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INTEGRATING READING INTO A CIVIL WAR UNIT

Irene G. Griffis, M.A.
California State University, San Bernardino, 1986

Statement of the Problem

The purpose of this project is to develop a unit of study revolving around an area of history, the Civil War. This project is designed to incorporate reading of the content area to allow for the greatest amount of understanding.

The Civil War time period, which is being used, will come directly from the 1980 version of Follett Social Studies. It must be understood by the user of this project, that this area in history will allow the student to receive inspirations from individuals and be offered to focus in on materials other than his or her everyday life. By incorporating reading into this content area it will allow the student to become an informed citizen of the events which helped establish the country which he or she is living in.

Procedure

The content area of study will incorporate the total language approach. These four approaches, reading, writing, listening, and speaking will be integrated into the materials provided. Materials provided consist of an entire selection of lesson plans which are directly related to this area. These lesson plans provide a specific format to follow, however, they are designed for individuality. The lesson plans also include techniques to improve vocabulary development and comprehension. Along with these lesson plans, one can find

activity lesson plans to allow the student to integrate the information learned and apply it to other parts of the total language approach. This project also includes materials that can become the basis of a lesson plan or part of a lesson plan. They may be used in a center in the classroom or as filler activities. It is hoped that all the materials provided will give the user sufficient material which is needed to stimulate the minds of the learners.

Conclusion

It is the intent of this project that students will be able to apply techniques learned to assist in constructing meaning in their minds about the language which they have been introduced to. By being able to gain meaning the students will then be able to learn from the material which is read and used this knowledge to become an informed citizenry.

California State University

San Bernardino

INTEGRATING READING INTO A CIVIL WAR UNIT

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: Reading Option


By

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San Bernardino, California

1986

APPROVED BY:


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INTRODUCTION

Invitation

"If you are a dreamer, come in,
If you are a dreamer, a wisher, a liar,
A hope-er, a pray-er, a magic bean buyer...
If you're a pretender, come sit by my fire
For we have some flax golden tales to spin.
Come in!
Come in!"

-Shel Silverstein

"Reading always has been - and remains - a means of assimilating information, acquiring knowledge, gaining insight, and receiving inspiration from individuals who are not available for face-to-face conversations and interactions." (Reading Framework, pg. 1) This statement correlates very strongly with studying our history. A student will never be able to have a face-to-face conversation with Abraham Lincoln, Ulysses S. Grant, or Robert E. Lee, however, the student can gain insights, acquire knowledge, and receive inspirations by reading about these people. Therefore, this project is an attempt to give the fifth grade students this opportunity through the incorporation of their classroom textbook, Exploring Our World The Americas.

Today, a teacher needs to entertain the students to a certain extent, so that learning is accomplished. This is primarily due to the amount of media which is available to the students nationwide. Therefore,

this project will incorporate lesson plans which will give the students the spirit of adventure that was experienced by the ancestors of this country. As a result, greater understanding of the people and concepts will be achieved.

According to the California Reading Framework, students need to comprehend the material which is being presented in this textbook. To be able to do this reading skills need to be incorporated throughout the material. The Follett social studies program assists students in mastering reading skills by including enriching vocabulary, comprehension, organizing information, interpreting graphics, using textbook features, and using reference tools.

"For students to gain knowledge systematically and to make decisions based on reliable data, they must become questioners as well as receivers of facts and interpretations." (Follett S.S., p. TB 14) This project will arrange situations, activities, and opportunities to allow independent thinking on the student's part. All students' opinions should be respected. Students are encouraged to question information. The teacher needs to provide questions which will assist in answering their doubts.

This project will present eight lesson plans geared directly toward the text with vocabulary and comprehension strategies. After each selection are additional activities which will be introduced to the students to allow for independent thinking. It is hoped that this project will be most helpful to teachers who are teaching this content area time-period.

GOALS AND OBJECTIVES

Goals

The primary goal of this project is to develop a unity about the Civil War which will allow students to use problem solving techniques, make judgements, and to reach conclusions in regards to this subject matter. With these skills students will have a greater experience of succeeding in this content area.

A unique problem which arises in the content areas is the ability for students to comprehend the materials which are read. To help overcome this problem, vocabulary of the subject matter will be incorporated through several different methods; schema building, predicting and confirming while reading, using semantic clues from the context, and defining words from the glossary. This is the second goal of this project.

The third goal of this project is to develop an appreciation of the material. The material will be introduced in such a way which will allow students to explore the events one at a time as they actually occurred in history. Famous and not so famous people will be discovered and discussed which will help the students understand the relationship which these famous people played in the development of the United States.

A fourth goal of this project is to accumulate reading materials outside of the textbook. It is hoped that students will become aware of historical events outside of the curriculum text.

A fifth goal of this project is to incorporate the four components

of language - reading, writing, listening and speaking. These four components will be integrated into the content area.

Objectives

1. The students will be able to sequence events, recognize differences between the North and South, use this information to make comparisons and recognize the cause and effect relationship.

2. The students will be able to use information learned through vocabulary and apply it to the content material.

3. The students will be able to locate information on maps.

4. The students will be able to use techniques needed to discuss facts in a debate format.

5. The students will be able to note a difference between the North and South through creative writing.

6. The students will be able to use effective oral language through a Readers' Theater.

7. The students will be able to give oral or written presentations regarding people during this time period.

RESEARCH AND EVALUATION COMPONENT

Ethnographic Data

This project has been written to be presented to the entire fifth grade students at a private school in Southern California. The total enrollment consists of 281 students in grades Kindergarten through eighth grade with one classroom per each grade level. The area surrounding the school consists of primarily elderly and as a result 90% of the students are transported to school by parents. The majority of the students come from a middle income status. This status is only established since both parents are employed away from the home. Ethnic representation consists of 51% Majority and 49% Minority. Majority and Minority are determined by noting student's surname; if surname was not associated with Anglo representation child was placed into minority category.

Description of the N

The population to be involved in this project is 32 fifth grade students, which consists of the entire fifth grade population. The age range of these students ranges from 10 to 12 years of age. The ethnographic data of this population consists of the following: 53% Majority and 47% Minority, 19 Boys and 13 Girls.

Data Gathering

This project will incorporate a pretest at the beginning of this unit and a posttest at the conclusion of this unit. It is extremely

important that the pretest be administered prior to this unit, and that the teacher uses this information effectively to allow the greatest amount of success for the students.

The pretest will be based on a total of 25 questions, including true and false, noting information related to the North and South, matching famous and not-so-famous people with the contributions to this time period, and vocabulary through context clues in sentence format. Each question will be given a 4% value to determine percent.

The posttest is very similar to the pretest except in greater detail and including up to 50 questions regarding the content area. Each question will be given a 2% value to determine percent. The purpose of the posttest is to determine the retention of the material which the student has been exposed to. Once the pretest and the posttest are compared the teacher can determine how much retention was accomplished through this project, for both majority, minority, boys and girls.

The students in this population will also be tested in March or April of 1987 through IOWA testing. This will be the first year that social studies skills will be tested.

Pretest - The Civil War Divides the Nation

Write T before each true statement. Write F before each false statement.

- ___ 1. Lincoln attended high school and college.
- ___ 2. Lincoln became a successful lawyer.
- ___ 3. Lincoln refused to debate with Douglas about slavery.
- ___ 4. Lee surrendered to end the Civil War.
- ___ 5. Grant served in the Mexican War.
- ___ 6. Lee was born in Ohio.
- ___ 7. Grant was commander in chief of the Confederate army.

Match the letter to the correct name.

- | | |
|--------------------------|---|
| 8. Chief Cochise | A. helped train black nurses in Chicago |
| 9. Fannie B. Williams | B. started an abolitionist newspaper |
| 10. Booker T. Washington | C. worked to settle blacks in the west |
| 11. Sojourner Truth | D. founded Tuskegee Institute in Alabama |
| 12. Frederick Douglas | E. fought and then made peace with the United States government |
| 13. Ulysses S. Grant | F. was commander in chief of the Union army. |

Write N for North or S for South.

- _____ 14. It called itself the Confederate States of America.
- _____ 15. It wanted slaves to work in the cotton fields.
- _____ 16. It had a larger army and most of the supplies.
- _____ 17. It won the Civil War.
- _____ 18. Much of it was ruined after the Civil War.
- _____ 19. It wanted the states to decide for themselves about slavery.
- _____ 20. Soon after it seceded, war started.

Fill in the blanks with the words below.

reconstruct
sharecropping
blockaded

abolish
debate

- 21. The Northern states wanted to _____ slavery because it was unjust.
- 22. Lincoln had a _____ with Douglas regarding slavery.
- 23. After the Civil War the South had to _____ due to the extreme destruction.
- 24. The North _____ ports so as the South could not sell their goods.
- 25. _____ became a way of life for plantation owners.

Posttest - The Civil War Divides the Nation

FOLLETT SOCIAL STUDIES
Exploring Our World: THE AMERICAS

Write T before each true statement. Write F before each false statement.

- 1. Abraham Lincoln was born in Kentucky.
- 2. Lincoln attended high school and college.
- 3. Lincoln helped take farm products to New Orleans on a flatboat.
- 4. Lincoln became a successful lawyer.
- 5. For a while Lincoln was a member of the Illinois legislature.
- 6. Lincoln was President during the Civil War.
- 7. Lincoln refused to debate with Douglas about slavery.
- 8. Lincoln was shot and killed a few days after the Civil War ended.

Write the letter of each description in Column 2 next to the correct name in column 1.

- | | |
|--|---|
| <input type="checkbox"/> 9. Booker T. Washington | A. helped train black nurses in Chicago |
| <input type="checkbox"/> 10. Sojourner Truth | B. started an abolitionist |
| <input type="checkbox"/> 11. Fannie B. Williams | C. worked to settle blacks in the west |
| <input type="checkbox"/> 12. Chief Cochise | D. founded Tuskegee Institute in Alabama |
| <input type="checkbox"/> 13. Frederick Douglass | E. fought and then made peace with the United States government |

Items 14-23 are about either the North or the South. Label each item N (North) and S (South).

- 14. It wanted slaves to work in the cotton fields.
- 15. General Ulysses S. Grant was its great military leader.
- 16. It wanted the states to decide for themselves about slavery.
- 17. It had the Union army.
- 18. Soon after it seceded, war started.
- 19. General Robert E. Lee was its great military leader.

- ___ 20. It had the larger army and most of the supplies.
- ___ 21. It called itself the Confederate States of America.
- ___ 22. It won the Civil War.
- ___ 23. Much of it was ruined during the Civil War and had to be rebuilt.

Circle the correct ending for each statement.

- 24. At the end of the Civil War, the South
 - a. was richer than ever
 - b. was in terrible condition
 - c. had miles of new railroad track
- 25. Many former slavers in the South
 - a. became sharecroppers
 - b. bought plantations
 - c. found it easy to make a living
- 26. During Reconstruction
 - a. blacks became full citizens with equal rights
 - b. southern states wrote new constitutions
 - c. most southerners admired the carpetbaggers
- 27. William E.B. DuBois
 - a. started Provident Hospital
 - b. thought education was more important than equal rights for blacks
 - c. was a leader in the National Association for the Advancement of Colored people
- 28. During and after the Civil War
 - a. farming was more important than manufacturing
 - b. many new factories were built
 - c. the United States bought more manufactured goods from Europe
- 29. New industries
 - a. encouraged people to stay on their farms
 - b. discouraged immigrants from settling
 - c. helped cities grow

30. Many young people went west
- to work in mines and start ranches
 - to live in more populated areas
 - to get away from the railroads
31. Indians in the west
- were always treated well the the U.S.
 - never struck back against white settlers
 - were often cheated out of their land
32. From colonial times, many immigrants
- came to America to learn English
 - moved to America to find a better life
 - never helped to make our country great

Write the letter of each definition in column 2 next to the correct word in Column 1.

- | | |
|----------------------|---|
| ___ 33. secede | A. to get rid of |
| ___ 34. legislature | B. land set aside for the Indians |
| ___ 35. sharecropper | C. to discuss |
| ___ 36. politics | D. one who uses someone else's land and shares the crops with the owner |
| ___ 37. nominate | E. to separate from |
| ___ 38. reservation | F. to rebuild |
| ___ 39. abolish | G. to shut off a place with an army or navy |
| ___ 40. debate | H. to present a person's name for election to an office |
| ___ 41. blockade | I. lawmaking body |
| ___ 42. reconstruct | J. art and science of guiding the government |

Items 43--50 describe either Ulysses S. Grant, Robert E. Lee, or both. Label each item G (Grant), L. (lee), or B (both).

- ___ 43. He became President of the United States.
- ___ 44. He was a good soldier and a good leader.
- ___ 45. He was born in Ohio.

- ___46. He was commander in chief of the Confederate army.
- ___47. He became an educator.
- ___48. He was commander in chief of the Union army.
- ___49. He served in the Mexican War.
- ___50. He surrendered to end the Civil War.

STUDENT TEST RECORD

Name _____

Pretested:

Date:

Majority: _____

Minority: _____

Boy: _____

Girl: _____

Number of Correct Responses: _____

Percentage: _____

Posttest:

Date:

Number of Correct Responses: _____

Percentage: _____

CLASSROOM STATISTICS ACCORDING TO PERCENTS

Pretest Average percent:

Majority: _____

Minority: _____

Boys: _____

Girls: _____

Posttest Average percent:

Majority: _____

Minority: _____

Boys: _____

Girls: _____

REPORTING AND EVALUATION PROCEDURES

Reporting and testing will be utilized in this project. Each student will have taken a pretest before the content area is discussed and it will be followed by a posttest at the completion of study. These two tests and all other requirements will be evaluated on a point system.

Once the study of this content area has begun, parents will receive a letter notifying them of the students' responsibilities. At the half - way point, again, parents will receive a letter identifying the progress which the students have or have not made. At the conclusion the parents will receive a final letter indicating what the student has accomplished and the grade he or she will receive for their effort.

It is extremely beneficial for the teacher and the student to have a one-on-one conference the day letters are sent to the parents. This will allow the child additional knowledge about what is required and how he or she has been doing to that point.

