for Learning History

The History-Social Science Framework (1988) stresses the importance of helping students "develop a keen sense of historical empathy" (p. 12), so they can appreciate the human drama of history. One way to help students "step into" historical scenes is through identification with characters in historical fiction.

When students identify with a character in historical fiction and thus become involved in the story, wonderful opportunities for learning unfold. Lehr (1988) found that when children focus on a character and his internal motivations, they are more likely to be aware of the theme
of the story. Presumably, this awareness can extend to themes in history. When students identify with a character in historical fiction, they view historical events and themes from the character's perspective. This focus from inside the character elicits generalizations that textbooks cannot.

Literature that pulls children into the story is especially important when study is of times and cultures very different from their own. Long (1984) discovered that seventh-graders who had studied the Soviet Union nonetheless had stereotypical images of Soviet children as oppressed, rural and poor. After reading translated Soviet children's literature, these students were able "to think more deeply and less stereotypically" (p. 421) about Soviet children, and to express "an awareness of the universals in the human condition, that is, 'Children are children'" (p. 421). It is especially valuable for children to feel the satisfaction of recognizing themselves and their emotions in a literary character, and to recognize, as Levstik (1981) puts it, "that there are some things that appear to be universal, not just among peers, but across time and culture" (p. 176).

The goal of empathy, however, is not to encourage the assumption that we are all the same in attitude and belief. Dilthey (in Portal, 1983) claims that the way "to develop a sense of the situation and life of the other (is) not first of all by making it our own but by identifying what we feel..."
and experience with the other" (p. 306). Students must have knowledge of the world views people of other cultures hold so that they can realize how their lives differ as well as how they are similar. Otherwise, students may assume that people of long ago or far away are just like themselves in attitude, feeling, and belief. According to Vanderhaeghe (1987), "when this occurs students become trapped in a type of provincialism; they cannot conceive of any point of view but their own" (p. 125). If students assume that their world views are something universal and unchanging, much of history is likely to seem "absurd and inexplicable" (p. 125). Vanderhaeghe cites as an example that a person of a secular age "cannot begin to fathom the religious wars of the seventeenth century because we agree religion is not something worth fighting about" (p. 126).

Another important ingredient for empathy with historical literary characters is anticipation. Dilthey (in Portal, 1983) says there must be a problem for the character and the reader for which the outcome is unknown or yet to be revealed. Anticipation not only pulls the reader into the excitement of situations, but according to Levstik (1986), it allows him to test himself "against real and fictional circumstances" (p. 12). Readers think about how they would handle the dilemmas they encounter in historical fiction, and in so doing, they test the possibilities for their own attitudes and behavior. As pre-adolescent students explore
their inner capacities through reading, they begin to explore possible adult roles, according to Meek, Warlow & Barton (in Levstik, 1986, p. 10).

The student's involvement with the historical and social implications explored in historical fiction produce the "enabling power of image" (Meek, Warlow & Barton, 1978, p. 9). The reader becomes lost in the story. Also, Dilthey (in Portal, 1983, p. 306) says, aesthetic qualities, both visual and tactile, contribute to a feeling of empathy. Thus, empathy and imagination are interactive.

Immediacy in Detail

Though primary-level children are most likely to link historical events to the most specific human details and relationships (Levstik & Pappas, 1987, p. 5), upper-elementary level students also seize upon vivid, human images and details. A flavor of the past is more likely to be experienced if students read about the particulars of life—whether the particulars include the process of mummification or the Jewish custom of touching the mezuzah as one passes through a doorway. Details help students appreciate the reality of the past. Textbooks, by their very nature, reduce detail so that it's difficult to imagine the lives of the people referred to. Vanderhaeghe (1987) explains it well:

Literature, in an immediate and sensual way, provides some notion of the texture of life in the past. A novel
can convey graphically to a student how men and women of
a previous time worshipped, fought, dined, traded,
mixed, died. . . . It puts flesh on the historical
skeleton . . . . (p. 125)

Literature Encourages Critical Interpretation

Students will not usually engage in critical reading
spontaneously. Often, they will accept what they read as
"truth" when there are many truths to be explored.
Literature provides opportunities to discover and discuss
multiple interpretations. Once students realize that
"issues are often ambiguous and motivations complex,"
(Levstik, 1981, p. 174) they are ready to interpret history
for themselves.

The skills required for critical interpretation can be
facilitated through the use of historical fiction.
Jarolimek (in Freeman & Levstik, 1988) lists several such
skills: "detecting author bias; distinguishing between fact
and opinion; sensing cause and effect relationships;
comparing and contrasting differing points of view; and
recognizing the value components in decision making"
(p. 330).

Integrated Lessons Through Literature

The History-Social Science Framework (1988) "proposes
both an integrated and correlated approach to the teaching
of history-social science" (p. 4). Similarly, the
English-Language Arts Framework (1987) encourages educators to impart a "sense of wholeness and meaning, a sensitivity to the interconnectedness of parts rather than an isolation of elements and fragments" (p. 13).

Literature works well as a unifying agent, or "core" around which integrated lessons can be planned. According to O’Brien (1988), integrating lessons around one book is an effective way to integrate science and the visual and performing arts, as well as language arts and history-social science content. The work of historical fiction that is selected "should be interesting, well-written and have a theme, setting, characters and plot which lend themselves to expansion and exploration" (p. 60).

Selecting Historical Fiction for Integrated Learning

Connor (1989) recommends reviewing the three over-arching goals of the History-Social Science Framework and the twelve curriculum strands that stem from them. (See Appendix A.) She developed checklists for each of the strands which are designed to help the educator review literary works systematically. For example, for the cultural literacy strand, she asks the following questions:

Does the literary work:

--convey the idea that any given culture has many aspects to consider (such as, its history, geography, politics, literature, art, drama, music, law,
religion, philosophy, architecture, technology, science, education, sports, social structures, and economy)?

--recognize the relationships among the various aspects of a culture?

--help one understand the legends, values, or beliefs of a people?

--tell of the kinds of heroes that capture the admiration of a people?

--express the nature and spirit of a culture (i.e., the hopes, fears, concerns)? (p. 44)

Brozo (1986) seems to go about the task of choosing literature in a more instinctive fashion by identifying "salient concepts" (p. 289) that need to be developed in light of the period of history studied. He cites as an example that the concept of prejudice is a conspicuously salient concept to be explored in the study of Nazi Germany.

Once one has decided which goals, concepts or content must be addressed to satisfy the demands of the History-Social Sciences Framework, it is time to choose the literature. There are several requirements of good historical fiction to consider.

Huck (1979) reminds that historical fiction stories "must be accurate and authentic, both in presenting the everyday life of their characters, and the events of the period...." (p. 296). The historical fiction writer has no business falsifying the record of history.
Secondly, we must be certain that in the effort to tell an exciting story, the author has not failed to attend to the details that authentically bring an era to life. Huck (1979) says "these stories must make the period come alive for their readers by recreating both the physical environment of the times and capturing the spirit and feelings of the age" (p. 196).

Topics with emotional relevance to students' lives will encourage feelings of empathy with characters (Levstik, 1986, p. 12). Historical fiction for children usually has a main character who "experiences the life of his time as a child" (Huck, 1979, p. 296). Thus, the reader identifies with the character who has similar feelings and experiences, and is more likely to become involved in the historical issues and events of the book.

Upper-elementary level students are most interested in history that explores what Egan (in Levstik, 1986) calls "basic and powerful emotions" (p. 12). Characters who struggle courageously with "real" problems appeal to these students. "Human response to fear, discrimination, and tragedy" (Levstik, 1986, p. 12) fascinates readers as they explore the "border areas of human experience:" (p. 9) "the unwished-for worst," (Hardy in Levstik, 1986, p. 9) and "the hoped-for best" (Levstik, 1986, p. 9). As an example of student involvement in this type of history, Levstik (1981) tells of a girl's feelings of outrage as she read Jill Paton
Walsh's *A Chance Child*, a story of a disfigured child laborer. The most gruesome chapters in history, like the Holocaust, and the most triumphant, like Amelia Earhart's transatlantic flight, are more examples of the "border areas of the human experience."

Finally, literature that represents differences in interpretation of historical events and themes should be chosen, so that students can practice interpreting facts from conflicting points of view. For example, Elizabeth George Speare's *The Bronze Bow* represents the Roman occupation of Palestine through the eyes of a Jew and a Roman soldier. Often it is best to represent various aspects of historical issues by making several works available to students. As an example, Freeman and Levstik (1988) point out that students can gain a variety of perspectives on slavery by reading *The Slave Dancer* by Fox, *By Secret Railway* by Meadowcroft, and *A Girl Called Boy* by Hurmence.

**Integrated Instruction using Historical Fiction**

The processes of language provide the medium through which students explore the content of the history-social sciences (Norton, 1988). "That is, students will read, write, listen, speak and think about History-Social Science content" (p. 51). Connections to other curriculum areas, such as the visual and performing arts, math and science, unfold naturally with literature as the focus.
Student Discussion

Discussion is an integral part of literature and history studies, so it is doubly important when reading a work of historical fiction, since historical fiction is both literature and history. Student discussion allows readers to share their excitement about the book, which can be contagious. The less motivated students benefit from the more enthusiastic readers. Also, sometimes "we don't know what we think about a book until we've talked about it" (8-year-old's observation in Freeman & Levstik, 1988, p. 330). Students are encouraged "to move beyond private response to sorting and clarifying ideas in order to communicate with others" (p. 330). Discovering meaning together can help students understand the literature and the history in deeper and broader contexts. Links between the past and present come to light as students think of related current issues, either public or private, which are similar to those brought forth from the literature.

Discussions of moral dilemmas heighten students' awareness of the moral decision-making process, according to Kohlberg (in Dembo, 1988, p. 115-117). In fact, "discussing one stage above a person's present level of moral reasoning is most effective in raising moral judgments" (p. 118). Therefore, upper-elementary students benefit from engaging in moral speculation, even though, according to Levstik (1981), it is the adolescent who begins to "comprehend moral and philosophical problems and the complexity of the nature
of reality." Teenagers are "faced with the conflict between the demands of authority and personal conscience," (p. 176) as in *The Bronze Bow*, when a boy who is studying to be a rabbi defies the laws of his church to listen to the "blasphemous" teachings of Jesus.