EVALUATION SHEET

(student's name)	Points poss.	Points earned
1. Pretest		
2. Oral report or Readers' Theatre	50 pts.	_____
3. Participation in simulated War	50 pts.	_____
4. Map ability	25 pts.	_____
5. Letter to friend	25 pts.	_____
6. Debater or judge	50 pts.	_____
7. Ethnographic information	25 pts.	_____
8. Posttest	50 pts.	_____
 Total points possible	 275 pts.	
 Total points earned		_____

- 275points
- = A
 - = A-
 - = B+
 - = B
 - = B-
 - = C+
 - = C
 - = C-
 - = D+
 - = D
 - = D-

INTRODUCTORY PARENT LETTER

Dear Parents,

The fifth grade students wish to inform you that the next unit of study in Social Studies will be the Civil War.

Each student will be required to fulfill certain activities which will be listed below. Any additional support which can be given is extremely appreciated.

	Possible points
1. Pretest	
2. Oral report or Readers' Theatre	50 pts.
3. Participation in Simulated War	50 pts.
4. Map ability	25 pts.
5. Letter to friend	25 pts.
6. Debater or judge	50 pts.
7. Ethnographic information	25 pts.
8. Posttest	50 pts.

Thank you for taking the time to read this letter.

Please detach and return no later than _____.

Thank you,

(teacher's signature)

(student's name)

(parent's signature)

HALF-WAY POINT LETTER

(student's name)

Dear Parents,

The studnets are now half-way through this Civil War unit of study. At this point, as parents, there needs to be a signal to indicate the progress the student is making.

Items accomplished Items missing

- 1. Pretest
- 2. Oral report or Readers' Theatre
- 3. Participation in Simulated War
- 4. Map ability
- 5. Letter to friend
- 6. Debater or judge
- 7. Ethnographic information
- 8. Posttest

Teacher comments:

(teacher's signature)

Please detach and return no later than _____.

(student's name)

Parent's comments:

(parent's signature)

FINAL PARENT LETTER

(student's name)

Dear Parents,

The students have now completed the entire Civil War unit of study. Below you will find a list of points earned for each activity and the student's final grade.

Thank you for all your support through this area of study.

	Points possible	Points earned
1. Pretest		
2. Oral report or Readers' Theatre	50	
3. Participation in Simulated War	50	
4. Map ability	25	
5. Letter to friend	25	
6. Debater or judge	50	
7. Ethnographic information	25	
8. Posttest	50	

Final Grade _____

Please detach and return no later than _____.

(teacher's signature)

I have seen _____ progress
(student's name)

(parent's signature)

CURRICULUM FEATURES

The purpose of this project is to incorporate a unit of study which will use reading strategies to enhance the comprehension of a content area text. In this section are lesson plans, vocabulary development, and comprehension methods to accomplish this goal. Along with the specific lesson plans are activities which include reading, writing, listening and speaking skills.

Lesson Plans

The text with which this project correlates very strongly is divided into five sections, and there will be eight main lesson plans to cover the five sections. In addition, there will also be five additional activities which will encourage the opportunities for independent thinking.

Each lesson plan is basically the same. Objectives are identified numerically and can be referred to in the Goals and Objectives selection if clarity is needed. The lesson plans also include methods for vocabulary development. These too are referred to numerically and can be found in this section for clarification. Methods for improving comprehension are referred to by technique and are also found in this section.

Activities which correlate with each of these five lesson plans include such things as debate, map activity, simulated imaginary field competitions, Readers' Theatre, oral presentations of famous and not so famous people, and an ethnic background development that will indicate contributions which their ancestors have made to the United States.

Reading, Writing, Speaking and Listening

Reading is a large portion of this project. Most of the reading is accomplished by reading silently. Silent reading allows students to read at their speed and greater retention is accomplished. Oral reading is indicated during one lesson, however, as the teacher should allow the student to pass if the students does not wish to read.

Writing is noted through writing of letters to friends and responding to a given situation. Some students will also use their writing abilities through their oral presentations and preparing of facts for the debate.

Speaking is involved throughout the project. Whether this speaking comes from expression of thoughts or specific information it is extremely essential.

Listening comes at the same area as speaking. When someone speaks there is listening going on. Listening is essential to the students, especially during the debate, when the judges are asked to give their opinions and then back them up with facts from the debate. Listening is also used by the audience through the oral presentations.

Lesson Plan Features

To assist students in locating information on maps a bulletin board sample is provided in the appendix. This focal presentation will also help the students organize information which is necessary in writing and visually see where specific events occurred in history.

The following pages provide material which is necessary for this project. The first few pages specifically indicate methods for vocabulary development and improving comprehension in this area. Following this

there are two types of lesson plans which could be used to teach this project.

The first type of lesson plan ties directly with the text and the second type is referred to as Activity Lesson Plans. These lessons are directly related to the text, however, they take the student into the development of independent thinking. Directly after the Activity Lesson Plans the specific materials needed are provided.

It is hoped that the teacher understands the correlation between the text lessons and the activity lessons. One needs to mention that this project is only a guideline and that these specific plans do not need to be followed exactly as they are stated.

METHODS FOR VOCABULARY DEVELOPMENT

Each selection of the text provides specific vocabulary which is essential for the students to learn to fully understand the material which is to be read. Every person has his or her specific way to introduce vocabulary, therefore, below there are four ways in which vocabulary could be introduced.

1. Predicting and Confirming:

- a. Provide one of the words such as "surveying."
- b. What does "surveying" mean to you? (Ask the students)
List the student responses on something permanent, such as an overhead transparency.
- c. What ideas, places, scenes, and/or people come to mind?
- d. List the student responses.
- e. Continue with all words in the selection.
- f. Read the selection and confirm after selection has been read.
- g. Correct any errors from predictions.
- h. Include their vocabulary words in their Vocabulary Savings Bank.

2. Using Semantic Clues:

- a. For each vocabulary word provide a sentence which will use clues to allow the students to determine its meaning. For example: blockade - Southern ships could not get goods such as cotton to sell because the Northern Navy had blockaded their ports.
- b. List the students' responses on what this word means. (Once again a permanent record)
- c. Continue with all words in the same manner for that selection.
- d. Read the selection to confirm, if still not clear use the glossary to clarify.
- e. Include these vocabulary words in their Vocabulary Savings Bank Books.

3. Using the Glossary (Detective Game):
 - a. To help motivate students, discuss what a detective does to solve a case. Students should note that by looking up these words it is a step in determining the meaning of the selection.
 - b. Pair up students.
 - c. Students in the pair must each write the definitions.
 - d. When both students have written down the definition they are to stand up, which is a signal for the teacher that they are finished.
 - e. Continue with all words of the selection in the same manner.
 - f. Include these vocabulary words in their Vocabulary Savings Bank.

4. Vocabulary Savings Bank Book (Aukerman, p. 253):
 - a. The "bank book" consists of 28 sheets of lined paper. One per letter and a cover sheet.
 - b. Each student has a book and is to label each sheet with the letters of the alphabet in order from A to Z.
 - c. Every time a new word is learned it is "deposited" into the bank book.
 - d. Later these words will be "withdrawn" for use in writing exercises.

METHODS FOR IMPROVING COMPREHENSION

"Comprehension is the very heart of the reading act." (Reading Framework, pg. 11) To improve a child's comprehension one must, "...restructure what a child already knows in order to acquire new knowledge that will help solve problems of getting meaning." (Aulls, pg. 386)

In this content area long-term comprehension is extremely essential. Outcomes of long-term comprehension are: 1) learn to understand and remember and 2) to transfer the knowledge which is acquired to other text situations. Below are listed several techniques which are to help improve long-term comprehension.

Technique One - (Aulls pg. 393)

1a. After a selection has been read silently, literal questions are assigned to students in teams of two or three. (These may be taken directly from text or teacher created).

b. Once the students have had an opportunity to answer these questions the teacher meets with the students and outlines their answers on the board. At this point the teacher needs to ask two higher-level convergent, divergent or evaluative questions.

Technique Two- (Aulls, pg. 395)

2a. Have students write their own literal questions for the selection which is read.

b. Once questions are established the students may ask their peers or the teacher these questions. If in doubt of an answer the

student needs to go back and reread to verify an answer.

Technique Three, Taba - (Aulls, pg. 400)

- 3a. Elicit from the class all the literal information.
- b. Literal questions should focus on facts, ideas, or events.
- c. Use convergent questions to infer relationships between facts and events.
- d. End the lesson with a question which requires the students to use the information so that it becomes relevant to the student.

Technique Four (Aulls, pg. 408)

- 4a. Use introductory statement provided before each selection, have the students predict what he/she shall read. (List these)
- b. Read the selection and confirm with students' predictions.
- c. Help students notice all major and minor points that were stated in the selection.

Technique Five - (Aulls, pg. 409)

- 5a. To include divergent thinking use the "suppose" method.
- b. Have the students suppose what would have happened if the South had won instead of the North.
- c. Review the major points of the war.
- d. Discuss with students all possibilities and then have students write their own conclusion to the "suppose" situation.

Technique Six - (Aukerman, pg. 311)

Comprehension questions - Literal level using Who? What ? When?
Where?

1. How many? How much? How?
2. How many (people, things, etc.) were there?
3. When did _____?
4. What did (so-and-so) do?
5. How did (so-and-do) in the story train in his field?
6. What took so long to win the war?

LESSON NUMBER 1

Objective: Number 1

Time: 45 minutes

Materials: Pretest, butcher paper, felt tip marker and Debate Rules and Regulations.

Procedure:

1. Give students pretest before beginning unit, allow 25 minutes as a maximum.
2. Schema building on Civil War.
3. Ask the students, "What do you know about the Civil War?"
4. List these statements on butcher paper to use later on in in the unit. Allow 20 minutes for this building. As the responses are written down, the name of the student giving the statement should be included.
5. End of period pass out Debate Rules and Regulations. Set Stage for debate.

Debate Rules and Regulations

Debate Regulations:

1. The debaters shall be separated from the audience and receive no signals from them.
2. Each team shall consist of two members.
3. Each constructive argument shall last at it's maximum 10 minutes and the rebuttal 5 minutes.
4. Cheering the debater is forbidden, and time will be lost because of this interruption.
5. Debaters will be notified when one minute is remaining of their specific time period.
6. Speaking will cease when the signal is given (this signal will be your choice).

Judges' Regulations:

1. Remainder of class shall be the judges.
2. Judges are to score debaters according to the criterion sheet.
3. Judges' decisions are to be kept secret.
4. Each judge is to receive two criteria sheets.

Timer Regulations

1. Timer will time each debater. Ten minutes to state their opinion and five minutes for each rebuttle.
2. It is the Timer's obligation to notify the speaker of time remaining. This can be accomplished by showing cards with the specific time.
3. The timer shall not stop timing due to cheering from the audience.

LESSON NUMBER 2

Objective: Number 2

Time: 45 minutes

Materials: Textbook pg. 264-267, student folders of Savings Bank Book, overhead projector and transparencies.

Vocabulary: Number 1 and 4

Comprehension: Technique Number one and four

Prodedure:

1. Introduce vocabulary words - use procedure stated in vocabulary development.
2. Use the two questions as the bottom of page 264 as motivation for silent reading.
3. List on the board student responses to these questions.
4. Read the selection silently.
5. Confirm vocabulary and motivation questions.
6. Continue with comprehension technique.
7. Have students give summary statements about the selection.
8. Allow 5 - 10 minutes to write in Savings Bank Books.
9. Pick debate team.

LESSON NUMBER 3

Objective: Number 1 and 2

Time: 45 minutes

Materials: Test book pgs. 267-270, map of the United States, prepared semantic cue sentences on overhead transparency.

Vocabulary: Number 2 and 4

Comprehension: Technique Two and Four

Procedure:

1. Introduce vocabulary words - use procedure stated in vocabulary development.
2. Use motivation question - list responses.
3. Read the selection silently.
4. Confirm vocabulary and motivation questions.
5. Comprehension Technique Two.
6. Use United States Map to locate states which seceded from the Union.
7. Write words in Savings Bank Book.

ACTIVITY LESSON NUMBER 1 - DEBATE

Purpose: At the conclusion of text page 270, the students were given the information regarding a debate with Abraham Lincoln and Stephen Douglas. This simulated debate will provide the students with an opportunity of effective oral expression within a classroom setting.

Objective: Number 4 and 5

Time: 1 hour

Materials: Debate Rules and Regulations, Criteria Sheet, Letter to Parents, Letter to Principal, stop watch, and chairs for parents.

Procedure:

1. Set up classroom prior to debate. Good time is when school starts or after recess to have students help with desks.
2. Floor Plan:

North

South

Timer

Judges

Audience

LETTER TO PARENTS

(Date)

Dear Parents,

_____ invites you to come and watch your
(Name of School)
children in a debate over slavery as Abraham Lincoln and Stephen Doug-
las have done in the past. This debate will take place on _____
(day)

(month, date, year)

The purpose of this debate is to provide an opportunity for
students to express their opinions after research on the subject matter.
The students will demonstrate effective debaters' knowledge and under-
standing of this material.

We look forward to greeting you on this day, and hope that you
are looking forward to a pleasant and educational experience.

Thank you,

(teacher's signature)

LETTER TO PRINCIPAL

(date)

Dear _____,
(principal's name)

The _____ students invite you to come and watch
(grade)
a debate over slavery as Abraham Lincoln and Stephen Douglas have done
in the past. The debate will take place on _____,
(day) (month, date, year)

The purpose of this debate is to provide an opportunity for
students to express their opinions after research on the subject matter.
The students will demonstrate effective debaters' knowledge and under-
standing of this material.

We look forward to greeting you on this day, and hope that you
are looking forward to a pleasant and educational experience.

Thank you,

(teacher's signature)

_____ Lincoln

_____ Douglas

Criteria Sheet

Points are to be given on a 1 to 10 basis

1. Knowledge and Understanding _____ pts.

Extent of investigation, evidence, familiarity with material
and rebuttal.

2. Value of Evidence _____ pts.

Relevant, accurate, persuasive and consistent.

3. Organization _____ pts.

Outlining facts, summarize statements, and use of
appropriate language.

4. Voice and Bodily control _____ pts.

Appropriate voice control, effective earnestness,
sincerity and total bodily movement.

After hearing two different opinions regarding slavery, as a judge,
there needs to be an explanation in a one page essay where it states the
agreement or disagreement on the issue of slavery. Also indicate total
points for each Lincoln and Douglas in your essay.

ACTIVITY LESSON NUMBER 2 _ MAP ACTIVITY

Purpose: The map activity and the creative writing are closely connected. By using the map the students will be able to locate information and then organize it in writing.

Objective: Number 3 and 5

Time: 45 minutes

Materials: Textbook pg. 271, map handout, crayons, pencil, pen, paper and Vocabulary Savings Bank Book and United States map.

Procedure:

1. Review states now in the Union.
2. Review why states left and what happened after they left.
3. Have students imagine writing a letter to a friend who is living in the North. The student should take the South's position on why the states should secede.
4. List student responses in regards to the South's position, this list should help students write their letter.
5. Pass out map activity. Have students place an X on the state they are currently living in - imagine.
6. Color the states that remained in the Union blue.
Color the Confederate States pink.
Color the territories yellow.

LESSON NUMBER 4

Objective: Number 1 and 2

Time: 45 minutes

Materials: Textbook pg. 270-274, glossary pgs. 456-462.

Vocabulary: Number 3 and 4

Comprehension: Technique Three and Four

Procedure:

1. Vocabulary development.
2. Motivation questions - list these on the board.
3. Read selection silently.
4. Confirm upon motivation question.
5. Comprehension technique.
6. Allow time for Vocabulary Savings Bank Book.

ACTIVITY LESSON NUMBER 3 - READERS' THEATRE AND ORAL PRESENTATION

Purpose: Within the objectives it was stated that the students would learn about famous and not-so-famous people. This Readers' Theatre focuses in on one such person. Through Readers' Theatre and the oral presentation students will be able to describe experiences, role play, describe specific events in history and be able to gather information.

Objective: Number 6 and 7

Time: Three Hours

Materials: Readers' Theatre script (see appendix), Story of America Cards, presentation guide sheet, V.C.R. tape and recorder and video camera.

Procedure:

1. Auditions for parts, let class decide on who should play the part.
2. Students who are not involved in Readers' Theatre will be given a guide sheet to prepare for oral presentations.
3. Allow two 45 minute sessions for auditions and preparing for either activities.
4. Allow 30 minutes for taping of Readers' Theatre and play back.
5. Allow one hour for oral presentations.

ORAL PRESENTATION GUIDELINES

1. Name of person reporting on.
2. Year person was born and died - age at death.
3. Primarily their location, North or South.
4. Their contribution to this time period.
5. Picture of this person.
6. Presentation should last 3 to 5 minutes.

ESCAPE TO FREEDOM

by Kenneth Franklin

(Adapted from the Headway Program, Open Court)

CHARACTERS

NARRATOR	SENTRY
CAPTAIN RELYEA	JOHN
BOB SMALLS	ALFRED
HANNAH	WILL
CORPORAL OF THE GUARD	UNION COMMANDER

CAPTAIN RELYEA "Smalls, today and Saturday are going to be busy days. We have to go down the Stone River and pick up some guns at Cole's Island. The guns are needed for Fort Ripley, in case the Union forces get past Fort Sumter."

SMALLS (calmly) "Yes sir, Captain. You can count on us to get the job done."

NARRATOR Months before, a plan had formed in Smalls's mind--a plan that would carry his family and him to freedom. The American Civil War was a little over a year old. All along the Atlantic Coast, slaves were being freed by Union forces. Outside the range of Charlerston's guns a Union blockade kept the Charleston harbor locked. If only he could get his family and crew safely to the Union forces...

He would wear Captain Relyea's wide-brimmed straw hat and stand in the pilot's cabin. Under cover of darkness sentries could easily mistake him for the swarthy Captain Relyea.

But he had to get ashore and tell Hannah. She would have to be ready to go at a moment's notice. The families of the crew would also have to be told when and where they were to go to board the Planter.

SMALLS "Captain, I know we are rushed, but I was wondering if I could go ashore and see Hannah and the baby before we sail?"

CAPTAIN "Smalls, it's against regulations to let you go, but we can't leave for another two hours. So I guess it's all right. But be back in two

hours."

NARRATOR Bob Smalls ran down the gangway and headed for his home. As he walked past the idle merchant ships, he noted the position of each one. The Etowan is the best, he thought. The deck hands will hide the women and children until we take them on board the Planter.

SMALLS (excitedly) "Hannah, be ready to go on Monday night! While the Captain and his mates are at that fancy ball for the naval officers, we can sail to freedom aboard the Planter."

HANNAH SMALLS "But Bob, it's so dangerous."

SMALLS "No more so than staying in Charleston as slaves, wondering if we're going to be penned up somewhere. I was born a slave, but I aim to live or die a free man rather than as a slave in Charleston."

NARRATOR Quickly Bob Explained the plan and gave her directions on how to get to the Etowan and whom she should talk to.

SMALLS "Tell the others that once they start, there is no turning back. If caught, we are going to scuttle the ship and jump into the bay. I have to get back to the ship now. I won't have a chance to see you until Monday night when you come aboard ship. Be careful!"

CAPTAIN "Smalls, get your men ready. We're coming into Cole's Island now. You and the men are to start dismantling the guns and carrying them to the pier."

NARRATOR The rest of Friday and all of Saturday was spent in bringing the guns down to the pier. Captain Relyea kept after the men to hurry, but nothing seemed to go right.

Sunday, the Planter sailed back to Charleston without the guns. As the boat pulled into her berth, Captain Relyea called Smalls over.

CAPTAIN "Make sure we have a full supply of wood for the return trip to Cole's Island tonight. We have to get the guns loaded tomorrow and unloaded at Fort Ripley by evening. The mates and I want to attend the dance tomorrow evening."

NARRATOR Monday, May 13, 1862, dawned bright and clear. Captain Relyea felt confident that he would be able to get the guns loaded and transported to Fort Ripley and still get back to Charleston. But plans other than Captain Relyea's were also in effect. All day the men worked to load the cannons. Nothing seemed to go right for them. Ropes would come loose and a cannon would slip back down to the pier. Alfred Gradine

slipped and work stopped to check his twisted ankle. But he soon was on his feet, working with only a slight "limp."

CAPTAIN (yelled) "Smalls! What are you men doing down there? This isn't a picnic. Get busy on that tackle! (Turning to his first mate) "A good whipping probably wouldn't hurt any of that crew. We'll never get those cannons to Fort Ripley tonight."

SMALLS "We're all set, sir."

CAPTAIN (angrily) "It's about time too! Get this ship under way. We won't make Fort Ripley tonight; we'll just make it back to Charleston."

SMALLS "Yes sir, Captain. I understand. The men just haven't been feeling right. But a good rest in Charleston will put them back into shape. They'll be different men by this time tomorrow."

NARRATOR That evening the Planter was left in Smalls's command. The ship was silent except for the creak of boards and the gentle slap of water against the sides. The four-man crew--and Alfred Gradine--sat quietly awaiting the night. There were food supplies and plenty of wood for the boiler. Each man sat with his own hopes and fears.

SENTRY "All's well!"

NARRATOR Shadows began to move aboard the Planter. Smalls and Gradine broke into the Captain's cabin and found guns, charts, and the broad-brimmed hat--the hat that would be their ticket through the blockade or to burial.

SENTRY "All's well--eleven o'clock."

NARRATOR A thin cloud of smoke floated out of the stack. The Planter backed carefully away from the wharf and out into the harbor. The darkened ship moved slowly past idle merchant ships. No challenging cry came from the sentries.

SMALLS "John, we're over the first hurdle." Now, help Will get the boat ready. He'll row over to the Etowan and pick up the women and children."

JOHN "O.K. But shouldn't we wrap the oars so they don't squeak as he rows?"

SMALLS "Good thinking. We don't want to disturb any guards that might be on the other ships. Remember, we're all dead men if we get caught."

NARRATOR The men strained to see through the dark. Where was the boat with their families? Had the plan been discovered? Should Bob sink the ship and all their hopes for freedom?

ALFRED "I think I hear them. But are the women and children in it?"

WILL "Planter. Ahoy, the Planter."

SMALL "It's them. Get 'em aboard ship quickly. Then get a full head of steam up."

NARRATOR The anchor was raised. Smoke poured out of the stack as the Planter swung out into the main harbor current. Fort Ripley loomed off to the left. The fort's sentries watched. The Planter moved quickly past and they thought nothing about it.

Fort Johnson on the right was passed without a challenge.

SMALLS (to John) "I'll have to take us through the shallow channel between Fort Sumter and Morris Island. There are too many obstructions in the channel between Sumter and Fort Moultrie."

NARRATOR The eastern sky was beginning to show signs of the morning as the Planter steamed slowly toward Fort Sumter. Would there be too much light when they approached Sumter? What if there are new orders about travel or possibly a new password? Despite these fears, Smalls kept the ship heading toward the huge guns of Sumter.

BOB (turning the wheel over to John) "Keep her steady as she goes. We're almost in hailing distance."

NARRATOR Reducing speed as required by naval regulations, the Planter pulled to within voice range of the sentries. His stomach knotted, Bob reached for the cord to the whistle. Three short blasts and then one long hiss of escaping steam.

SENTRY "The gunboat Planter has given the proper signal."

CORPORAL OF THE GUARD "Pass the Planter."

SMALLS "We have passed."

NARRATOR One mile--Fort Sumter's guns were being left behind. Ahead lay the safety and freedom of the Union blockade.

SENTRY "Corporal of the guard! Corporal of the Guard! Something is wrong about the Planter!"

NARRATOR Bob and his crew heard the call to arms at Sumter, but the call came too late. Safely out of range of the huge guns the Planter and her crew were gone.

Bob steered for the Union forces, heading for the lead ship. Down came a Confederate flag and up went a white bedsheet--a flag of truce.

But the Union ships were turning their guns on the speeding Planter. Bob heard the sound of drums.

JOHN "Those drums are calling the men to their battle stations. I hope we aren't going to be blown out of the water this close to freedom."

SMALLS (turning to look up at the truce flag) "No wonder they have their guns on us! The flag isn't billowing out and they can't see it in this early morning light."

NARRATOR Then as though the free winds heard him, a breeze rippled the waters and lifted the sheet out for all the Union ships to see.

UNION COMMANDER "Ahoy steamer. Who are you and what is your business?"

SMALLS "The Planter out of Charleston come to join the Union fleet!"

NARRATOR The story of Robert Smalls could have ended at that point. But on that spring night in 1862, Robert Smalls sailed into the pages of history. He served the Union forces throughout the remainder of the war. After the war he worked to build a better government for all the people of South Carolina. Even up until his death in 1915, Robert Smalls was a constant champion for freedom. Born a slave, he kept his promise that he would die a free man.

ACTIVITY LESSON NUMBER 4 - CIVIL WAR

Objective: The students will be able to use their physical abilities through field activities to determine who won, North or South.

Time: Three hours

Materials: Flour - to mark field, chin-up bars, ribbon - gray for South and blue for North, score sheet, 4 basketballs, 4 basketball hoops, 4 potato sacks, rope, and parent letters.

Games: Relay races - 75 yd. dash

Chin - ups

Basketball toss

Three - legged Race

Tug - o - War

Procedure:

1. Number all students with numbers 1, 2, 3, and 4
2. Divide class into North and South.
3. Relay Races
 - a. 4 students at a time run.
 - b. Have enough heats for all students to run - take winner from each heat.
 - c. Have final heat with winners from previous heats.
 - d. Record winners.
4. Chin - ups
 - a. Each student should attempt Chin - ups.
 - b. Take top 3 chin-up amounts and record these.
5. Basketball Toss

- a. Divide students among the 4 basketball hoops.
 - b. Try to get as many baskets out of 7 tries.
 - c. Take top winner from each hoop for final toss.
 - d. Record final toss.
6. Three - legged Race
 - a. Same policy as relay race.
 - b. Record winners.
7. Tug - o - War
 - a. North on one side of rope, South on the other side of rope.
 - b. When whistle blows teams begin to pull, keep pulling until one team loses.
8. All events are scored on a point system to determine winner.
 9. Come together for giving out of award. (See appendix)

PARENT LETTER REGARDING FIELD ACTIVIITY

Dear Paretns,

As you know your child has been learning about the Civil War. Next week we plan to have a simulated Civil War using their physical abilities.

If you could find the time to come and help superivse the children on this day it would be extremely beneficial.

I need assistance in these areas:

Monitoring children

Recording events

Writing certificates.

P.S. Room Mothers, if you are interested, a lunch program for this day would be extremely nice.

Sincerely,

(teacher's signature)

Please detach and return

_____ Yes, I can come and help in this _____ .

_____ No, I'm sorry at this time I can not help.

(parent's signature)

SCORE SHEET FOR FIELD ACTIVITY

1st place - 25 points

2nd place - 15 points

3rd place - 10 points

4th place - 5 points

NORTH

SOUTH

Relay Races total points

Relay races total points

1st _____

1st _____

2nd _____

2nd _____

3rd _____

3rd _____

4th _____

4th _____

Chin - ups

Chin - ups

1st _____

1st _____

2nd _____

2nd _____

3rd _____

3rd _____

4th _____

4th _____

Tug - O - War

Tug - O - War

Winner _____ pts.

Winner _____ pts.

SCORE SHEET FOR FIELD ACTIVITY

NORTH

Basketball Toss

1st _____ total points
2nd _____
3rd _____
4th _____

SOUTH

Basketball toss

1st _____ total points
2nd _____
3rd _____
4th _____

Three-legged Race

1st _____ total points
2nd _____
3rd _____
4th _____

Three-legged Race

1st _____ total points
2nd _____
3rd _____
4th _____

LESSON NUMBER 5

Objective: Number 1, 2, and 5

Time: 45 minutes

Materials: Textbook pg. 274-276, overhead projector and transparencies.

Vocabulary: Number 1 and 4

Comprehension: Technique Number Five

Procedure:

1. Vocabulary development.
2. Read selection orally, allow students to decline oral reading.
3. Use "suppose" comprehension to determine what would have happened to the North. List these responses.
4. Have students write a newspaper article explaining what is happening in the North instead of South.