Finally, because of the subjective nature of literature and the emotional responses it elicits, Leystik (1986) suggests that discussion of historical fiction should lead to "an examination of the different perspectives involved in any values issue" (p. 16). Students should try to ascertain the author's point of view so that they do not take this particular historical interpretation as the one and only truth. Conflicting ways to interpret facts can be explored through textbooks and other works of literature. As students progress toward a more critical stance, a more mature, analytical understanding of history evolves.

**Student Writing**

After reading, thinking about, and discussing historical fiction, students are ready to further organize and explore their thoughts through writing. Reader response journals can be used for this purpose, and can be used as the basis for other, more formal writing assignments. Reed (1988) instructs students to write quotations that "please, confuse or disturb" on one side of the page, and comments about the passage on the other side (p. 52). Or, teachers can raise interesting problems, questions or issues for response in
the journals. Essays, character analyses, or stories can grow from the entries. With both literature and history as catalysts for thought, the possibilities for writing are limitless.

STATEMENT OF OBJECTIVES

This project developed social studies units about ancient civilizations based on works of excellent historical fiction. The best available literature that promotes the goals set forth in the History-Social Science Framework was selected, as Connet (1989) suggests. Then, ideas for teaching to these goals were developed through the use of the selected literature.

DESIGN OF THE PROJECT

Each section of the literature is summarized, and ideas for learning and for curriculum connections are listed. Lesson plans are not included to maximize room for multiple ideas and flexibility of use. Learning activities include:

1) Pre-activities for introducing the unit and motivating students

2) Themes for discussion and student writing for each chapter/section

3) Research topics

4) Critical thinking activities

5) Map-making activities
6) Art activities

7) Appropriate local speakers

The appendixes list means of assessment, related literature, similes and metaphors from *The Bronze Bow*, appropriate media, museums that feature related exhibits, and suggestions for integrating students who read at various ability levels.
Summary

One Small Blue Bead is a picture book that poetically describes how life might have been in prehistoric times among a tribe that is convinced it is the only people in the world. One old man thinks differently and determines to search for others of his kind. So that he is free to search, his chores are willingly taken on by a young boy whose imagination is excited by the thought of other peoples. The old man’s quest is successful, and he returns with a boy just "Boy's" age, who gives him one small blue bead.

Goals

As a result of experiencing this unit based on One Small Blue Bead, students should:

--Imagine what it was like to live in a prehistoric, nomadic tribe based on information from the book.
--Appreciate that some things are constant in the human experience, like conflicts and emotions.
--Enjoy the simple, poetic style of the book.
--Know that people lived in tribes tens of thousands of years ago; that they moved frequently in search of
food; that they obtained food through hunting and
gathering; and that articles made and used by people,
and which are searched for and studied by
archaeologists, are called artifacts. (Also identify
other concepts students will encounter in study of
textbook or other sources and focus on these concepts as
discussion and activities progress.)
--Distinguish facts from the fiction of the story.
--Research related areas of interest.
--Discuss events and issues of the book thoughtfully.
--Write reflectively about themes that arise from reading and discussion.
Pre-activites

--Let students tell what they already know about stone age man. Record facts on a chart for later reference.

Discussion

--Have you ever found something interesting and then wondered who it belonged to? (Lead to discussion of artifacts, like the small blue bead.) What would you think and feel if you held an ancient artifact in your hand that you knew was handled, used, and treasured by people who lived 10,000 years ago?

--The author invites us "to let time blow away, away, back to a dim and ancient day" (Schweitzer, 1965, p. 3). Through her story, we will try to get a feeling for what it was like to live during Paleolithic times.

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the book, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.
--Where do you think this story might take place? (Let students search for hints: desert sand, wide and lonely land, tall dry grass, look at pictures, bison, foxes, eagles, wolves, coyotes, axes made of stone.)

--When does the story take place? (Let students look for hints: axes made of stone, needles made of bone, fire, caves.)

--Were people stronger in ancient times? Were they faster runners, and were they more stealthy as the author says? Why?

--The old man has a new idea. How do the others respond to it? (Fear, disbelief, derision, the boy's wonder.) When their ideas are challenged (when they see unknown men), how do they respond? [Shall we fight or shall we hide? (Expand to discussion of war.])

--Why do the people believe they are the only people? Do you believe we (earthlings) are the only people in the universe? Why or why not?

--Boy relates to the two unknown men, saying that they have walked far "just as we have walked before" (p. 28). He is trying to identify with how these strangers must
feel. This is called empathy. (Lead to discussion of "Us and them" theory: when we consider someone "one of us," how do we think of them and behave toward them? If we consider someone different, even alien, what is our reaction? (Have students generate examples and/or find current articles from newspapers and magazines that exemplify the concept, for instance, an article about racial or religious prejudice, or poor relations between countries.)

--The old man represents some of the first explorers. What would it have been like to wander everywhere, searching for other tribes? Why does he want to go searching far away when life is good where he is? Are you ever an explorer? Explain. What kind of explorations are being made in our world today?

--The others don't understand why the old man is not satisfied to stay put. Have you ever been restless and eager to find something out and been told to just be content with the way things are? Explain your feelings.

--What kinds of responsibilities does the boy have? Are you surprised that he is sent to hunt wildcats? (He can't be more than ten!) Why or why not?
The boy wonders if there is another boy like him who thinks the same thoughts he does. Have you ever wondered if others have the same thoughts as you? Have you ever wondered if somewhere there’s another person just like you? It’s a neat feeling to encounter another person of like mind or feelings, whether in person or in a book. Like Boy, who says he’ll “never feel alone again” (p. 36) after he meets the unknown boy, you can feel strong and connected when you find someone like this.

Maybe for Boy there’s not only a like boy far away, but far across time. Maybe he’s sitting in this classroom. Is that possible? Were stone age people so completely different from us? How are we alike?

--It seems that Boy must move on periodically, and that he regrets leaving this place. Do we have nomads nowadays?

--It’s just a bead. Why does it make Boy so happy? What does it represent to him? Why would it make him happy to know you would carry it with you if you found it? What might you pass on to future “Boys” that would represent your life now?
Activities

--If you were suddenly left without any weapons or tools, how could you use natural objects to protect yourself and to obtain and prepare food? Brainstorm lists in small groups, and share with the total group.

--Stone age people had to be resourceful. They could not visit a local shopping mall to buy the things they needed. Rather, they used the natural resources that they discovered in their environment, or they adapted these things to meet their needs.

In small groups, brainstorm ways to use the products of a wildcat. Remember to focus on the necessities of life: food, water, weapons, clothing, shelter, childcare, and so on. Then, write a script for a commercial for the Wildcat Advisory Board, expounding on the many uses of wildcat products.

--Have each student carry a rock around with him/her for one day to see how many different ways it can be used as a tool (NOT as a weapon). Each student records the uses and shares them with the rest of the class or group.

--Have students bring an "artifact" from home that might tell something about their own family heritage. What might someone think about this family if all they had to learn from was this artifact?
Have students or small groups of students write fact-based adventure stories set in prehistoric times. Encourage students to imagine what it was like to live then, based on information from the story and other sources.

**Research Topics**

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report. The November, 1985 issue of the *National Geographic* is an excellent resource for the study of early man.

The new boy is quite poetic, saying the bead "holds the color of the sky. It's like a flower that will never die" (Schweitzer, 1965, p. 34). These people couldn't have thought like that...could they? Find out how intelligent stone age people are believed to be.

This tribe knows how to use fire. What progress did fire bring man?
These people are nomads; they are hunters and gatherers. Find out more about how ancient and/or modern nomads live.

The bead is a connection between our world and theirs. It, like all artifacts has a story to tell. How do archaeologists uncover these stories? How do they figure out what artifacts were used for? How do they know how old an artifact is? What kinds of artifacts do we have from the Old Stone Age?

How do these people keep track of time? (By watching the movements of heavenly bodies.) Learn the history of time-keeping.

What do you think the boy's good luck song is? Does he believe it really will give the old man luck? (Research superstitions, then and now.)

Critical Thinking Activities

It is important to know that historical fiction is based on historical facts, but has parts which are made up by the author. How do we know if details in *One Small Blue Bead* are fact or fiction? How can we find out if we are not sure? (Ask students to describe their
thinking processes as they decide if the following story
details are fact or fiction.)

--The use of fire
--The blue bead
--Boy
--hunting with spears
--suspicion between tribes
--wandering to find food

--Return to the chart created as a pre-activity to
confirm or reject compiled information. Add any
additional information. Compare information with that
of text book or other sources. Are there any conflicts
of information? Try to resolve them by further
research.

Reading Related Literature

--Read a related fiction or non-fiction book. (See
Appendix C for list of related literature. The starred
books are historical fiction that is most like One Small
Blue Bead in theme.) "Sell" your classmates on it by
completing one of these projects.

--Make a poster to advertise your book.
--Design a book jacket for your book, complete with
cover illustration(s), title, name of author and
illustrator, and review of the book inside the flap.

--Write and perform a T.V. commercial for your book.

--Design and make a mobile about your book.

Art

--Ask students to bring in natural substances (such as berries or flowers) with which they can experiment with making paint.

--Make brushes by finely shredding the ends of sticks to form a fuzzy ended stick-brush.*

--Paint pictures on flat rocks.

--Paint tiles (ceiling, ceramic, or other) with black paint. Give each student a stone other natural object and have them etch an outline of an animal.*

Guest Speaker

Contact a local museum or university for information regarding local archaeologists. Invite one to give a talk about archaeological methods and ongoing local research.

*Art activities from Man and His Artistic Expression
AN INTEGRATED SIXTH GRADE SOCIAL STUDIES UNIT

BASED ON

THE BRONZE BOW BY ELIZABETH GEORGE SPEARE

Goals

As a result of experiencing this unit based on The Bronze Bow, students should:

---Have a feeling for the time of the Roman empire—how it was different to live then.
---Appreciate that some things are constant in the human experience, like conflicts and emotions.
---Enjoy the excitement of the story and the writing style of Elizabeth George Speare.
---Know that Romans ruled Judea (now Palestine), but that it was an uneasy rule, and that the religion of Christianity grew in the midst of this unrest. (Also identify other concepts students will encounter in study of textbook or other sources and focus on these concepts as discussion and activities progress.)
---Think critically about the various values issues and points of view represented in the novel, and in related literature and texts.
---Research related areas of interest.
---Discuss events and issues of the book thoughtfully.
---Write reflectively about themes that arise from reading and discussion.
Suggestions for Use

Themes for Discussion and Writing

This unit is designed in a format that could allow teachers to merely assign chapters to students and use the questions for discussion as answer-the-questions-at-the-end-of-the-chapter assignments. This is not how this unit is intended to be used. It is intended to provide students opportunities to integrate the processes of language (listening, speaking, reading, and writing) with the content of the history-social sciences. Students need to participate actively in discussions. They need to write frequently, both formally and informally. Independently writing answers to questions without encouragement or opportunity to reflect on the themes of the literature will not be as meaningful to students.

Chapter Summaries

The chapter summaries are useful for reminding the teacher of what important events happen in which chapters. It would never do to only read the summaries. The teacher must read and reflect on the whole novel before introducing it to the students.

Religious Content

It is important to consider the religious nature of The Bronze Bow, inform the principal of the school and/or appropriate district personnel that the book is being used,
and anticipate problems with certain parents. Though the History-Social Science Framework (1988) acknowledges the importance of the role of religion in history, and requires that students "become familiar with the basic ideas of the major religions" (p. 7), some people believe that it is not the role of public education to teach students about religion. Perhaps if parents are informed that it is legal to teach about religion, and that educators will not advocate any one religion, problems will be manageable. The religions of other ancient civilizations will have been topics of study if the chronology for the sixth grade curriculum represented in the framework is followed. This fact will serve to reinforce that students have learned about several major religions, not only Judaism and Christianity.
How to Use Themes for Discussion and Writing

Themes for discussion and writing are listed for each chapter. These can be used as a stimulus for small group discussion. (But if students get involved in topics that they generate, that is even better.) Make sure there are students of various ability levels in each group. Let students take turns leading the discussions and recording the groups’ findings. The class can reassemble to discuss the most important and interesting features of the section in question, or to discuss related issues. Students must know that each person’s interpretations and opinions are valid so that participation and involvement will be enhanced.

Literature response journals allow students to further explore meanings. Ideally, each student will write about their personal thoughts or feelings in regard to the story. Ask them to write remarkable quotes from the story on the left-hand side of the page, and to respond to them on the right side. (A quick reference to a certain "part" may be sufficient, since students may see copying as busy work, but writing the quote will help students to focus on the text.) The themes for discussion and writing can also be used for students for whom a writing topic does not easily come to mind.
Daniel Bar Jamin had but one all-consuming purpose in his life, to revenge the cruel death of his father and mother by driving the Romans out of his land of Israel. First with an outlaw band, and then with a group of boy guerrillas, Daniel nurses his hatred and waits for the hour to strike. He takes comfort in the verse from II Samuel 22:35—"He trains my hands for war, so that my arms can bend a bow of bronze." The bronze bow represents Daniel's tormented journey from blind hatred to his acceptance and understanding of love. Only after he has nearly sacrificed his friends and driven his sister, Leah, deeper into mental darkness, does he seek the help of Simon's friend, Jesus. After he has poured out his troubles to this gentle teacher, Jesus speaks to him and tells him, ". . . it is hate that is the enemy, not men. Hate does not die with killing. It only springs up a hundredfold. The only thing stronger than hate is love." The healing strength of Jesus cures Leah and, at that moment, Daniel can forgive the Romans. He understands at last that only love can bend the bow of bronze. Each character stands out in this startling story of the conflict of good and evil, of love overcoming hate.

* Summary quoted directly from Children's Literature in the Elementary School, by Charlotte Huck.
About the Author

Elizabeth George Speare was born in 1908, and raised in Massachusetts. She was a teacher and a mother of two children. In 1957, she wrote her first book, *Calico Captive*. It became an A.L.A. Notable book and the first of several excellent historical novels for children. Three of her books are Newbery Award winners: *The Witch of Blackbird Pond*, written in 1958; *The Bronze Bow*, written in 1961; and *The Sign of the Beaver*, written in 1983.
Pre-Activities

--Discuss what the class knows about Christian ethics, especially "turn the other cheek." Point out that this is a new way of thinking during the time of this book's setting.

--Identify the area of the Roman Empire during the period of the book's setting. Arouse curiosity about life in an occupied area.

--Arouse interest in book, elude to its excitement, adventure.

--For discussion: Have you ever looked for revenge? How did you feel?
Chapter One

Eighteen-year-old Daniel bar Jamin, a Galilean, watches a brother and sister climb up the mountain on which he lives. They remind him of home, the village below that he has not visited for five years. He reveals himself to them and confronts Joel, who is Daniel's age, and who studies to be a rabbi; and Malthace, his spirited, dark-haired sister. Daniel tells the story of his escape from a cruel master blacksmith, and his rescue from starvation by Rosh, a rebel outlaw whose gang Daniel is part of. The boys discover a common passion: hatred for the Romans who rule their world. As Daniel walks them part-way down the mountain, they encounter one of Rosh's sentinels.

Chapter Two

Rosh has planned an attack on a pack train coming through the mountain path in order to capture one giant slave he says should not be wasted on the galleys. Daniel takes his orders to hold back one of the trademen while the slave is stolen. Joel insists on helping him. Joel is met by and approved of by Rosh. Daniel ends up leading the huge slave back to camp, becomes his keeper by default, and works all night to remove his shackles.
Chapter Three

It is four weeks later. Samson is devoted to Daniel. He follows him, works for him, will only eat or drink if Daniel offers. Simon the Zealot, a blacksmith Daniel knew in Ketzah visits the camp and informs him of the death of Amalek (the cruel master). He talks Daniel into visiting his grandmother and sister. He finds his grandmother is very old, frail, and poor, and his sister is no better than before. She is still afraid of almost everything and everyone.

Background Information for the Teacher

Joshua (p. 10) was the successor of Moses in the Jewish exodus from Egypt. Ketzah is near the plain where he marched out against the "heathen kings."

Judas at Sepphorus led a rebellion against Rome. (Ch. 1)

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for
other types of writing for students who do not come up with their own ideas.

Prediction

—Mysteries about what Daniel has been doing for five years: What is the story of his sister? Why does he live in a cave? Why hasn't he seen his grandmother and sister when he is so near to Ketzah? (Ch. 1)

Moral Reasoning

—Do you think Rosh and his men obtain their food ethically? Under what circumstances is it morally right to steal? (Ch. 3)

Critical Thinking

—Whose "side" is the author on—the Romans or the Jews? How can you tell? (Ch. 1)

—Which events in this story are historical fact and which are fiction? How do you know? How can we find out if we are not sure? (Ch. 1)

—Why do you think Daniel offers to lead the slave? (Lead students to identify the values Daniel holds that prompts his decision.) (Ch. 2)
History

--Start a chart of what has been learned about the Roman Empire. Add facts as they are discovered throughout the book. Students may confirm or refute information recorded on the chart by comparing it with textbooks and other sources. This could be an ongoing project, or a culminating activity.

Research Topics

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

--Malthace says "the Jews have been worse off before. There have always been conquerors--and there was always deliverance" (p. 9). To what is she referring? Have Jews been subject to oppression since the time of the Roman empire? (Ch. 1)

--What is the purpose of the Jewish law of washing hands before a meal? (Ch. 1)
--Which ancient civilizations kept slaves? Were there ever slaves in the U.S.? When? Are there slaves today? (Ch. 2)

Geography
--On an appropriate map, find Palestine (now Israel), Sea of Galilee (fresh-water lake bordered by Israel, Syria, and Jordan), Jordan River, the Great Sea, Lake of Merom. (Ch. 1)
--Draw a map of Palestine, including the places mentioned in the story. (Ch. 1)

Language Arts
Characterization
--We know a character through the author's description, through the dialogue, thoughts, and actions of the character, and through his/her interactions with other characters. For example, in the first chapter, the author tells us that Daniel is eighteen years old, tall, and muscular (p. 1). We learn from Joel that he was an apprentice who ran away from a blacksmith (p. 4), and from Daniel himself that he has lived on the mountain for five years (p. 5). He often speaks "fiercely," and blood rushes into his face when he thinks that Joel is offering him charity. From these and many other clues,
we learn that Daniel is a strong, independent, proud, and lonely young man.

--Using these types of textual clues, characterize Joel and Malthace. (Ch. 1)

--Write a character sketch of yourself or a friend. Or, write a short story about yourself, a friend, or an imagined character in which you use some of the same tactics that Speare uses to characterize Daniel.

Fun with Language

--When one of the outlaws in Rosh's gang worries about Samson, and the danger of having a huge, strong slave on the loose, he complains, "We're all like to wake up dead some morning" (p. 22). Why is this a funny thing to say? An oxymoron is a phrase that has contradictory ideas, like waking up dead. Can you think of any others? (Compile a list.) (Ch. 2)

Art

--Draw a picture of Rosh or Samson, using the descriptions on p. 20. (Ch. 2)
Chapter Four

It is the Sabbath, and Daniel goes to the synagogue with Simon. There he hears Jesus, a man who dares to preach, though he is but a carpenter. His spirit excites Daniel, and he thinks Jesus might lead the people against the Roman soldiers. He is disappointed, however, when Jesus talks only of repenting and believing—we won’t rid our land of Romans by repenting and believing, he thinks. On the way home, a detachment of foot soldiers forces the people to give way. Daniel begins to start trouble with angry words and a stone, but some villagers prevent him, and upbraid him for endangering Ketzah. That night, Daniel steals back up the mountain to join with Rosh, a man of action, leaving his confusion and obligation behind.

Chapter Five

In a fit of restlessness, Daniel takes off for the city of Capernaum to find Joel and convince him to join Rosh and his gang. He is amazed at the sights and sounds of a bustling seaport, but is ever-aware of the presence of Roman soldiers. He finds Joel’s house, and is welcomed heartily by his friend. At a meal with Joel’s family, Daniel reveals his impatience with the Jews of Capernaum for putting up with the Romans. Rabbi Hezron, Joel’s father, warns him to conceal his feelings for safety’s sake. He asks Daniel not
to associate with Joel for fear that his son will turn his mind from the study of Jewish Law to violence. Daniel leaves, feeling that he has lost his friend.