LESSON NUMBER 6

Objective: Number 1, 2, and 3

Time: 45 minutes.

Materials: Textbook pgs. 277-279, United States map.

Vocabulary: Number 3

Comprehension: Technique Six and Four.

Procedure:

1. Vocabulary development.
2. Comprehension Technique 4
3. Read selection silently.
4. Comprehension, confirm on Technique 4
5. Comprehension Technique 6 - use United States map.
6. Allow time for Savings Bank Book.

ACTIVITY LESSON NUMBER 5 - ETHNIC BACKGROUND

Purpose: To have the students note where their ancestors came from and learn that no matter how small, somewhere they have made a contribution to the way of life in the United States.

Procedure:

1. List what nationalities students are.
2. Ask students if they know why ancestors came to this country.
3. From lists have students determine what ancestors have contributed to the United States.
4. Hand out activity sheet for students to complete with their parents.

Materials: Ancestor activity sheet. (See Appendix)

LESSON NUMBER 7

Objective: 1, 2, and 3

Time: 45 minutes

Material: Butcher paper from beginning of the unit, 4 separate colors for each student, numbered 1, 2, 3, and 4.

Procedure:

1. Review statements on butcher paper - confirm, agree or disagree. If needed use textbook to clarify.
2. Review material for test.
3. Give each student a set of 4 numbers to give answers to questions.
4. State question, give 4 different answers, students hold up only card number of the correct answer. This will allow the teacher to quickly determine how much students know for the test.

LESSON NUMBER 8

Objective: Number 1, 2, and 3

Time: 45 minutes

Materials: Posttest and library books

Procedure:

1. One posttest per student.
2. When finished with test students should read silently from their library books.

TIME SCHEDULE

This project will take approximately two and one half to three weeks to implement. Below one can find a brief time allotment for each lesson. This time allotment does not need to be followed exactly as it is stated. Hopefully it will be an assistance to the teacher considering this project.

Lesson #	Time Allotment	Days spent
Lesson 1	45 min.	1 day
Lesson 2	45 min.	1 day
Lesson 3	45 min.	1 day
Activity Lesson 1	1 hour	1 day
Activity Lesson 2	45 min.	1 day
Lesson 4	45 min.	1 day
Activity Lesson 3	3 hours	3 days
Activity Lesson 4	3 hours	1 day
Lesson 5	45 min.	1 day
Lesson 6	45 min.	1 day
Activity Lesson 5	45 min.	1 day
Lesson 7	45 min.	1 day
Lesson 8	45 min.	1 day

STAFF

This project is designed in such a way that no additional staffing is necessary other than the teacher. All but one activity can be accomplished within the classroom, and can be very easily teacher organized.

The Field Day activity needs to be conducted outside, and again a teacher could accomplish this task by oneself; however, it would be very beneficial to the teacher to ask for parent volunteers. These parents do not need any special training to help monitor students or to fill out certificates.

SPACE

This project is structured in such a way that all but one activity can be accomplished in the classroom. If more open space is needed, such as the debate, desks can be shifted around to accommodate this situation.

One activity can be easily implemented on the playground. All materials needed are part of school equipment.

EQUIPMENT AND FURNITURE

The equipment and furniture which is necessary for this project is standard school equipment. A specific area of the classroom should be established for the the library area. Within this area books pertaining to this time period are extremely essential. Furniture for this area could be as simple as a table or even a book shelf.

Books for this area can be obtained through the school library, allowing for at least four to six weeks within the classroom.

Another source of books could come from the students themselves; the lending of these books might become a permanent part of the classroom.

Story of America cards are extremely beneficial. These cards give specific information regarding areas of history. They are an excellent advantage to the library area.

COST ESTIMATE

The cost itemized below includes only items which are not part of school classroom expenses. These expenses are already being covered within the school planning budget.

Overhead transparencies (20 count)	\$ 5.00
Stop watch	\$30.00
* <u>Story of America</u> cards (adequate set)	\$50.00
VCR tape (blank)	\$ 5.00
Ribbon, $\frac{1}{2}$ per student (30 students) (yard)	\$ 8.00
Flour - 2 bags	\$ 3.00
Potato sacks	donations
	<hr/>
	\$101.00

*Story of America cards may be purchased from:

Cards of Knowledge
201 Lincoln Blvd.
P.O. Box 801
Middlesex, N.J. 08846

SUPPORT SERVICES - COMMUNITY INVOLVEMENT

Support Services-

This project requires very few support services, other than assistance from parents during the simulated Civil War activity. It is very beneficial to the teacher to gain support during this activity.

Support also becomes helpful when parents become involved in the content area. Parents are needed to complete the activity lesson which is related to ethnographic information.

Community Involvement-

The community of Redlands provides a field trip in relation to Abraham Lincoln. The museum is referred to as the Lincoln Memorial Shrine, located on Eureka and Vine in Redlands. The telephone number is 793-6622.

Another source of community involvement can be found from the Disney Channel. This cable channel can provide an excellent source of movies for this time period in history, one specific movie is called, The Million Dollar Dixie.

A third type of community involvement can come directly from California State University, San Bernardino. The audio-visual department has a series of the Alistar Cooke history programs on video cassette. It is very beneficial for the University to have at least a week's notice prior to the teacher wanting to show this video.

ADAPTATION TO OTHER GRADE LEVEL

The purpose of this project is to incorporate other features within the textbook of this time period and it is specifically focusing toward fifth grade student ability. The text materials which are taught at this grade level are also recognized in grades three, eight, and government classes in high school.

Adapting to the third grade level, the teacher will need to use her own text material and incorporate any or all of the activity lesson plans. Some of the specific guidelines could be altered to meet the third grade students' needs.

With regards to grade eight and high school government classes, again the teacher may use her own textbook as the basic guideline for the content area. Activity lesson plans could be altered to increase difficulty level and any additional ideas could be added to incorporate the higher level of knowledge.

Reading materials which are presented in the classroom library can be altered, by the the teacher, according to the reading ability of the classroom. The Story of America cards can very easily be added to the eighth grade or high school level. Within the third grade area the teacher needs to preview the cards and decide whether they will be readable by the students. The teacher may even use them as reading material to be read orally by herself.

This project also includes specific vocabulary and comprehension methods which could very easily be adapted to any grade level. The methods are stated in such a way that the only job of the teacher is

to use her own reading material which is currently being used.

This project has incorporated materials which will assist all teachers, grades kindergarten through twelveth, to teach learning to read, reading to learn, and as a result the students are able to read for life.

READING MODEL COMPONENT

Within this project there are two areas of focus according to the reading continuum. One can see where the skills are addressed and whole language is also being addressed.

All text lessons always begin with an introduction of new vocabulary words. It is essential for the student to add this vocabulary to allow for greater comprehension. Once the text has been read, comprehension methods are applied to determine how much the students actually understand. Therefore, this particular area is addressing the skills model.

Along with skills being taught there is also an overlapping of whole language occurring at the same time. Once again, one must look at the vocabulary section of each lesson plan. Meaning for vocabulary words is constructed from the reader's background knowledge. These vocabulary strategies include predicting, confirming, and integrating these new words within other texts.

Comprehension is extremely essential in this content area. To help accomplish the greatest amount of comprehension, strategies are included in each lesson to allow the reader to determine what the author is trying to construct. There are no specific right or wrong answers. The student will be able to determine his or her belief about the material by the regularities of print.

In using these specific comprehension techniques the teacher is able to build upon oral language since neither print or speech are prime. Discussion of the material will give the students extra content information to increase their comprehension.

Written language of this content area will extend the students' oral language. More comprehension is accomplished when it is applied to the student's already growing knowledge. Writing, which will integrate the students' growing vocabulary becomes a kinesthetic dimension which helps reinforce the material which is being discussed.

When one looks at this project as a whole, it is noticeable that the reading process being used in this content area is being accomplished by the interrelating of the cueing systems; graphic, syntactic, and semantic. The activity lesson plans which are included stimulate this process of whole language.

This project can be approached by the teacher as either a skills oriented project or as a whole language project. It is necessary for the teacher who is interested in focusing in on skills to make some specific alterations. However, the teacher who would use this project as a whole language content area would be able to use it as is stated. It is hoped that either a skills teacher or a whole language teacher would be able to implement it to their greatest needs.

LIMITATIONS

A few points must be kept in mind while reading this project. This project is designed for the fifth grade level using a content area social studies text. The text which this material is being incorporated from is a high level fifth grade reading material. Therefore, students who are not at fifth grade level will experience some difficulty.

The material which is being discussed in this project directly relates to a specific time in history. For students in kindergarten, first, second, or third grade this specific time in history is not included within their curriculum. Also, the idea is too abstract for these primary students to understand. For the upper grades, the information may not be specific enough, or the goals may not be difficult enough for the material which is being used.

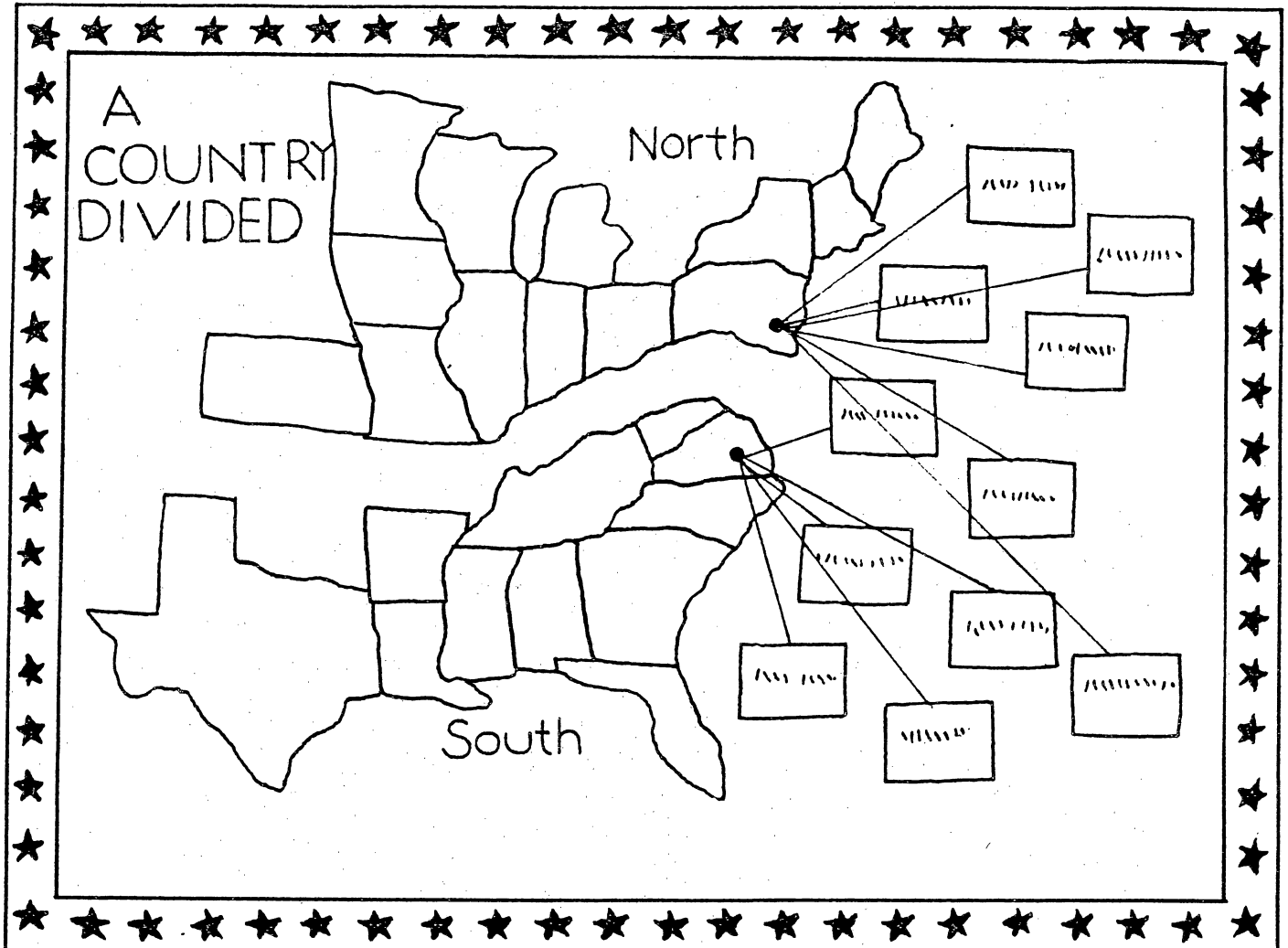
This project does not guarantee that all students will become admirers of history, or that from this point on their values toward history will increase. It also does not guarantee that the methods of vocabulary or comprehension will be carried into any other subjects taught in the classroom. This project only focuses in on history, it does not provide any additional references to other content areas such as math, spelling, or science.

Finally, even though this project does give specific strategies for vocabulary and comprehension development, it is not to be used instead of a basal reading program. It has been designed to be used along with the program which is currently established within the classroom.