Chapter Six

On his way back to the mountain, Daniel encounters a Roman soldier, and rashly insults him. He flees, but the soldier wounds him with a spear. Daniel finds his way back to Joel's house, where Joel and Malthace hide him and nurse him.

Chapter Seven

Daniel, Joel, and Malthace are together in the passage where Daniel is hidden, discussing two philosophies for Jewish deliverance: waiting, and letting God establish His kingdom on earth; or actively fighting their oppressors. Daniel is persuaded to tell the tragic story of his family: His uncle rashly complained when a tax collector came early, and was sentenced to a lifetime of labor in a quarry. Daniel's father and five others attempted to save him, but were caught in the act. All six men were crucified. Daniel's mother stood by her husband's cross for two days, then came home and died. Five-year-old Leah had witnessed it all. She became so fearful that she had never since left her house. She and Daniel lived with their grandmother, who was eventually forced to "sell" Daniel to Amalek, the cruel blacksmith.
After hearing Daniel’s story, Joel and Malthace vow with him to avenge his family’s wrongs. They determine that Joel can best serve their purpose by continuing to study in Capernaum. Daniel secretly leaves for the mountain.

Background Information for the Teacher

Religion
The Sabbath is the seventh day of the week, named in the Ten Commandments as the day of rest and worship. It is a sacred and joyful day for doing nothing but worshipping with the family.

A mezuzah is a small piece of parchment inscribed with the Biblical passages Deuteronomy 6:4-9 and 11:13-21 and marked with the word "Shaddai," a name of the Almighty. The parchment is rolled up in a container and affixed to a door frame as a sign that a Jewish family lives within. It is a custom to touch it before one goes through the doorway.

The Torah is the first five books of the Old Testament: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. It is on parchment or leather, and is used in a synagogue during services.) (Ch. 4)

History
Hezekiah was the king of Judah from 720 to 692 B.C. His name means "the Lord has strengthened. (Ch. 5)

Deborah was a prophetess and judge of Israel who helped the Israelites free themselves from the Canaanites. (Judges 4:4)
Queen Esther was a Jewish queen of Persia who saved her people from massacre.

The Maccabees were a Jewish dynasty of patriots, high priests, and kings of the second and first centuries B.C. Judas Maccabeus was the most famous. His rededication of the Temple at Jerusalem—164 B.C.—is commemorated by the Feast of Chanukah. This celebration, also called "The Feast of Lights" and "The Feast of Dedication," is held in the month of Kislev—December—and lasts eight days.

Enoch was the eldest son of Cain—Genesis 4:17 and/or the father of Methuselah—Genesis 5:21. (Ch. 7)

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.

Literal Comprehension Questions

--How does the village Ketzah get its name? (Ch. 4)

--Describe Grandmother's and Leah's home. (Ch. 4)

--Describe Daniel's mixed feelings about Jesus. (Ch. 4)
---What is wrong with Leah? Was your prediction from the first chapter correct? (Ch. 4)

---What is Daniel's shame? (Ch. 4)

Elaborative Comprehension Questions

---Why do you think Samson waits for Daniel to give him drink and food instead of taking it for himself? (Ch. 4)

---Why do you think Daniel is so hesitant to go to the town and see his grandmother and sister? What might be the "old troubles" that would bother him there? (Ch. 4)

---How would you feel if your grandmother had to work as a field hand for her bread, and take "paupers' share"? What is similar to paupers' share in today's world? How are these institutions different from paupers' share? (Ch. 4)

---Why do you think Daniel is so upset when the Samaritan auxiliary detachment passes? Why does he call them infidels? (Ch. 4)

---Joel's family eats on couches, Roman style. Why does Daniel resent this? (Ch. 5)
Daniel wonders about Malthace: Is she for him or against him? What do you think? (Ch. 7)

Activism.

--Why do the Jews in Capernaum go about their business, paying no attention to the Roman soldiers? Why aren't they angry and resentful, like Daniel?

What is Rabbi Hezron's explanation of the Jews' seeming complacency? How does he believe the Jews will prevail over the Romans? (See chapter seven for another discussion of waiting versus taking action.)

Liken the above situations to one that students might identify with, like a new school rule that they feel violates a basic right. (Call attention to the difference between living under imperial rule and living in a democratic society. Of course, some may liken school to the former rather than the latter situation.)

What are the various ways of reacting to the new rule? Why do people react the way they do? What do you think would be the most effective way to get an unfair rule changed? (Ch. 5)

The decision to become active or remain passive in such a situation could be explored through role playing. For example, set up a situation in which the school administration establishes a new dress code—say, students are no longer allowed to wear clothing with a
popular cartoon character who espouses "questionable" values. Let students take turns playing the part of the principal who announces the rule and students who believe the rule is unfair. Between role plays, discuss the various reactions and students' opinions of them.

Religion.

--Why are the elders of the Pharisees so careful not to let their robes touch the passers-by? As a common man, Daniel must leave his cloak at the door of a Pharisee's house, lest he make the household unclean. What do you think this means?

Guest Speaker

Find a guest speaker for your class to share what it means to be Jewish in today's world. Call a local synagogue, or contact someone you know who is Jewish--including any students in your class or school who might wish to give a short talk. Be sure to discuss the content of the talk beforehand. Possible topics are: beliefs, customs, history, prejudice.

Research Topics

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as
an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

--Find out about bonds made between families of boys and tradesmen. (Ch. 3, p. 33-34)

--A man goes to Nazareth to "arrange for a wife" (p. 45). What does this mean? Find out why some people arranged for marriages rather than marrying for love. Find out if this happens today, and if so, in what cultures and for what reasons. (Ch. 4)

--Explain the order of seating in the synagogue. Why do the women sit behind a screen in a separate section? Is this true today? Why or why not? (Ch. 4)

--What is Hebrew? Aramaic? (Ch. 4)

--What is the Roman gymnasium, and what kinds of games are played there? What games do we have today that are similar? (Ch. 5)

**Geography**

--Where is Nazareth? (Ch. 4) Where are Capernaum and Tiberias? (Ch. 5) Add them to your map.
Language Arts

Descriptive Language

--Why is chapter six, in which Daniel is wounded, so absorbing? What words or phrases help us imagine what it's like for him? How does the author enhance the mood and create suspense?

Let students read the chapter together in search of writing techniques the author uses to excite the reader and help him/her empathize with Daniel.

Examples:

--The author gets inside Daniel's mind: Daniel asks himself questions as he is running: "Where could he go? Down there in that huddle of houses was there someone who might give him shelter" (p. 71)?

--The author uses sensory details, like, "pressing hard against the pain in his ribs. His hands came away sticky and red" (p. 70).

--When Daniel is escaping the Roman sentries, the sentences are short and choppy.

Allow students to share their ideas in the total group, recording them on the chalkboard.

--Have students write a short, exciting story about a real or imagined episode, using some of the techniques identified.
Art

Create a bulletin board with a bronze bow in the middle and the scripture, "He trains my hands for war, so that my arms can bend a bow of bronze." Around it, arrange drawings of scenes from the book or interpretations of the meaning of this scripture. Add drawings that reflect the change of Daniel's interpretation of the above scripture as the class finishes the last chapter.
Chapter Eight

Daniel makes it back to the mountain, where he is cared for by Samson. When he is well, Rosh orders him to get his dagger repaired. Daniel finds that Simon has left his blacksmith shop to join Jesus. He goes to Capernaum, and meets with Joel, who walks with him to meet Jesus. They witness the healing of a little boy, and hear Jesus speak words of comfort and hope to the wretched crowd. Simon directs Daniel to a blacksmith who can help him.

Chapter Nine

Rosh orders Daniel to steal a travelling old miser’s gold. He obeys, but he feels bad for the old man lying in the road. Daniel stays with him to make sure he regains consciousness, and then returns one of the daggers the old man pulled on him. Rosh upbraids him for this act of mercy, warning Daniel that his "soft spot" must be eradicated. Daniel is confused about whether his more tender feelings are a weakness or not.

Chapter Ten

Daniel receives a message that his grandmother is dying. He goes to Ketzah, and finds that his sister and grandmother have been holed up in their little shack for ten days, helpless. He works to make things comfortable, then talks gently to his grandmother of earlier days, and recites...
a psalm. Leah gradually comes closer, and takes Daniel’s hand. They sit up with their grandmother until she dies.

Chapter Eleven

Simon offers his shop and adjoining house for Daniel and Leah’s use. He has only one condition: that Daniel keep a lid on his hatred for the Roman soldiers, lest he bring down violence on his neighbors. Daniel accepts grudgingly, and finds a way to move his sister to their new home. There, he takes up his trade. Leah takes up some household tasks that she has learned through watching her grandmother: gardening, baking, cleaning. One day, a Roman soldier brings a bridle in for mending. Daniel keeps a reign on his contempt long enough to do the job. The soldier and Leah accidentally meet. Hate overtakes Daniel as he notices the soldier looking at his sister, and he slams the door to shield her.

Background Information for the Teacher

Religion

Daniel was a Hebrew prophet during the Babylonian captivity.

Shadrach, Meshach, and Abednego were Hebrew captives who miraculously escaped death in Nebuchadnezzar’s fiery furnace. Daniel 3. (Ch. 10)
History

King Solomon was king of Israel in the tenth century B.C.; he was the son of King David; he was noted for his wealth and wisdom; he is the reputed author of three books of the Bible.

The Queen of Sheba came from southern Arabia to test the wisdom of King Solomon. (I Kings 10:1.) (Ch. 11)

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.

General

—Why do you think Daniel is not contented with life on the mountain any more? Why do you think he shuts Malthace out of his mind? (Ch. 8)

—What do you think of Rosh? What kind of man is he? What kind of leader? (Ch. 8)

—What is Daniel’s reaction to the healings? (Ch. 8)
--Why do you think Daniel is afraid of Leah? (Ch. 10)

--Daniel describes his grandmother's treasures. Can you imagine living with so few belongings? Even the richest people in ancient times had fewer things than we do. Why? (Ch. 11)

--Why do you think Daniel is so surprised at the kindness of his grandmother's neighbors? (Ch. 11)

--Daniel compares two seemingly unlike characters: Samson and Leah. How are they alike? (Ch. 11)

--How does Leah surprise her brother? In what ways does she blossom? Why? (Ch. 11)

--What features of the Roman soldier seem to surprise Daniel? What causes hate to wipe out his curiosity again?