Appendix

Classroom and Reference Materials

A COUNTRY DIVIDED



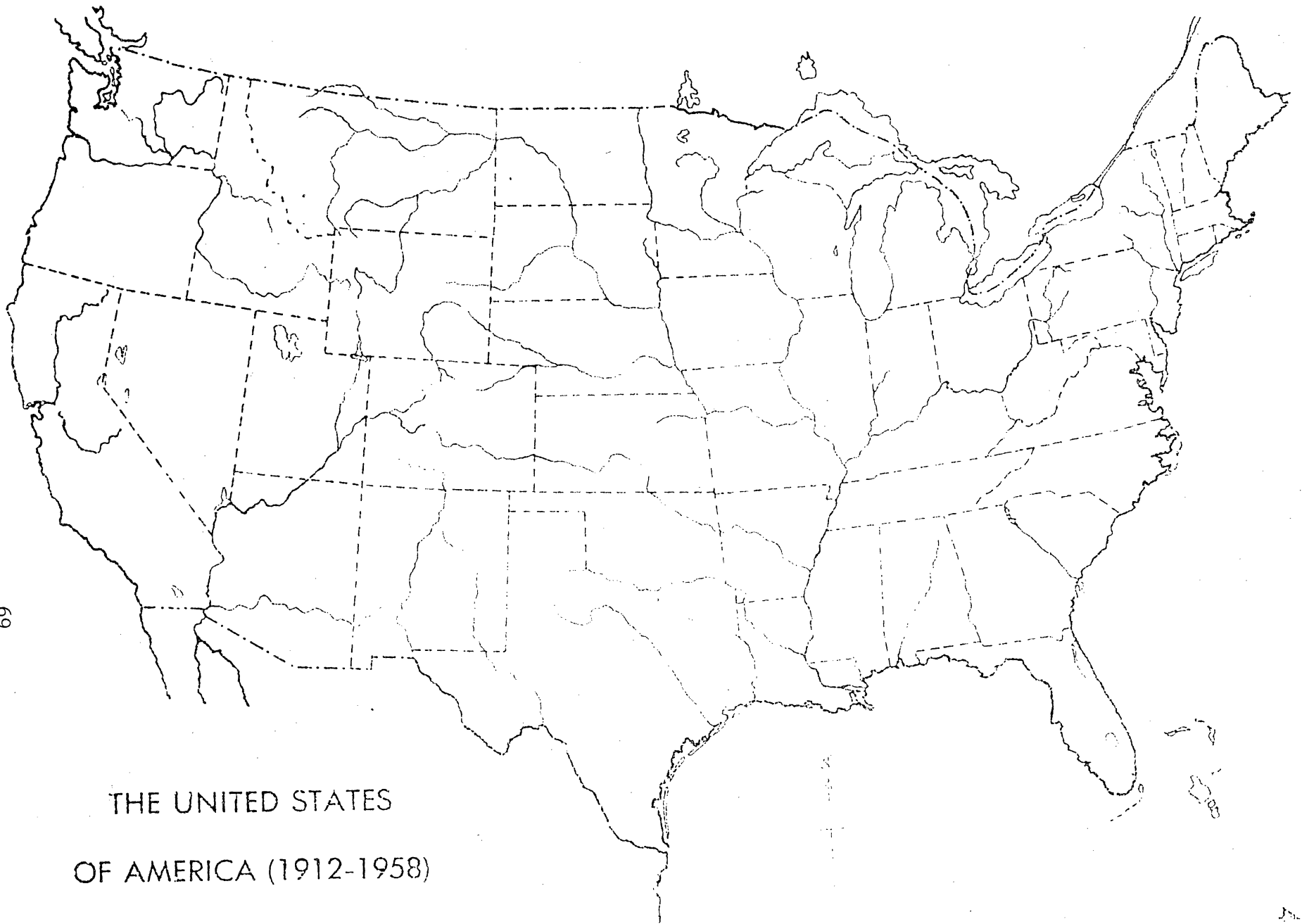
This bulletin board display can be used as a class activity or by individual students in their free time.

With an opaque projector, project and enlarge maps of the North and South. Outline them, cut them out, and post them on the board. Add a flag (page 20) or star (page 23) border and stenciled letters. Write various Civil War terms on index cards. On the back of each card, print an **N** or an **S** to indicate whether that term was associated primarily with the North or the South. Add these cards to the board, and tack a piece of colored yarn to the end of each card.

Encourage students to match the terms to either the North or the South and then to check their work by looking at the letters on the backs of the cards.

Variation

List suggested topics for mini-reports on cards, and add them to the board. Possible topics include abolition, Appomattox, causes of the Civil War, Jefferson Davis, differences between the North and the South, Emancipation Proclamation, Fort Sumter, Gettysburg, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, plantation life, William Sherman, and slavery.



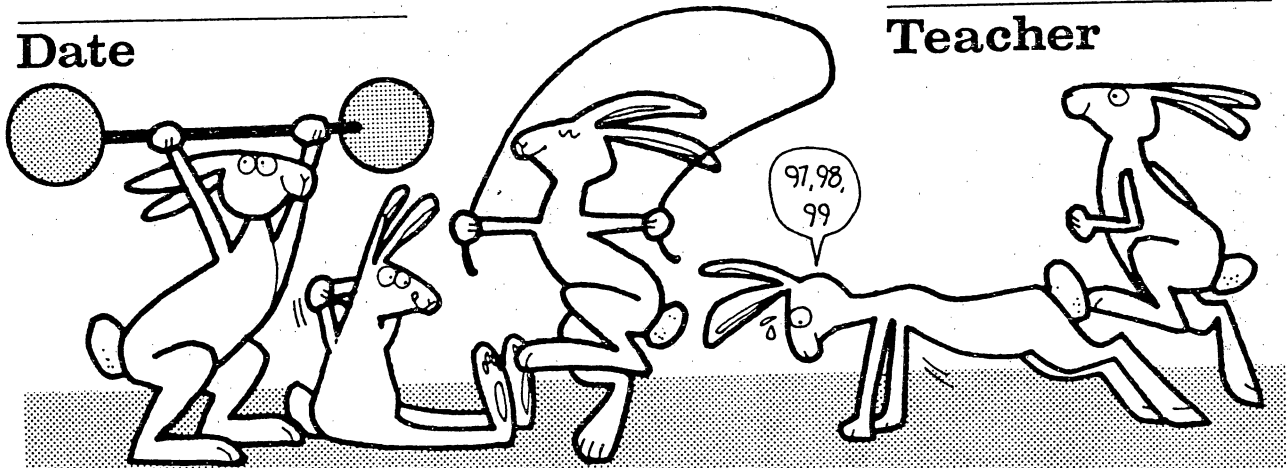
THE UNITED STATES
OF AMERICA (1912-1958)

Active Athlete Award

Presented to

Date

Teacher



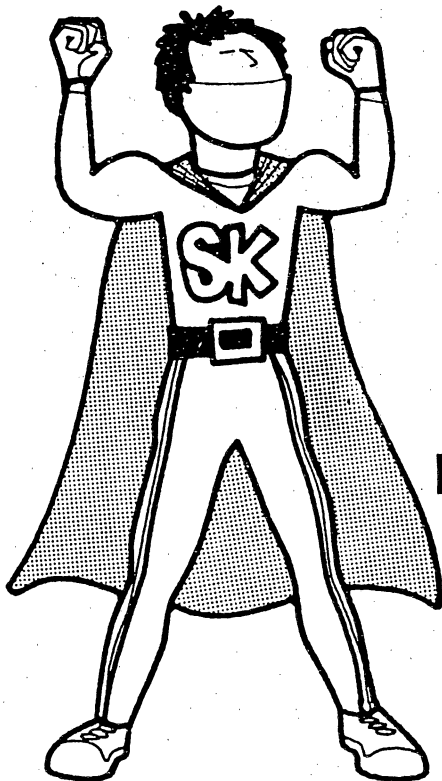
SUPERKID CERTIFICATE

BE IT KNOWN THAT ON THIS DAY

THIS FINE PERSON

PERFORMED THIS FANTASTIC FEAT.

SIGNED, _____





DIGGING UP YOUR ROOTS



History isn't made only by nations and governments. Families have histories, too. Be a family historian and dig into your family's roots. Interview relatives from both your father's and your mother's sides of the family. Use the answers you receive to fill in the family record below. You may want to tape-record your interviews. Then you will be able to hear your family history told in your relatives' own words.

MY FAMILY'S HISTORY



On my father's side:

The names of my oldest living relatives _____

The year they came to America (or your state) _____

The country (or other state) from which they came _____

Where they first lived _____

What they did for a living _____

Interesting or unusual facts about my father's family _____

On my mother's side:

The names of my oldest living relatives _____

The year they came to America (or your state) _____

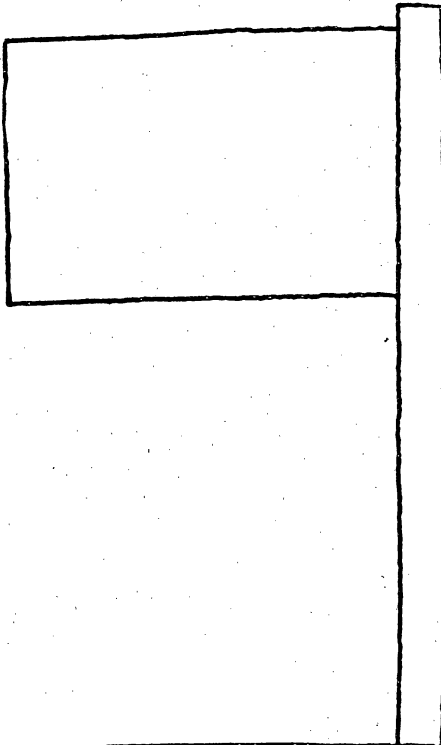
The country (or other state) from which they came _____

Where they first lived _____

What they did for a living _____

Interesting or unusual facts about my mother's family _____

WAVES OF IMMIGRATION



To **immigrate** means to come into a country to settle permanently. Persons who immigrate are called **immigrants**. The United States has been settled by groups of immigrants from many different countries. Do research to find out about the members of one of these groups. Use the facts you learn to answer the questions on this ship. Make the ship's flag look like the flag of the country from which they came. When you have finished answering the questions and coloring the flag, cut out your ship and post it on the board.

Name _____

1. From which country did they come? _____

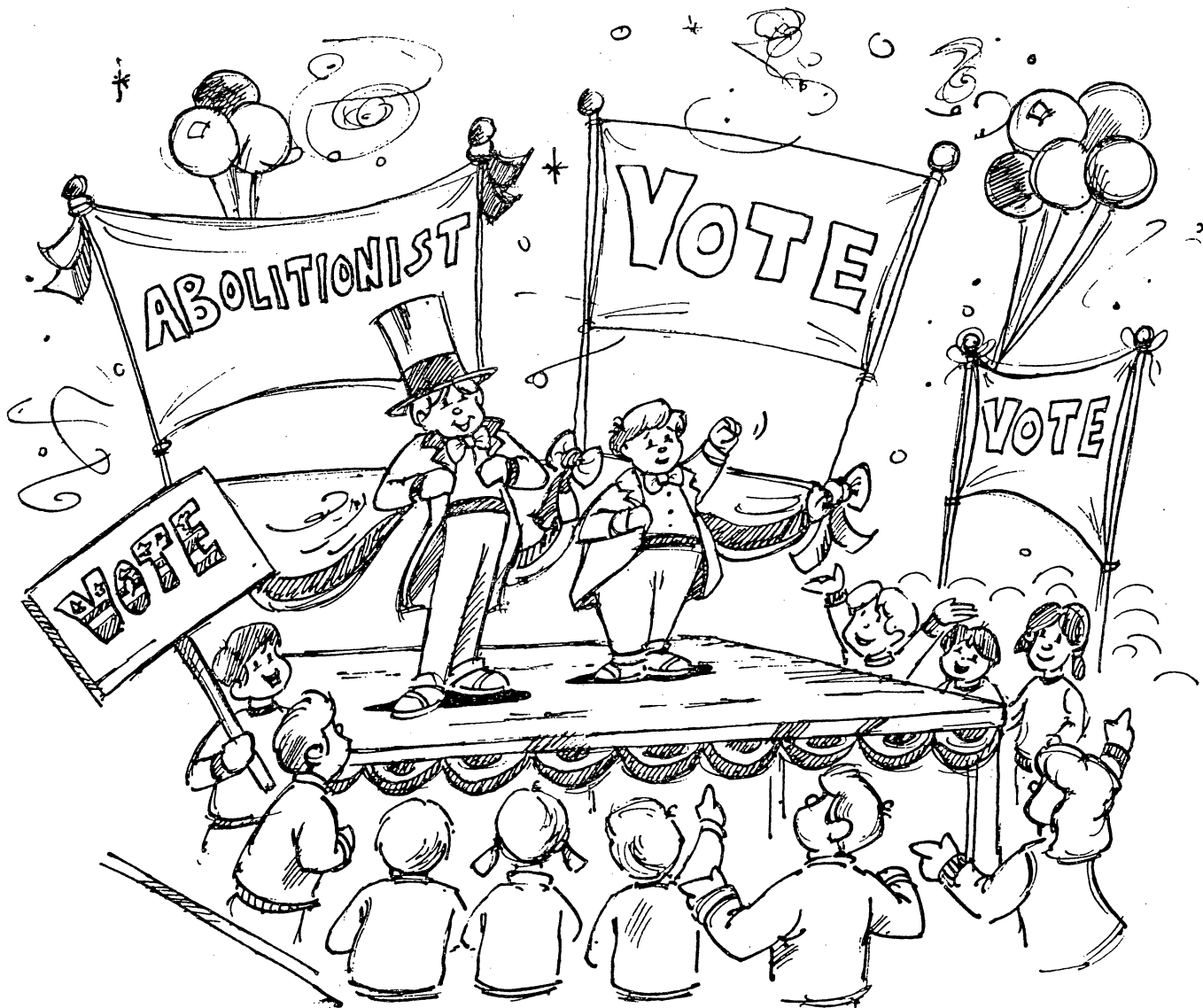
2. When did they come? _____

3. Why did they leave their homeland and come to the United States? _____

4. In which area of the United States did they settle?

5. What contributions have they made to U.S. culture? _____

RECREATE THE LINCOLN-DOUGLAS DEBATES



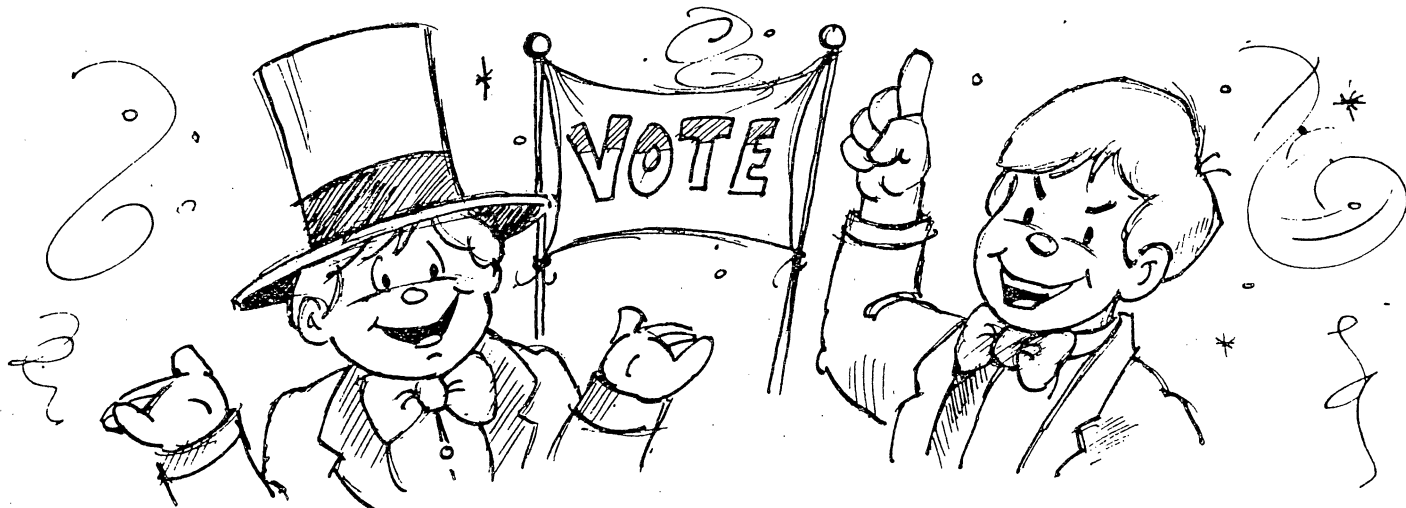
To celebrate Abraham Lincoln's Birthday, recreate the Lincoln-Douglas debates that gave Lincoln national recognition for his antislavery beliefs.