Religion

--Jesus is not concerned with the hand-washing law. Why do you think he implies that it's not important? (Ch. 8)
--Jesus gives Daniel a lot to think about when he addresses the crowd. What new ideas does he espouse? (The worth of each individual, love one another.) (Ch. 8)

Moral Reasoning

--Do you think Rosh is justified in robbing the old miser? Why or why not? (Ch. 9)

--Why does Daniel wait until the old man awakens, and give him back his dagger? Why should Daniel be concerned about a mean, selfish person? (Ch. 9)

--Like Rosh, do you think Daniel’s concern about his grandmother, sister, and Thacia is a weakness? Which kind of person would make a better soldier: one who can follow orders without involving his own sense of right and wrong, or someone who follows his own moral code? What kinds of moral decisions did soldiers of the following wars have to make?

--the Civil War
--World War II
--the Vietnam War

Are there moral considerations in regard to war that remain constant? Were these wars different in ways that affected soldiers’ moral decisions? (Ch. 9)
Research Topics

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

--What are hired mourners? What cultures have this custom?

--A man speaks of a girl like Leah who is "possessed by demons." What would we call her affliction today? Compare the treatment of mentally ill people in these times and in ours.
Section Four: Chapters Twelve — Fifteen

Summaries

Chapter Twelve

Daniel meets another boy who feels impatient to overthrow the Romans, and Joel brings a schoolmate with the same passion. Slowly, the band grows to include twenty-one boys, ready to fight. Daniel begins to notice the Roman soldier is riding by his place, the meeting place, too often. They move their meeting place to an abandoned watch tower in a field.

Chapter Thirteen

Joel and Malthace come to visit Daniel. "Thacia" waits in the shop while Daniel and Joel go for a new recruit. When they return, they find Thacia laughing and talking with Leah! Daniel is amazed. Later, he realizes his sister's dress is a rag. He buys her new cloth for a dress, and again Leah astounds him by taking up the task without hesitation.

Chapter Fourteen

Leah asks Daniel many questions about the wedding Daniel had attended the night before. Her questions reveal "an incredible ignorance" about life. Daniel answers her questions until she asks what will happen to her when Daniel gets married. He answers that he lives for nothing but ridding their land of Roman masters. Leah asks if the young Roman soldier on horseback is their master, but she doesn't
believe it when Daniel says he is. She says he is just a homesick boy. This angers and confuses Daniel. He escapes to the mountain where he spends the night. Samson kills a sheep in honor of his visit, despite Rosh's order to lay low. Daniel cannot forget his new life; he returns to Simon's house to find Leah slipped back into her old self.

Chapter Fifteen

Daniel goes to Capernaum every morning to hear Jesus, and to Bethsaida some nights for the same purpose. At Leah's insistence, he describes the events and the crowds, and recounts the stories Jesus tells: the story of the Good Samaritan, and the story of the little girl Jesus raised from the dead. Leah asks if Jesus will come to Ketzah, and Daniel asks if she wants to see him, but she is too afraid. Daniel notices Leah acting strangely, but he can't figure out why. Daniel takes pride in the craftsmanship of his work. He makes a tiny, bronze bow, then hides it.

Background Information for the Teacher

Levites are members of the tribe of Levi, assistants to the Temple priests. (Ch. 15)

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which
link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.

**General**

--As the small band forms, why are its members cautious about admitting new recruits? Do you know of any other secret organizations in history or today? Why are they secret? How are they alike/unlike Daniel's secret band? (Ch. 12)

--What do we learn about slavery in chapter twelve?

--Why do you think the job of tax collector is so contemptible to the Jews? How is this situation like/unlike the American colonists' reactions to British taxes before the American revolution? Ask your parent(s) how they feel about paying taxes and how they feel toward agents of the I.R.S. How are their feelings like/unlike those of the taxpayers in the novel? (Ch. 12)

--The author never described what Joel is wearing in such detail as she does Thacia's costume. Why? (Ch. 13)
--Joel says of Jesus, "He has a way of making something very clear and uncomplicated—so that you wonder why you never thought of it that way before." Do you know anyone who has this gift? (Ch. 13)

--How do you think Daniel felt when he heard Leah laugh for the first time? How did you feel? (Ch. 13)

--Do things seem different to you in the morning, like Daniel? --"in the clear, bright sunlight, nothing seemed impossible" (p. 163). Why? (Ch. 15)

--What do you think Jesus' story of the Samaritan means? Have you ever been a "Samaritan," or have you ever been helped by one? Why doesn't Daniel like the story? (Ch. 15)

--Daniel wonders when the suffering of people will end. Has suffering ended in our time? Explain. Do you think it ever will? Why or why not? (Ch. 15)

--Why were Jesus' friends afraid for him when Jairus, one of the rulers of the synagogue, approached him? (Ch. 15)
Prediction

--Daniel and Joel wish Jesus and Rosh would "join forces." Do you think this will happen? Why or why not? (Ch. 13)

--Where do you think Leah learned the word "homesick"? (Ch. 14)

--Why is Leah acting so strangely: peering in her mirror, looking dreamy, running to the garden door? (Ch. 15)

--What do the words, "afterwards, he remembered these days as a time of quietness and hope" imply? (Ch. 15)

Psychology

--Why do you think Daniel relishes the thought of a fight? Do you know anyone--who shall remain nameless--who often seems eager to jump into a fight? Why do you think they feel this way? (Ch. 12)

--Do you know anyone like Kemuel, who enjoys debating the finer points of an argument? Describe him/her. Why do you think he/she likes to debate? (Ch. 12)
Why do you think Daniel is so rude to everyone in the marketplace? (Ch. 13)

Why do you think Leah’s questions about marriage anger Daniel? Why do you think it makes him so angry when she says the Roman soldier is homesick? (Ch. 14)

Would you say Daniel is often motivated by guilt? Why or why not? (Ch. 15)

Why do you think Rosh is angry at Samson for providing meat? Do you know anyone—who shall remain nameless—who has trouble accepting the talents and ideas of others and must always be in control? (Ch. 14)

Why do you think Leah likes the story of the little girl raised from the dead so much? (Ch. 15)

Why do you think Daniel is “half ashamed and half proud” of the tiny bronze bow he made? (Ch. 15)

Moral Reasoning

What does Daniel mean when he asks Nathan if he would like to use his fists for a good purpose? (Ch. 12)

When is it morally right to use violence?
--Why is Daniel uncomfortable now about the outlaws stealing sheep? Why do we feel more responsible for and more charitable toward people we know? Can you think of examples of this idea? (We are more likely to be rude to a stranger than to someone we know. Children's charitable institutions give donators names and pictures of children.) (Ch. 14)

Research Topics

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

--What is a dowry? What cultures have dowries today? Do we have anything like a dowry? (Ch. 13)

--Daniel says it infuriates some of the men who see Jesus listening to children, and talking to them as if they were important. Are children treated differently now than they were long ago? Learn how attitudes toward children have changed in the course of history. (Ch. 15)
Geography

--Where is Samaria? Are Jews and Samaritans foes?
(Ch. 15)

Related Readings

--Read the account of the Good Samaritan (Luke 10:25-37), the daughter raised from the dead Matthew 9:18, 19; 23-36; Mark 5:22-24; 35-43; Luke 8:41, 42; 49-56). (Ch. 15)

Art

--Draw the sunrise at the seashore from the description on page 161. (Ch. 15)

Fashion

--Based on the descriptions of clothing in the book, and other sources, draw the dress of the times—men's and women's. (Ch. 13)

--Use scraps of cloth to dress paper dolls in the fashion of the times.

--Students could expand the study of clothing of the times into a research project by making costumes and putting on and/or video-taping a fashion show. The costumes would be relatively easy to make, since fashions were simple in design. Or,
--Make life-sized paintings of costumes on cardboard and cut out the faces. Let students put their faces in.
Section Five: Chapters Sixteen - Nineteen

Summaries

Chapter Sixteen

Daniel carries orders from Rosh to Joel: Herod is to give a banquet in honor of a legation from Rome. Joel is to find out who will attend. Thacia dresses like Joel so that he will have an alibi, and she and Daniel walk to his home. On the way, Daniel almost blows it when two Roman soldiers command them to carry their packs. But Thacia shoulders a pack, and Daniel has no choice but to do the same. At home, Daniel, Leah, and Thacia visit and share a meal. Daniel gives Thacia the bronze bow. They walk back together, talking of Jesus and of Leah. Something is happening between them ....

Chapter Seventeen

Rosh's purpose for learning who would be at the banquet was to rob them while they were away. Many villagers are appalled, but the boys are elated. They begin to serve Rosh directly, robbing one rich man after another. Daniel feels uneasy about their recklessness as they show off by pilfering Roman soldiers' equipment. The boys overtake two guards and dismantle a catapult. Joel sends word that the Romans are strengthening their forces in Capernaum. The farmers and shepherds become desperate as Rosh's men continue stealing sheep and plundering crops. When Daniel warns Rosh, however, Rosh is derisive. Daniel
worries that the villagers will not follow him when the time comes.

Chapter Eighteen

Thacia comes to Daniel with a shocking report: Joel has been taken, and is to be sent to the galleys. Daniel goes to Rosh with the news, but Rosh acknowledges no responsibility. Daniel breaks with him, and returns to his band of boys determined to rescue Joel without Rosh. His plan is to hide in the cliffs overhanging the road and throw rocks down on the Romans when the prisoners are transported east. In the confusion, he will cut Joel's chains. The boys vote Daniel officially their leader. They vow to work together "for God's Victory."

Chapter Nineteen

The boys hide in the cliffs overlooking the road and wait. When Joel is directly below them, Daniel gives the signal, and the boys pelt the soldiers with rocks. The soldiers begin to storm the bank, contrary to Daniel's prediction—he anticipated that as the first soldier who climbed the rock was cut down, the rest would stay back. He was wrong. As Daniel shouts retreat, a huge rock on the opposite bank is ripped from the cliffside and crashed down on the caravan. Then Samson slides down. He throws Daniel up onto the rock, then breaks Joel's chain and tosses him up. He is mortally wounded and dragged off by the Romans. Nathan is dead. The boys had seen the might of Rome close at hand, and their confidence would never be regained.
Background Information for the Teacher

The tetrarch, Herod Antipas was the half-Jew son of Herod the Great, who was governor of Galilee. He examined Jesus at the request of Pilate.

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.

General
---Why do the Romans use the plural form of god? Why does the author use a lower case "g" when writing about Roman gods and an upper case "G" when writing about the Hebrew God? (Ch. 16)

Prediction
---Why do you think Daniel is nervous and doubtful about Joel's "undercover" assignment? Might the author have reasons for telling her readers that Daniel has misgivings about the plan? What might they be? (Ch. 16)
"What passages create a feeling of uneasiness and foreboding in chapter seventeen? Why? What do you think is going to happen? (Ch. 17)

At what point did you know Samson was on the scene? How did you know? (Ch. 19)

Psychology

Why do you think anyone would want to stay "crippled"? Does Leah? (Ch. 16)

Thacia says Daniel only sees the unhappy things. Do you agree with her? What makes you say that? (Ch. 16)

Romance

What do you think was the look in Thacia's eyes when Daniel gave her the bronze bow? Why did she hide her eyes? Why are some people afraid to show tender feelings? (Ch. 16)

Why do you think Daniel could not have borne to watch Thacia shoulder a Roman pack on the way back to the village? (Ch. 16)

Leadership

Some of the villagers consider Rosh a savior who will lead them against the Romans, while others see him
merely as an outlaw. What does Daniel think? Which do you think he is? (Ch. 17)

Daniel feels no pride or glory that he is the gang’s leader, only a “cold heaviness.” Why? Do you know of any other leaders who accept their role out of a sense of duty rather than a desire to glorify themselves? Who? Have you ever been in a situation in which you felt that it was your duty to be a leader? Explain. What was it like? (Ch. 18)

Compare and contrast the qualities of two leaders: Rosh and Daniel. What qualities do you look for in the leaders for your groups? (Ch. 18)

Are you surprised at Rosh’s attitude toward Joel’s capture? Why or why not? (Ch. 18)

Why do you think waiting to pounce on this caravan is different from all the other times for Daniel? (Ch. 19)

Is Daniel prepared to give his life in this attempt? How do you know? (Ch. 19)
Research Topic

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

--In chapter nineteen, we see the Roman soldiers at work. They seem to be quite formidable and well organized. Find out how the Roman army was different from other armies of the time. Why were they so successful?
Section Six: Chapters Twenty - Twenty-four

Summaries

Chapter Twenty

Joktan now lives with Daniel, helping him do the work Daniel cannot tackle with his broken shoulder. He does not hear from Joel for nine days. Then, Joel appears, offering his services for the cause. He will join Rosh if necessary. His father has arranged for school in Jerusalem. Daniel convinces him that his part is to study, so he gladly decides to go to Jerusalem. Joel tells Daniel that Thacia will not choose a husband, so her parents are arranging for one. She wants to meet Daniel at the festival for the Day of Atonement.

Chapter Twenty-one:

Daniel goes to warn Jesus that the elders of the synagogue are plotting against him. In a private meeting with Jesus, Daniel pours out all his troubles, guilt, and confusion. He wants vengeance for his father and Samson, but Jesus says he can't repay love with hate, and what Samson did was an act of love. Jesus asks Daniel to follow him, but he must give up something that is precious to him: his hate.

Chapter Twenty-two

Daniel goes to the festival of the Day of Atonement. There, he is very self-conscious of his obvious peasant status among the "elegant youths." The young girls do a
traditional dance in a weaving line, Thacia being among them, searching the crowd (for Daniel?). Daniel runs.

Thacia follows him. They finally reveal their love for one another, Daniel unwillingly. He tells her they can never be together because of his vow. He goes home. Leah serves him a dinner that includes a basket of fruit that Daniel finds out is a gift from Marcus, the Roman soldier who is her friend. He is violently furious, and he tells Leah she has shamed him and all of Israel.

Chapter Twenty-three

Daniel finds he has undone Leah's new confidence. She is again "possessed by the demons," but now she is most afraid of Daniel. He decides to find Jesus for help. When he does, there is a great crowd, proclaiming him the Messiah. Jesus has performed a miracle by feeding the whole crowd. But though Daniel hopes he will lead them, Jesus leaves. Simon explains that Jesus will never lead them against the Romans. Daniel is completely disillusioned.

Chapter Twenty-four

Daniel feels trapped making a living for a girl who doesn't want to live. Leah gets "the fever," and Daniel does nothing but tend her. Daniel sends word to Thacia that Leah is dying. The young Roman soldier is concerned for her, but of course, Daniel turns him away with the utmost scorn and hatred. Thacia brings Jesus to Leah. Jesus seems to understand Daniel's hatred, betrayed hopes, and
loneliness, and Leah's demons. Daniel decides that it must be love that enables men to bend the bow of bronze, and that he will follow Jesus. Leah is cured. Daniel invites the Roman soldier into their home.

Background Information for the Teacher

The Day of Atonement is a day of rest, fasting and spiritual cleansing. (Ch. 20)

Themes for Discussion and Writing

Allow small groups of students to generate discussion topics and discuss what they feel are the most important and interesting features of the section, especially those which link the past to the present in some way. The suggested topics below can help them get started. They can also be used for literature response journal topics or topics for other types of writing for students who do not come up with their own ideas.

General

--Daniel feels inferior among the elegant youths at the festival. He feels like an outsider. Have you ever felt like that? Have you ever mistreated a person whom you thought was different from you? Why or why not? (Ch. 22)
--Do you admire Thacia in chapter twenty-two? Why or why not? (Ch. 22)

--Why do you think Leah became friends with Marcus, the Roman soldier? (Ch. 22)

 Threatened Authority

--Why do the rabbis and the scribes hate Jesus? (Ch. 20)

--Simon says the priests from Judea are trying to trick Jesus into saying something blasphemous. Why would they do that? (Ch. 21)

 Daniel's Turmoil

--Why does Daniel say he can never marry? (Ch. 20)

--Why do you think Daniel does not consent to follow Jesus? (Ch. 21)

--What do you think Jesus means when he tells Daniel, "You are not far from the kingdom" (Ch. 21)

--Why do you think Daniel runs away when the line of girl dancers draw near to him? (Ch. 22)
Have you ever been so angry, that you've experienced the "whirling blackness" Daniel does? Why is he so violently angry at Leah? (Ch. 22)

When Daniel believes Jesus has revealed himself as the Messiah, what do you think he expects will happen? How does he react when Jesus leaves the crowd? (Ch. 23)

A Change of Heart

Daniel interprets "He trains my hands for war, so that my arms can bend a bow of bronze" differently. How and why? (Ch. 24)

It is easy to understand why Leah says she knows how Jairus' daughter felt when she was rescued from death. But why do you think Daniel says he knows too? (Ch. 24)

What do you think is the new vow Daniel and Thacia make? (Ch. 24)

Why do you think Daniel goes to the Roman soldier instead of Jesus? (Ch. 24)

What does it mean that Daniel asks the soldier to come into his house? (Ch. 24)
A New Religion

—What is "the new way" that Daniel will never see clearly or understand? (Ch. 24)

—What kingdom is Simon talking about? (Ch. 23)

—What does it mean that Jesus goes among the poor? Only the rich and learned "matter" to the rabbis. How is Jesus' philosophy different? (Ch. 23)

Research Topics

Allow individual students or small groups to choose relevant topics for research projects. These projects may be as narrow or as broad as the teacher and students see fit, but a specific question helps students view research as an inquiry process, rather than an exercise in copying. After students read to find out answers, they may become interested enough in a topic to do a written or oral report.

—Joel says Thace is spoiled because she's allowed to go about with him. What were the lives of girls ordinarily like during this time? Are girls more limited than boys in their choice of activities today? (Ch. 20)

—How were diseases treated in Leah's time? (Two hints in this chapter: leeches and a concoction of rue.) (Ch. 24)
Introducing Similes and Recognizing Purpose of Figurative Language

---The author describes Thacia's demeanor in Chapter 22 with a simile: "The deep shining happiness was like a lighted lamp, glowing brighter until it threatened to blind him" (p. 231).

A simile is a figure of speech that compares a person or thing to something else. It uses the words "like," "as," or "than" to show how they are alike. How is Thacia's happiness like a lighted lamp, and why would it threaten to blind Daniel?

Why do you think the author used this simile? What could she have said to describe Thacia's feelings and Daniel's reaction without the use of the simile? Which description do you like better?

Why do you think authors use figurative speech?

Analyzing Similes

---To figure out what a simile means, you have to take it apart in your mind. What is being compared? How are these two things alike? Then, you put it back together by asking yourself what the simile means. In small groups, figure out the meanings of similes. (One simile per group is best, so that students can negotiate meanings, and come up with alternative meanings.) Then
have one spokesperson explain the simile to the total class. (See Appendix C for similes from The Bronze Bow.)

Distinguishing Metaphors from Similes

--Metaphors are like similes because they compare unlike people or objects. They are different from similes because they do not have words that make the comparison explicit, like "as," "like," or "than." They simply say something IS something else, or they assume the comparison. Here is an example of a metaphor:

"My love is a red, red rose."

The same comparison could be made with a simile:

"My love is like a red, red rose."

Analyzing Metaphors

--To analyze a metaphor, take it apart in your mind, just as you did with similes. Decide what is being compared, and how those two things are alike. Then, put the metaphor back together by deciding what it means.

In small groups analyze metaphors from the novel, (See Appendix D) and decide what they mean. (One metaphor per group is best so that students may negotiate meaning and think of more than one interpretation.)
Writing Metaphors or Similes

--Ask students to choose a piece of creative writing that they have finished—it could be a story, poem, or anything that they want to make more vivid. In small groups, ask students to share their writing, looking for parts that would benefit from figurative language. Then, ask students to incorporate metaphors or similes into their original writings. Allow groups to reconvene to share the changes they make and discuss the effect of the figurative language on each piece.

Discussing Animal Metaphors

--Daniel calls the Roman soldier a "stiff-necked son of a camel." Can you think of other animal/people metaphors? Are they positive or negative? What are you saying when you say someone is an animal? (If it is a negative comparison, it usually distances the person from humanity. It implies that he/she is not one of us.) (Ch. 14)

Related Readings

--Compare this story of Jesus feeding the crowds of people bread with versions of the story from the Bible. (Matthew 14:13-21; Mark 6:30-44; Luke 9:10-17; John 6:1-14) (Ch. 23)
Culminating Activities

Writing Assignments

--Character analysis: Describe Daniel as he is at the beginning of the book. Refer to his speech and actions and to his relationships with other characters. How does he change by the end of the novel?