In conjunction with a lesson on slavery, abolitionists, the Civil War, or human rights in the United States, ask students to look up Abraham Lincoln, Stephen A. Douglas, slavery, and abolition in any encyclopedia. Then, on the general outline on page 69, have students list the reasons and arguments used by the two men to defend their positions regarding slavery.

Next, divide the class into two groups: the Lincoln abolitionists and the Douglas pro-slavery camp. Ask a student from the Douglas group to present one argument in favor of slavery. Then allow a student from the Lincoln camp to respond to that argument—or present a counterargument. After most of the arguments have been presented, hold a class discussion about how slavery began, why slavery is wrong, and about the progress made in civil rights in the United States since the time of the Civil War.

THE GREAT DEBATE

Look up the words *slavery* and *abolitionist* in your dictionary and then in your encyclopedia. Look up the names Abraham Lincoln and Stephen A. Douglas in your encyclopedia. Then fill in the questions below.



1. What does the word *slavery* mean? _____

2. What does the word *abolitionist* mean? _____

3. List three reasons why Stephen A. Douglas thought slavery should be allowed to continue in the United States.

4. List three reasons why Abraham Lincoln thought that slavery should not be allowed to continue in the United States.

BLACK HISTORY MONTH

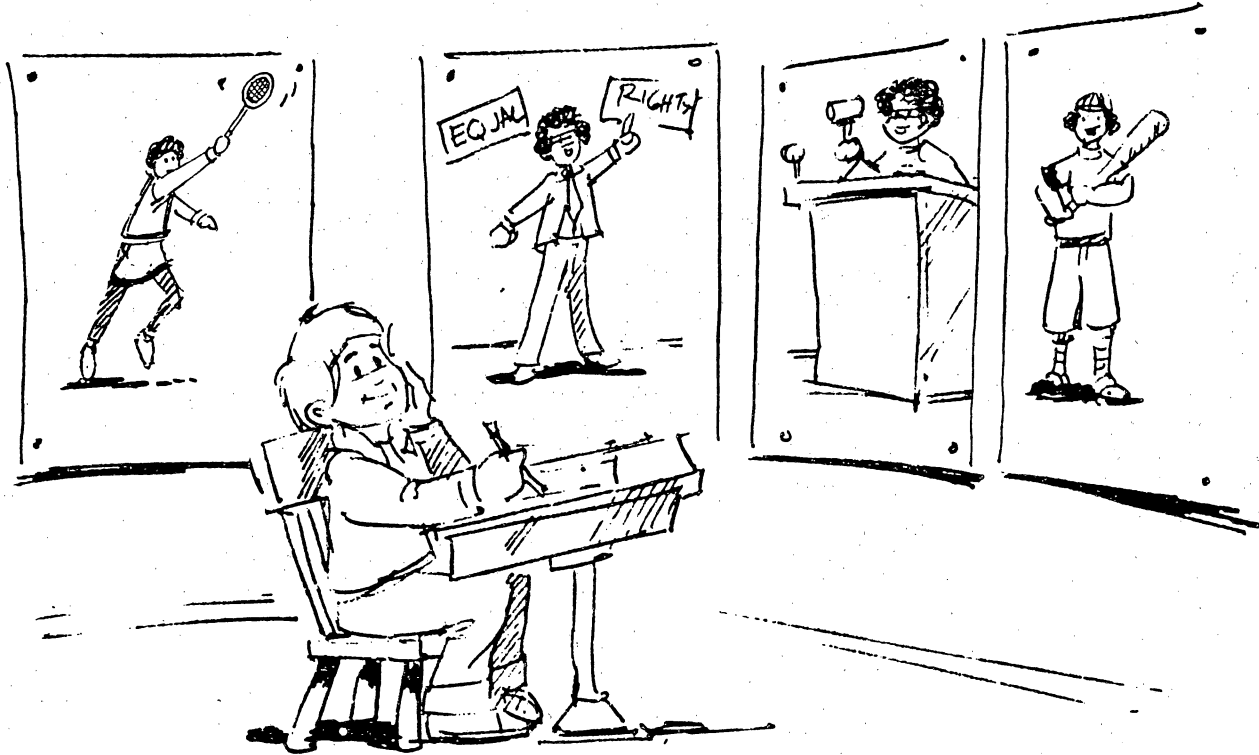
To find out how much you know about black history, match each black American leader listed on the left to his or her correct description on the right. Then select a leader from the list below and look up his or her name in your encyclopedia, or take out a library book about the person. Next, answer the questions on the following page.



1. Phillis Wheatley
(1753–1784)
 2. George Washington Carver
(1864–1943)
 3. Langston Hughes
(1902–1967)
 4. Harriet Tubman
(1821–1913)
 5. Althea Gibson
(1927–)
 6. Martin Luther King, Jr.
(1929–1968)
 7. Jackie Robinson
(1919–1972)
 8. Thurgood Marshall
(1908–)
 9. Shirley Chisholm
(1924–)
 10. Booker T. Washington
(1856–1915)
- a. the first black major-league baseball player
 - b. one of the world's greatest women tennis players
 - c. a minister who led the civil rights movement of the 1950s and 1960s and won the Nobel Peace Prize in 1964
 - d. the first black woman to be elected to Congress
 - e. an educator who founded the first college for blacks, the Tuskegee Institute
 - f. a scientist and educator who revolutionized the farming methods for cotton and peanuts in the South
 - g. a modern writer whose work describes the lifestyle of black citizens in American cities
 - h. one of the first black American poets, who lived during the Revolutionary War
 - i. an organizer of the "Underground Railroad," which was created before the Civil War to help slaves escape to freedom in the North
 - j. the first black justice on the Supreme Court, who was appointed in 1967

BLACK HISTORY FACT SHEET

After you have read the encyclopedia entry or book about the black leader of your choice, fill in the fact sheet below. On another sheet of paper, explain why you admire this person.



1. Leader's name _____

2. Birthdate _____

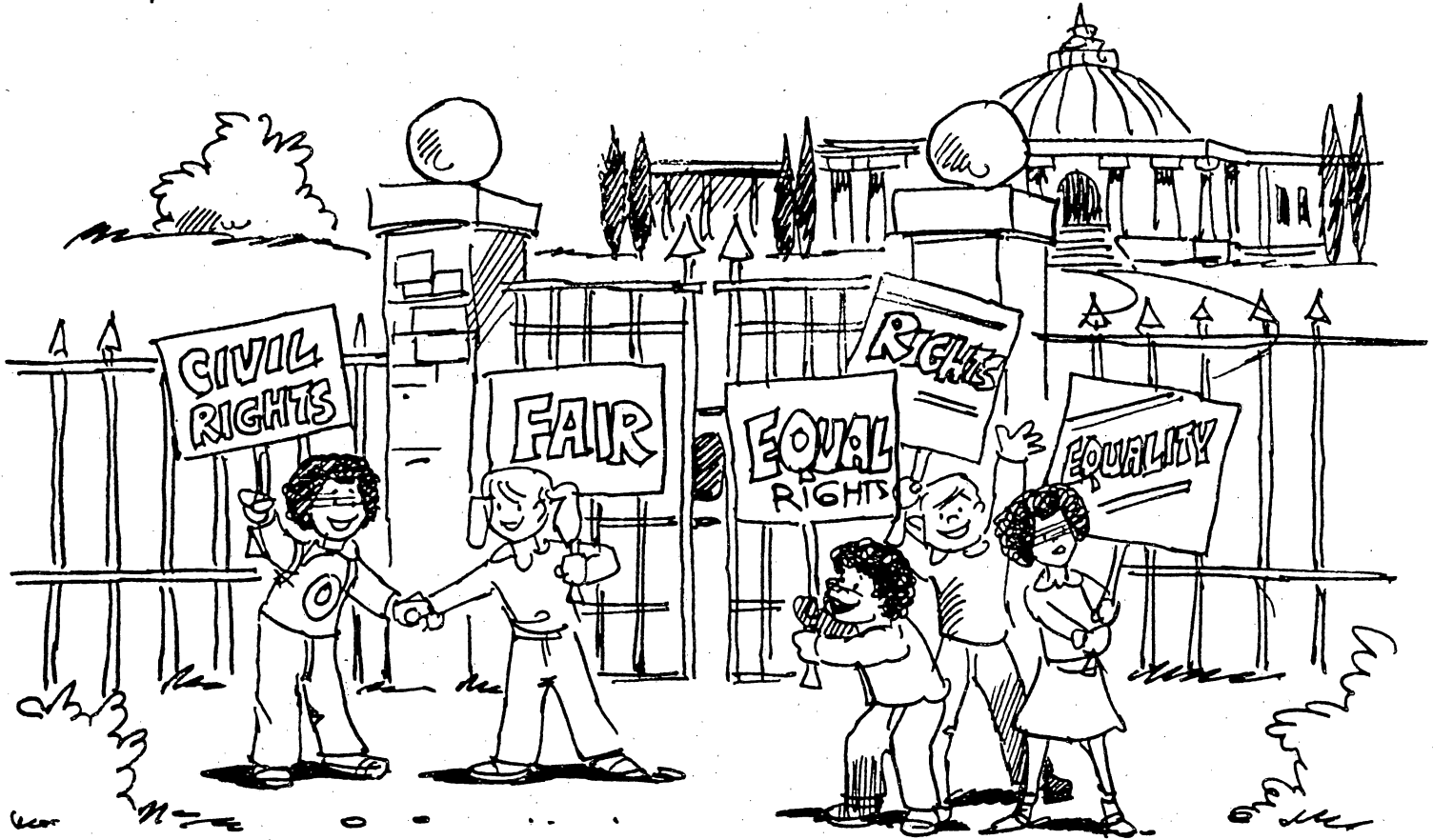
3. Birthplace _____

4. What was this leader's most significant contribution to society?

5. List other major accomplishments of this leader.

TRIBUTE TO MARTIN LUTHER KING, JR.

Read the paragraphs below. Then, in the dictionary or encyclopedia, look up the words and phrases that have been underlined. On a separate sheet of paper, explain what each word or phrase means.



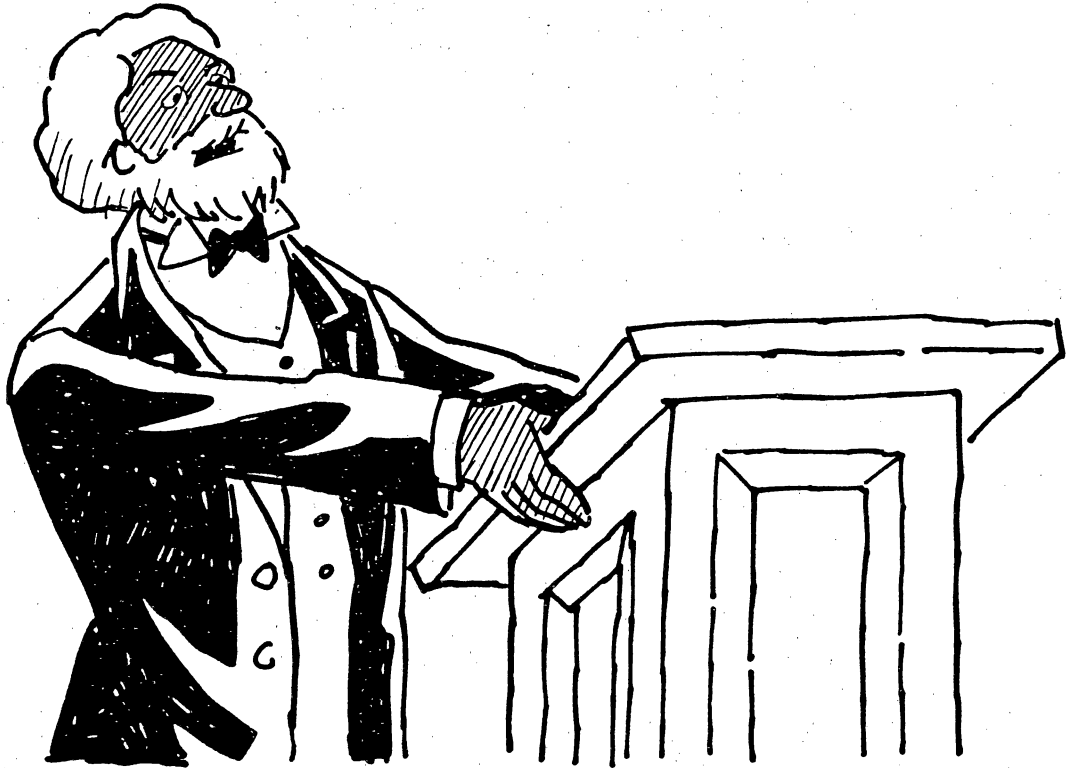
Martin Luther King, Jr., born on January 15, 1929, was a Baptist minister who devoted his life to opposing segregation and prejudice against black Americans. He believed in the equality of black and white people and dreamed of the time when black and white citizens of this country would live peacefully side by side.