--Compare and contrast your life to Daniel's. In what ways is your life similar to his? In what ways is it different?

--We have witnessed this story through the eyes of Daniel. We know how he feels about his homeland being occupied by imperial Rome. Try to see the situation through the eyes of the Roman soldiers in chapter six, or from the point of view of the young soldier who admires Leah. Write a journal entry from the point of view of one of these soldiers, responding to Daniel and his insults, and expressing how you feel about serving the Roman empire in Palestine.

--The Bronze Bow was awarded the Newbery Medal for the most distinguished contribution to American literature for children. Write an essay about why you think it was awarded this honor.
Write an historical fiction story. Be sure to research historical events mentioned in your story so that they are accurate.

Role Playing--Interviewing

Let students take turns being a talk show host and a main character from the book. (Daniel would be best, since we know him well.) Encourage students to discuss thought-provoking topics, like how the character's attitudes change, what he/she plans to do in the future, and so on.

Reading Related Literature

Read a related book. It can be fiction, non-fiction, or biography. (See Appendix C for list of related literature. The starred books are the most like The Bronze Bow in theme.) "Sell" your classmates on it by completing one of these projects.

--Make a poster to advertise your book.
--Design a book jacket for your book, complete with cover illustration(s), title, name of author and illustrator, and review of the book inside the flap.
--Write and perform a T.V. commercial for your book.
--Design and make a mobile of about your book.
Research Topic

--Religious conflicts and disputes over who should control Palestine are important themes in this novel. Many of the same types of problems exist in Israel today, two thousand years later. Research the history of current conflicts, starting with the close of World War II.

Critical Interpretation

--Have students read the expository version of Roman/Judeo-Christian conflicts in the text Greek and Roman Civilization from the Human Adventure Series. The chapter entitled "The Rise of Christianity" explains why many of the people of Judea balked at becoming "Hellenized," and hated Roman rule. The zealots whose lives we come to know in The Bronze Bow are described from a more objective point of view. The points of view of Jews who revered and Jews who feared the zealots are discussed, just as they are alluded to in the novel.

The life and teachings of Jesus are discussed in an expository fashion, as are the major differences between Judaism and Christianity. Students can relate the novel's representation of the tug between the new and old faiths to the one in the text.

The chapter entitled "The Two World Views of Western Man" contends that the two great sources of Western culture
are the ideas of the Greeks and Romans, and the ideas of the Jews and Christians. It says that the blending of these different ideas has produced our unique, complex Western culture. A discussion of the conflict between these two world views (which centers on the supremacy of man versus the supremacy of God) would provide a fascinating conclusion to this unit.

Art
--Draw what this story means to you.

--Construct a diorama which represents your favorite part of the novel.
REFERENCES


Social Science Staff of the Educational Research Council of America (1971). *Greek and Roman Civilization* (From the Human Adventure Series.) Boston: Allyn and Bacon, Inc.


Appendix A:

Means of Assessment

According to the English-Language Arts Framework (1987), the learning and assessment processes should not be separated. Since the learning activities of these units are based on reading, discussing, listening, and writing, objective tests would be inappropriate.

Teacher observation of student discussion and individual consultations between teacher and student will offer insight into students' level of participation, understanding and involvement. The questions listed in these units require higher-order thinking, thereby allowing further opportunities to focus on students' learning.

Student writing will provide another means of assessment as teachers read literature response journals and other writing assignments, looking for thoughtful reflection regarding the literature. As students "grapple with understanding their subjects and communicating their thoughts" (English-Language Arts Framework, 1987, p. 34) they are simultaneously documenting their progress.

Projects developed from topics listed in these units can provide evidence of students' research skills.

Art activities listed throughout the unit will also allow students to demonstrate what they have learned.
Appendix B

History-Social Science
K—12 Goals and Curriculum Strands

Goal of KNOWLEDGE and CULTURAL UNDERSTANDING

Goal of DEMOCRATIC UNDERSTANDING and CIVIC VALUES

Goal of SKILLS ATTAINMENT and SOCIAL PARTICIPATION
Appendix C
Related Literature

I. Early Humankind and the Development of Human Societies

This book demonstrates how existence in a cold and harsh climate created challenges the early Maori people had to overcome.

A stone age boy bears the ridicule of his tribe until he is very old because he says there will one day be water where the Mediterranean Sea is now.

A beautiful and most interesting account of the discovery of caves in southern France which had been inhabited thousands of years ago and decorated by paintings of prehistoric animals, hunting scenes, and primitive rituals.

*Historical fiction book similar in theme to One Small Blue Bead.*
A hauntingly beautiful Stone Age Roméo and Juliet story.

The food, technology, society and religion of prehistoric peoples are reconstructed and examined through evidence from various archaeological study sites.

A fascinating introduction to history, this book will appeal to all who seek to understand the past. Carefully and accurately illustrated in color, it shows the development of material culture and technology in a variety of historical settings from the earliest toolmakers four million years ago to the Greeks at home 2,400 years ago.

Providing a historical and cultural overview of art from prehistoric through modern eras.

Experts trace the development of man by studying the clues left behind, such as stone weapons and tools, Egyptian hieroglyphic writing, ancient pottery and even safety pins which the Bronze Age people used to hold their clothes together.

*Harvey. Beyond the Gorge of Shadows.*

The story of a boy who lived 10,000 years ago, who dares to defy the belief of his tribe that they are the only men on earth.


Colored photographs and illustrations describe how scientists continually search for clues and reconstruct the record of how people lived in the Old Stone Age.


The author explores the history, origins, and techniques of the art and the artists, reveals the meaning of their work, and describes the methods used by present-day scientists to date the paintings.

*Historical fiction similar in theme to One Small Blue Bead.*
Hunting large animals with clubs and spears is dangerous. For this reason the cave people welcome Great Bear's invention of the bow and arrow.

Describes the development of man and environment as man developed and travelled from ocean to land from the Cambrian period to Cro-Magnon man. The scientific theories, concepts, and contributions of men (Darwin, Linnaeus, and Mendel) who have aided in our understanding of evolutionary principles and development are included.

A description of the life, art, and artifacts of the cave dweller, particularly their fears and rituals as they organized a hunt for the mammoth.

Archaeologists have discovered clues that help us recreate and learn about past civilizations. Illustrated in full color.

The author traces the growth of archaeology from earliest times to the present, showing how this field became a science and gradually began to include study of areas beyond the traditional sites of Egypt, Greece, and Italy.


This book tells the story of the discovery of the ancient bones of these huge creatures, and their relationship to the history of man himself.


The wonders of man's life on earth are unlocked through a science called anthropology. In this brief account of man's development over the ages, the techniques scientists use in solving the riddles of the past are described.


A Bronze Age boy must kill a wolf singlehandedly in order to win his right to wear the scarlet of manhood.

Set in the late Ice Age in the south of France, this is the story of Maroo, a teenage girl who must save her family from the onslaught of the icy winter. Provides insight into what life was like in prehistoric times.

II. The Ancient Hebrews


This is a sensitive and distinctive retelling of the story of Moses, who led the Israelites out of slavery in Egypt to Canaan over 3,000 years ago.


A vivid retelling of the story of Joseph relating how he was sold into slavery and taken to Egypt, and his eventual reunion with his family.


Contains 34 stories retold from the Old Testament.


The story of the boy, David, and the giant, Goliath, and how the boy, though he was the youngest and
smallest of all of his brothers, was able to overcome the terrible giant.


Using Hebrews II as a focal point—"Now faith is the substance of things hoped for, the evidence of things not seen," the author tells the stories of those men and women for whom these words were true. Here are Noah and his sons, Abraham, Isaac, Sarah, David, Cain, Abel, and many others—living men and women whose faith was the evidence of things not seen.


Simple retelling of an ancient Hebrew legend about the loving relationship between Dan and Joel. When hard times strike, each brother displays his concern for the other's well-being.


A brief historical and literary introduction to each section provides some useful background information. Begins with the "Story of Joseph and His Brothers" and ends with Arthur Miller's "Monte Sant' Angelo."

Eight historical sites in the Middle East demonstrate how archaeology has expanded man's knowledge of biblical times.


An introduction to some of the most beautiful and appealing Bible stories from both the Old and New Testaments. Winner of the first Caldecott Medal in 1937.


The author presents an account of the Jews' suffering under the Pharaohs and their flight from Egypt. She explains the first Passover and how the tradition of celebrating it has been handed down.


The author retells the Biblical story of the destruction of Sodom and its inhabitants with the exception of Abraham's nephew Lot and his family.


Awarded the Caldecott Medal in 1978. Illustrates
the Biblical story of Noah who builds the ark, fills it with animals and rides out the Great Flood.

III. The Roman Empire

An account of the years when Rome established her empire. In describing the course of this 500 year period, the author presents the personalities of the prominent leaders as well as the events they fashioned and the underlying issues of their time.

An old man relives his experiences as a twelve-year-old elephant driver with Hannibal on his march across the Alps to Rome. A grim and powerful story of the ruthlessness of war.

A grand adventure story which culminates in the winter festival at Knossos and the sacrifice of the maidens to the Minotaur. A panoramic story which ranges from western Britain to Minoan Crete. For mature readers.

This book tries to correct the historical silence concerning early technological development by making available for the first time a wide range of the most common and important objects from Roman times to the medieval era.


An account of the Roman Army during three critical periods: the Macedonian campaign, Caesar's conquest of northern Europe, and the early years of the Empire.


This book adds to Caesar's story a great deal which he left out.


A comprehensive look at the Roman World, including the Republic, the Empire, sports and leisure, public and community life, everyday life, crafts and trade.


Describes the everyday life and major historical events of the ancient Romans.

Illustrated with photographs, this book introduces young readers to the classic art of ancient Rome. Glubok describes Roman mosaics and murals, portraits and statuary, buildings and monuments.


August A.D. 79--It was one o'clock in the afternoon, an ordinary day in the Roman town of Pompeii. Suddenly Mount Vesuvius erupted and Pompeii was buried under eighteen feet of debris and remained covered for more than 1,500 years. Beautifully illustrated.