Martin Luther King, Jr. began the civil rights movement for racial equality in 1955. The civil rights movement used nonviolent resistance to protest against the injustices that black people suffered in the United States. Dr. King led many peaceful protest marches and demonstrations to try to show the people of the world how unfairly the black members of our society were treated. In 1963, he led 250,000 people (black and white) on a march to the White House to support changes in the civil rights laws that would give black people an equal opportunity for justice in America. In 1964, he won the Nobel Peace Prize for his efforts.

In 1968, Martin Luther King, Jr. was assassinated by James Earl Ray while leading a Poor People's Campaign to protest against poverty. Today, we pay a tribute to his memory and his dream of equality for all people by celebrating his birthday.

THE LIFE OF FREDERICK DOUGLASS

Frederick Douglass was a famous American who fought for the rights of black people. The story of his life is told below, but the sentences are out of order. Read the sentences. On the lines next to them, write the numbers that show the correct order of the sentences.



- A. _____ In the North, he worked against slavery by giving talks and publishing a newspaper, the *North Star*.
- B. _____ When the Civil War ended and slavery was abolished, Douglass continued to work for the rights of black people.
- C. _____ When he was six years old, Frederick began to wonder why he was a slave and other people were not.
- D. _____ Frederick Douglass died in 1895 and was mourned by Americans everywhere.
- E. _____ When the Civil War broke out, Douglass organized blacks to fight for the Union side.
- F. _____ Frederick Douglass was born into a family of slaves in 1817.
- G. _____ He spent his last years as a statesman and a diplomat.
- H. _____ When he was still a baby, his parents were sold to another owner, and Frederick was raised by his grandmother.
- I. _____ One day when he was a young man, he ran away from his owners and went north; there he eventually became a free man.
- J. _____ By the time of the Civil War, Douglass was a famous leader in the fight against slavery.

ABRAHAM LINCOLN

Use encyclopedias and other reference books in your classroom or school library to locate interesting facts about Abraham Lincoln. On this paper, write a report based on the facts you find.

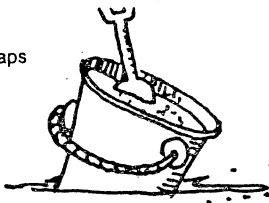
Variation

Pick any famous American whom you admire. Use encyclopedias and other reference books in your classroom or school library to locate information about this person. Draw and cut a silhouette of this person. On it write a report based on the information you find. Do not put the person's name on your report. Instead, post it and see if your classmates can guess who it is.

Suggestions

- Jane Addams
- Ralph Bunche
- Albert Einstein
- George Washington Carver
- Thomas Edison
- Benjamin Franklin
- John Glenn
- Thomas Jefferson
- Helen Keller
- John F. Kennedy
- Martin Luther King, Jr.
- Ralph Nader
- Eleanor Roosevelt
- Gloria Steinem
- Harriet Tubman
- Booker T. Washington

Name _____



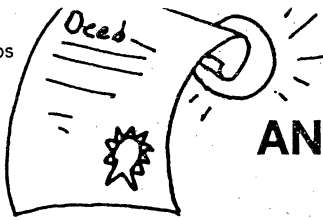
AN ISLAND OF YOUR OWN

You are the proud owner of an island. A map of your island is on page 45. Read the directions below carefully. Follow them to add some important features to your map. Remember: Latitude runs east and west. Longitude runs north and south. Refer to the map symbols given below to help you.



• city	~ road	— bridge	☀ mountains
⊙ capital city	—+— railroad	⊠ oil fields	✈ airport

1. Choose a name for your island. Print it on the blank line above the map.
2. Your island needs a capital city. Place the capital at 30° south latitude, 33° west longitude. Now choose a name for the capital and write it on the map.
3. Place two other cities on your map, one at 44° south latitude, 36° west longitude; the other at 30° south latitude, 15° west longitude. Choose names for these cities and write them on the map.
4. Draw roads connecting all three cities. (Be sure to add bridges if you need them.)
5. Show that there are oil fields in the southeastern part of your island.
6. Since you have oil shipments, you will need a port nearby. Add a port city on the coast at 52° south latitude, 20° west longitude. Choose this port's name and write it on the map.
7. Draw a short railroad line from your oil fields to the new coastal port.
8. Now add an airport to your map, using the airport symbol. Put it at 34° south latitude, 40° west longitude.
9. Add a mountain range to your island. Use the correct symbol and place it in the northwestern area.
10. Draw a scale under your map, showing that one inch equals 20 miles.

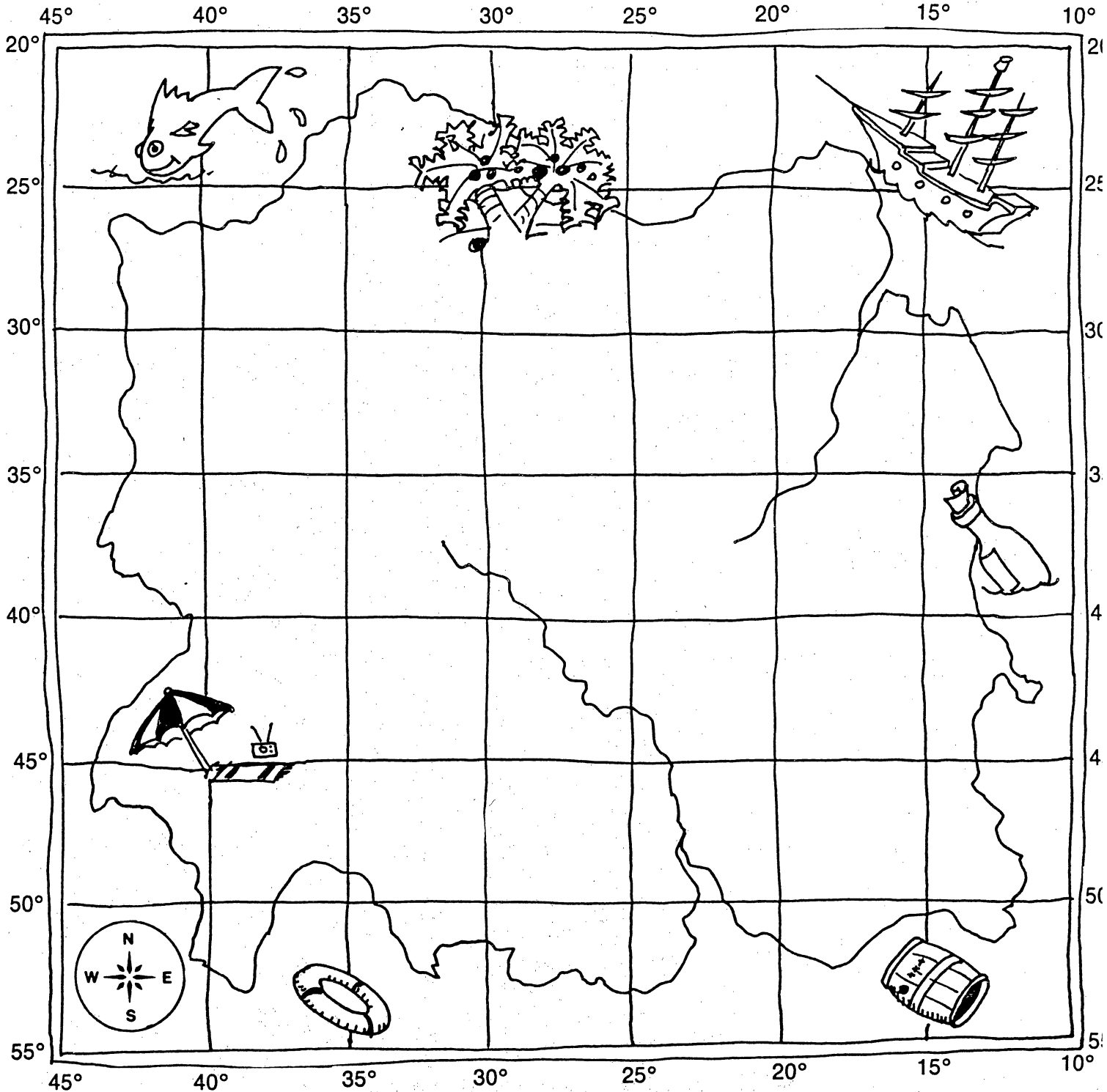


AN ISLAND OF YOUR OWN



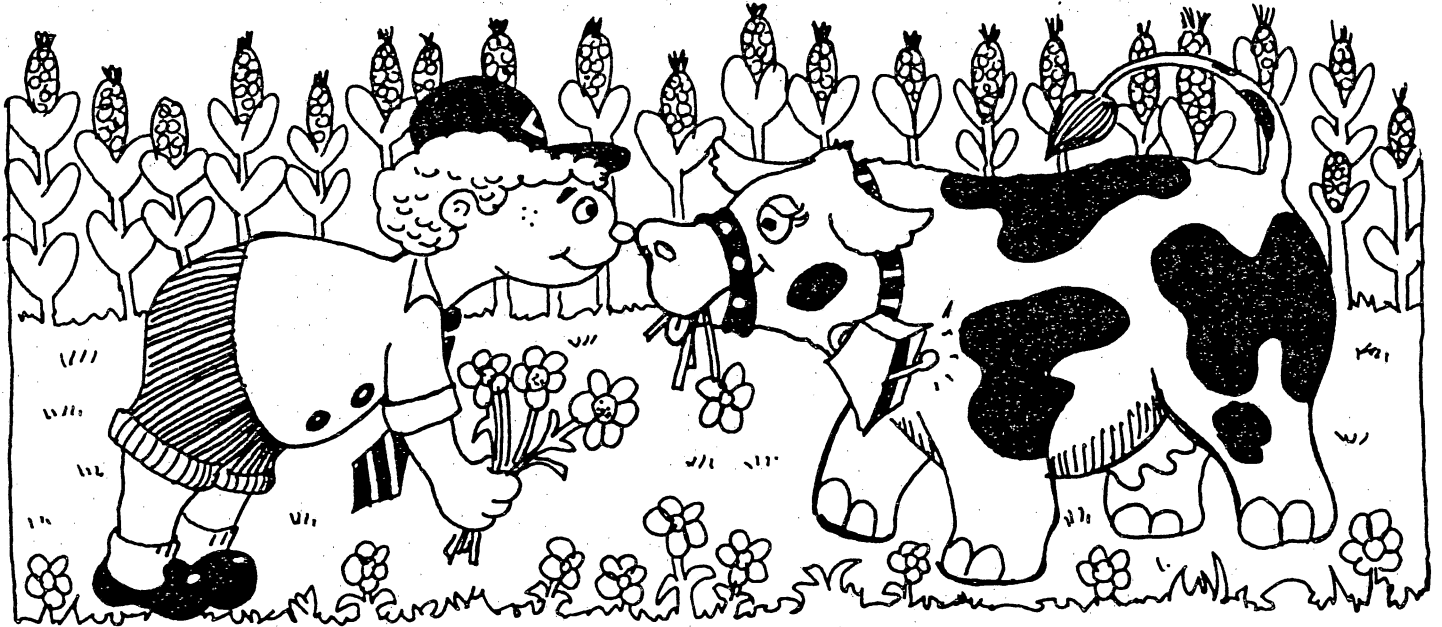
How would you like to be ruler of your very own island? Now is your chance! Below is an outline map of your imaginary island. The map includes a compass rose as well as lines of latitude and longitude. Your island lies south of the equator and west of the prime meridian. Look carefully at the map. Then follow the directions on page 46.

ISLAND OF _____



NOTICE NEBRASKA

Use the map on page 32 to answer the questions below. Circle the best answer.

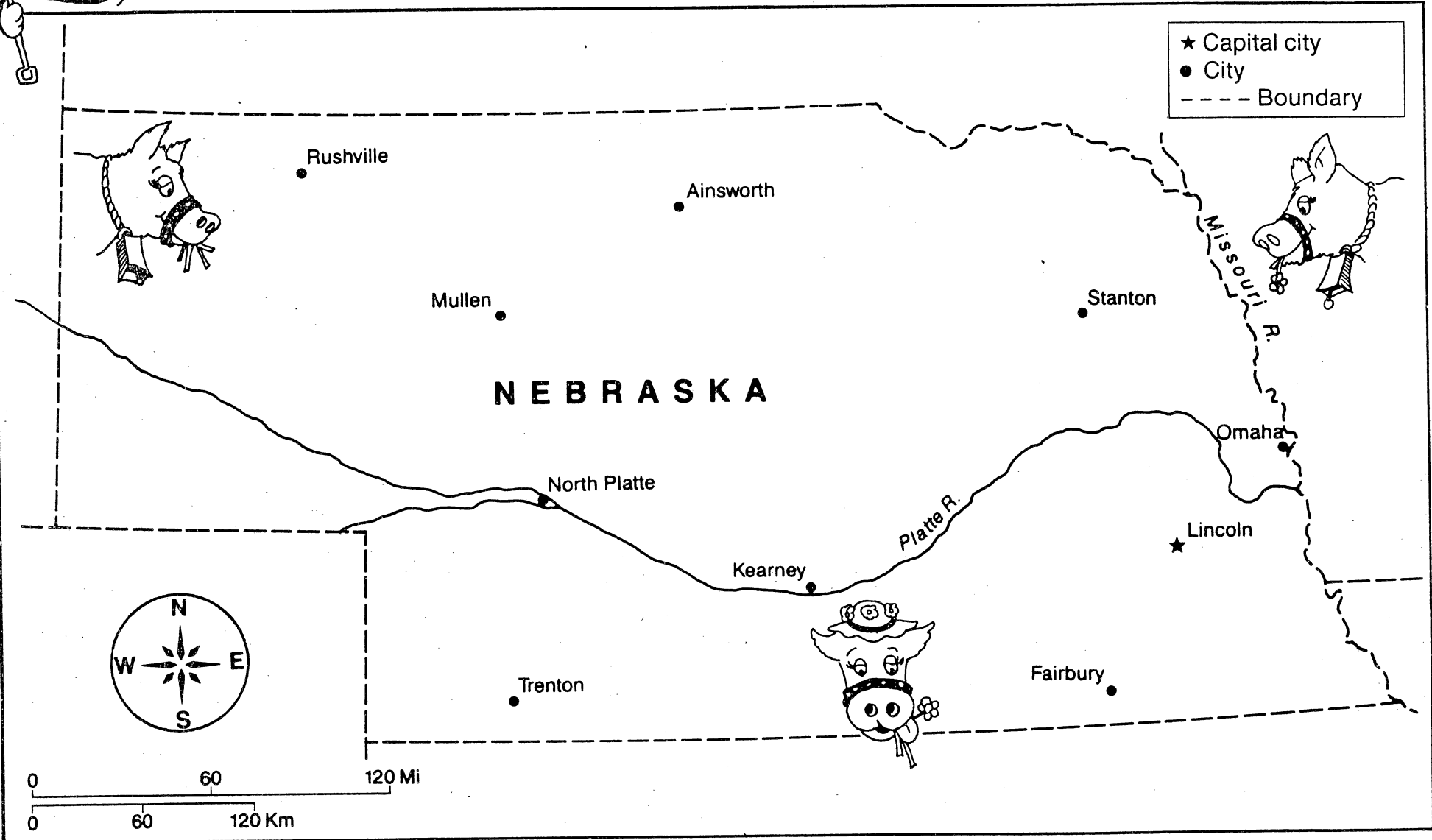
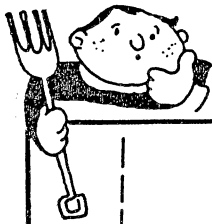