The story of David ben Joseph, a young man living in Jerusalem at the time of the Roman conquest. David is confused and troubled by the carnage around him and it is only through Simon ben Judas, a kindly old scholar, that he finds a new direction for his life.

*Historical fiction with similar themes to The Bronze Bow.

Caesar's life was filled with battles, triumphs and intrigue as he tried to change Rome into a world empire with himself at the head.


A colorful book that covers the early empire, Roman daily life, and the fight for survival.


The author tells a story of two children who lived in ancient Rome. From earliest morning when their pet monkey wakes them, through a busy day—studying with the tutor after breakfast, marketing with Nurse, wheedling honey cakes from the cook, giving a pretend banquet.


Text and black and white illustrations show how the Romans planned and constructed their cities for the people who lived within them.

Titus, a young Roman, is betrothed, at eighteen, to Cordelia. He accepts the betrothal without enthusiasm, though his primary concern is with the precarious state of a Rome threatened by the invincible Hannibal. When Titus is made prisoner he is held in disgrace by his fellow Romans, but his courage and Cordelia's bravery give him the strength to fight on to the defeat of Hannibal.


Briefly traces the development of Roman civilization and includes instruction in making models of Roman artifacts such as armor, mosaics, arches, togas, battering rams, and an assault tower. Well illustrated and includes an index.


Included in this peek into a Roman town are views of the temple, shops, baths, theater, homes, places of business, and defense mechanisms. Readers will be transported over time to relive for themselves life in ancient Roman days.

Flavius is the proudest boy in Rome when he takes part in the "triumph" to celebrate his father's return from the war in Greece. Later, when Flavius persuades his father to grant freedom to one of the captive slaves, he celebrates another kind of triumph.


This is the story of young Centurion Alexios Flavius Aquila, commander of a unit of Frontier Scouts of the Third Ordo, Northern Britain, and his furious struggle to maintain control of the native tribes at this fringe of the Roman Empire in about 343 A.D. It is a tale of courage and perseverance.


A romantic story of Palestine and Rome in the time of Christ. A young Jew of noble family is made a galley slave.


A young Roman patrician is kidnapped and sold into slavery. The author creates a feeling for the place and people of this early Christian era.

*Historical fiction similar in theme to The Bronze Bow.*

Colored drawings enhance the concise text and give readers a true picture of life for the early Roman soldier.


Young Enecus Cano's dream seems to come true when he is accepted as an apprentice to physician Locadio Priscus. His new skills are tested by one of the greatest natural disasters in history. Set in the final days of ancient Pompeii, the book illustrates Roman social and family life and the surprisingly sophisticated state of medical science.
Appendix D

Similes from The Bronze Bow

—"Like an animal lured out of hiding, he edged slowly from behind the rock" (Ch. 1, p. 3).

—"Slowly, like a wary animal, Daniel took a few steps back and let himself down on the grass" (Ch. 1, p. 6).

—"A great host of men like the sands of the shore" (Ch. 1, p. 10).

—"He had scrambled up the steep bank of rock and vanished like a lizard into one of the jagged crevices" (Ch. 2, p. 16).

—"She had gone up those rocks like a mountain goat" (Ch. 2, p. 17).

—"...like a hawk he would pounce" (Ch. 2, p. 18).

—"He could crack two of our heads together like a pair of walnuts" (Ch. 2, p. 22).

—"...like being chained to a huge rock, having to drag it with him wherever he went" (Ch. 3, p. 30).
--"A boulder that five of them were heaving and tugging Samson could roll into place like a child's pebble" (Ch. 3, p. 30).

--"Heat lay over the town like a smothering blanket" (Ch. 3, p. 41).

--"He works like a mule" (Ch. 5, p. 62).

--"That strength of his--it's like a rock on the edge of the cliff" (Ch. 5, p. 62).

--"He could feel them (the words of the scripture) like fire in his veins" (Ch. 7, p. 78).

--"Compared to his own sister, Thacia was like a brilliant, scarlet lily, glowing and proud" (Ch. 8, p. 92).

--"...it's (Jesus' voice) gentleness rested on the suffering people like a comforting touch" (Ch. 8, p. 103).

--"...the sun weighed down on his head like a vast hammer" (Ch. 9, p. 106).
"...scrawny neck muscles stretched like a half-grown chicken's." (Ch. 9, p. 108).

"...there's a flaw in you, boy, a soft streak. Like a bad streak in a piece of metal. Either you hammer it out the way you'd hammer out a bubble, or you'll be no good to us" (Ch. 9, p. 110).

"The booths of the weavers were surrounded by women, chattering like a woods full of sparrows." (Ch. 13)

"...his words touched their minds and hearts like some healing ointment, and (that) the scars on their spirits that came from being beaten and kicked and turned away all day long lost their smart...." (Ch. 15, p. 164).

"How is Daniel like a man in a pit, raging and helpless? (Ch. 24)

"Yet, like a treacherous bubble that fled under the hammer and formed again, a doubt returned" (Ch. 9, p. 111).

"...it seemed the final blow that struck his shackles into place" (Ch. 11, p. 122).
"Daniel reached for the thing like it was a scorpion" (Ch. 11, p. 130).

"'Every time I come, Leah has changed,' she told him. 'It's like watching a flower opening very slowly'" (Ch. 16, p. 184).

"...a shimmering like the snow on the mountain" (Ch. 16, p. 186).

Why will it be like "caging a wild bird from the mountain" to make Thacia stay home? (Ch. 20)

...her eyes...were like empty windows" (Ch. 23, p. 238).

"She seemed to be wandering in a distant country, peopled with dreadful shapes he could not even imagine" (Ch. 24, p. 247).
Appendix E

Metaphors from The Bronze Bow

--"The narrow ribbon of road" (Ch. 1, p. 9)

--"The shining little jewel that was the Lake of Merom" (Ch. 1, p. 10)

--"...the hillside erupted" (Ch. 2, p. 19).

--Samson is a "chained ox" (Ch. 2, p. 24).

--"A transparent veil of mist and smoke hung over the rooftops" (Ch. 5, p. 55).

--"His sword is drunk with their blood" (Ch. 7, p. 77).

--"He raised the anvil and struck the softened metal, blow after powerful blow, beating out his weakness....He would get rid of this flaw in himself!" (Ch. 9, p. 111).

--"He turned over, twisting his shoulders to fit a hump in the rocky ground. In these few weeks his body had forgotten the feel of pebbles. In the same way, his mind shifted uncomfortably, trying to find a resting place." (Ch. 14, p. 157).
"...the bars of his cage slid into place around him" (Ch. 14, p. 158).

"...he bent his neck to the Roman yoke and picked up the second pack" (Ch. 16, p. 179).

"The red mist of anger" (Ch. 18, p. 199).

"He longed to beat a wall of furious sound against his own thoughts" (Ch. 20, p. 212).
Appendix F

Related Films and Videos

Films related to ancient world history and geography are available through the Riverside County Office of Education.

Prehistoric man:

Dr. Leakey and the Dawn of Man, Part One (#05555) and Part Two (#07642).

Roman empire:

The Romans--Life, Laughter, and Law

Video #20440V

Ancient Rome

Film #00537F

Rise and Decline of the Roman Empire

Film #05958F or Video #20844V
Appendix G
The Best Museums

For Sixth-Grade History-Social Science Students to Visit

San Diego Museum of Man
1350 El Prado Blvd.
Balboa Park 92101

This museum focuses on cultural and ethnic origins.
Features:

---exhibits that explain process of human evolution, cultures of early man, interrelationships between man and animals.
---Library with books and periodicals on anthropology, archaeology, ethnology available for inter-library loan and for teachers.
---They send a packet of information about exhibits before you come.

J. Paul Getty Art Museum
17985 Pacific Coast Hwy.
Malibu 90265

The building is a replica of the Villa dei Papiri, a 100 A.D. Roman villa. The setting, view, and even trees, flowers, and herbs match that of the villa two thousand years ago.
---The museum features Greek and Roman antiquities collections.
Natural History Museum of Los Angeles County

900 Exposition Blvd.
Los Angeles 90007

Los Angeles County Museum of Art

5905 Wilshire Blvd.
Los Angeles 90036

This huge museum has diverse collections.

Features:

--- Egyptian and Greco-Roman sculpture and antiquities.

--- Right next to La Brea Tar Pits---see following.

George C. Page Museum of La Brea Discoveries

5801 Wilshire Blvd.
Los Angeles 90036

This paleontology museum houses over one million Ice Age mammals, plants, and birds recovered from the Rancho La Brea tar pits in next door Hancock Park.

Features:

--- Can watch pit excavation in progress.

--- Prehistoric "La Brea woman" exhibit, due to special effects, changes from a skeleton to a complete, fleshed-out figure while the visitor watches.
UCLA Museum of Cultural History

Ranked among top four university museums of ethnography and archaeology in the United States.

Riverside Municipal Museum

3720 Orange St.

Riverside 92501

Skirball Museum of the Hebrew Union College

Los Angeles

Exhibits focus on Jewish history, traditions, and ceremonial art.
Appendix H

Ways to Integrate Students Who Read at Various Ability Levels

Echoic Reading

This strategy is particularly useful for nonfluent readers. The teacher reads sections of print and individuals reread those sections. The rationale is that poor readers will benefit from hearing the teacher's proper word attack, fluency, and expression. Extended use of echoic reading helps readers read more fluently and with appropriate expression.

Impress Reading

In this strategy the teacher and the student(s) read a passage aloud together at the same time. The student is simultaneously hearing a good model and mimicking that model. This direct guided practice helps with impression, pacing and fluency.

Paired Reading

Children read orally in pairs. The teacher can pair better readers with less efficient ones so that the less fluent reader is forced to read more quickly and use the skills of the more fluent reader.

*Adapted from Core Literature Lesson Design, San Bernardino City U.S.D.*
Or, students read in pairs one at a time. The one who is not reading acts as the teacher who asks questions and helps with vocabulary.

Inquiry Reading

This technique involves silent reading by the students for a specific purpose. They may read to find the answer to a teacher-posed or student-posed question, or to find evidence to support an answer they have given. In either case, the answer or support is found through silent reading and then that section only is read aloud.