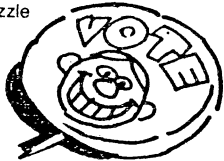
1. About how many miles is it from Omaha to Stanton: 55, 70, 85?
2. About how many miles is it from Nebraska's capital to Kearney: 100, 125, 140?
3. If you hiked from Ainsworth to Mullen, then continued to Rushville, about how many miles would you cover all together: 155, 205, 250?
4. About how many miles is it south from Kearney to the Nebraska border: 50, 75, 100?
5. About how many kilometers is it from Trenton to North Platte: 60, 110, 160?
6. At the state's widest point, about how many miles is it from east to west: 325, 425, 525?
7. A bike ride from Trenton to Fairbury, at an average speed of 10 miles an hour, will take about how long: 20 hours, 120 hours, 200 hours?
8. Rushville is about how many miles closer than Ainsworth to the state's northern border: 2, 12, 24?
9. At its closest point, about how many miles is the Platte River from Stanton: 45, 54, 75?
10. What is the approximate distance in miles around the perimeter, or outer boundary, of Nebraska: 600, 800, 1,200?

NOTICE NEBRASKA

Name _____

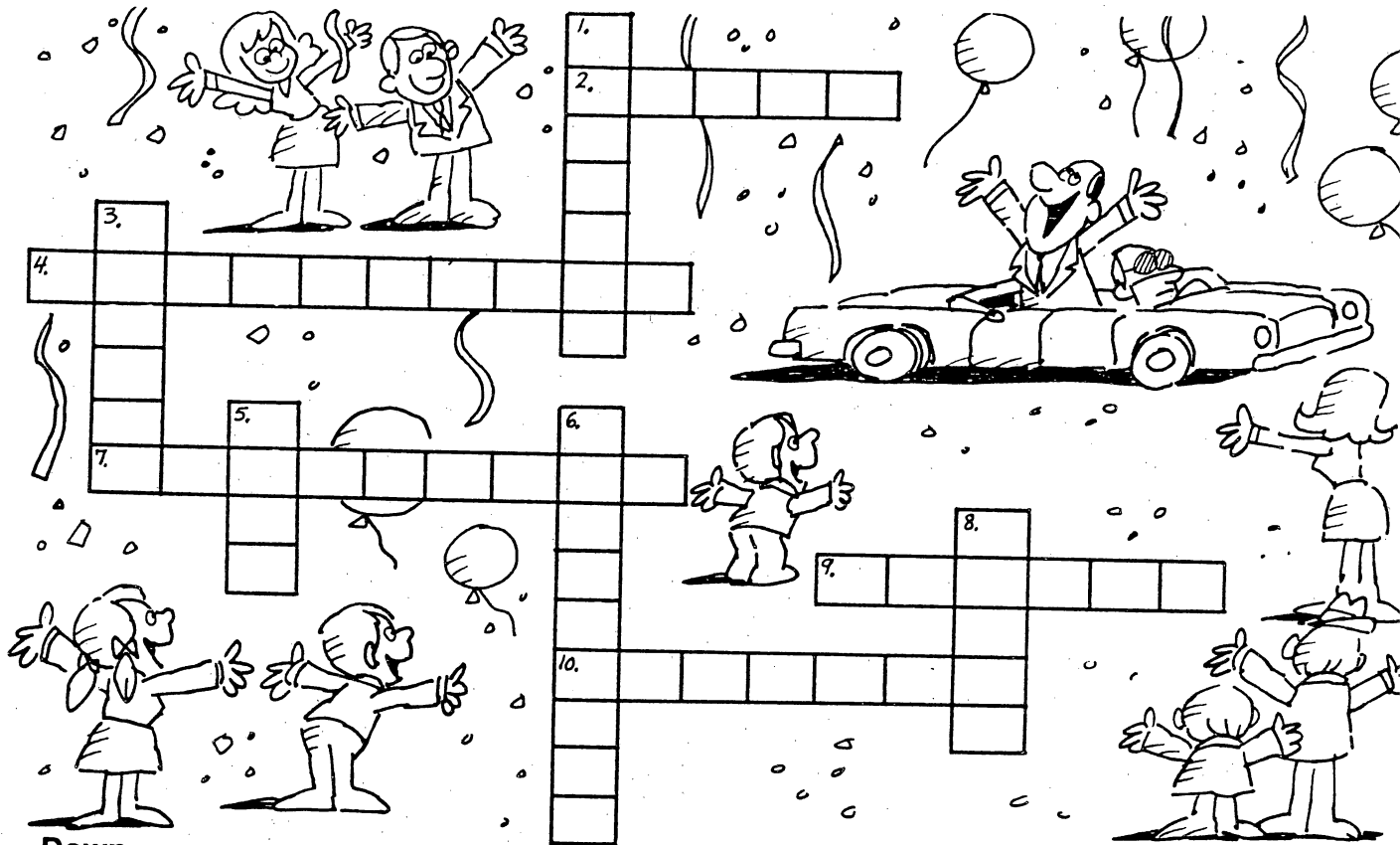
Nebraska, one of the midwestern states in the U.S., has plenty of wide open spaces. Look over this map of the nation's 37th state. Notice the symbols and review the scale, which is given both in miles and kilometers. Then answer the questions on page 33. (Remember, you'll need to use a ruler to help you.)





HAIL TO THE CHIEF!

The most important job in our government is being president. Look at the crossword puzzle below and read the clues. All the clues are about United States presidents. If you need help solving the puzzle, use an encyclopedia or an almanac to find information.



Down

1. Andrew _____ was seventh president and a military hero. His nickname was "Old Hickory."
3. Zachary _____ was a hero during the Mexican War. He was elected president in 1848. His nickname was "Old Rough and Ready."
5. Gerald _____ is a recent president. He is the only one who was never elected into the office of either president or vice-president.
6. Grover _____ was both the 22nd and 24th president—the only one to be elected to two nonconsecutive terms of office.
8. Ulysses S. _____ was the 18th president. He was a hero in the Civil War.

Across

2. John _____ was the second president. His son was also a president.
4. George _____ was the first president of the U.S.
7. Franklin _____ was president longer than any other person—12 years.
9. Jimmy _____ is one of our most recent presidents.
10. Abraham _____ was one of our greatest presidents. He was elected in 1860 and was president during the Civil War. In 1863 he freed the slaves.

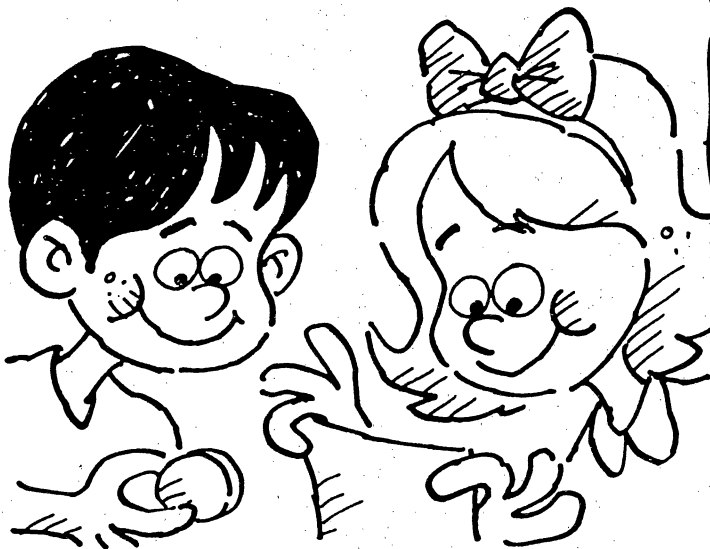
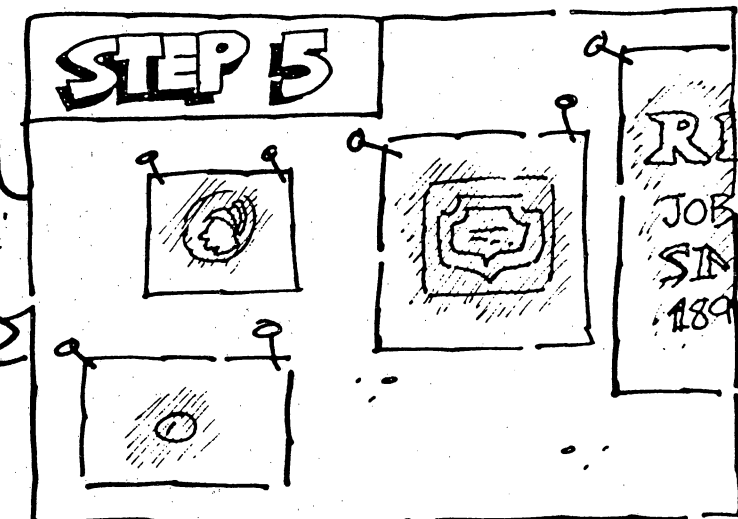
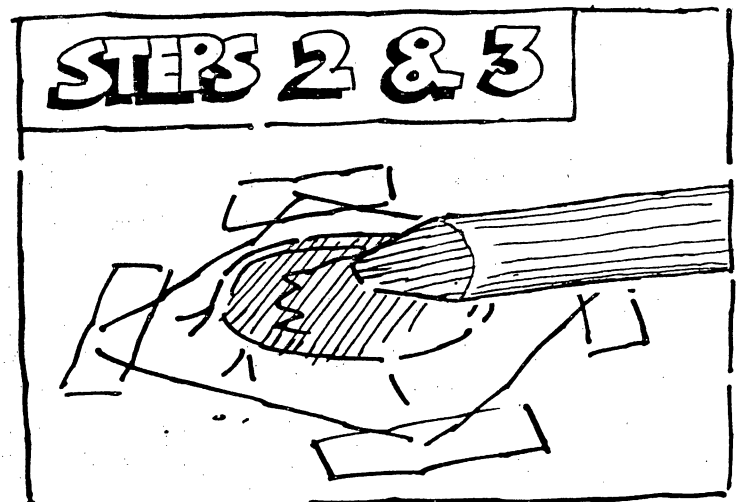
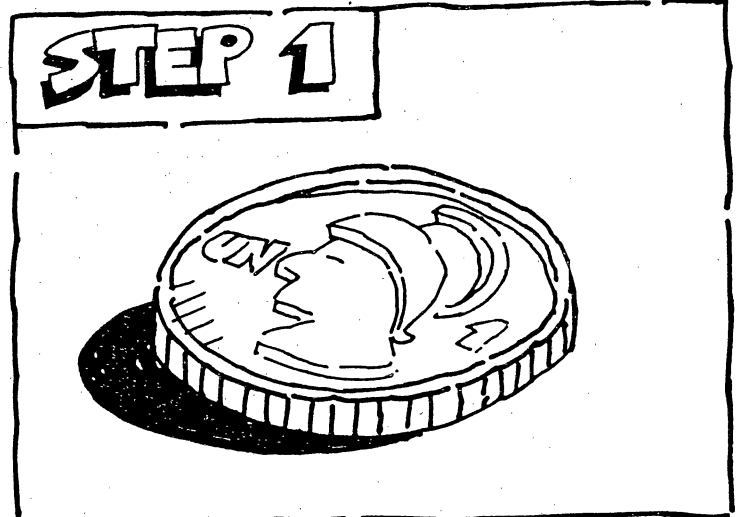
RUBBING BACK THE PAST

Ever think you could rub your way into history? You can, by making rubbings. Rubbings are handmade reproductions of historical objects, and they can be made easily by anyone. Just follow the directions below.

Materials: large, thin piece of typing or tracing paper
cellophane tape
large wax crayon with the paper wrapping removed, or stick of artist's charcoal
small whisk broom

Procedure:

1. Find something historical from which you'd like to make a rubbing—a historical marker on a building, a rare coin, or an old tombstone with an unusual design.
2. Tape the piece of paper over the object.
3. Using the side of the crayon or charcoal stick, rub over the paper with long smooth strokes. Continue rubbing until the image of the object is dark and clear.
4. Brush away any excess bits of charcoal or crayon with the whisk broom.
5. Start a collection of rubbings—they may all be of a particular kind of object, or from a particular place (your town, for instance). Display them on your class bulletin board.



ILLINOIS

Cities

Chicago
Springfield
Peoria
Wilmette
Rockford

Rivers

Mississippi
Rock
Ohio
Illinois

Products

Potatoes Wood
Wool Glue
Corn Hogs
Peach Wheat
Oats Milk
Pea Hay

Minerals

Coal
Fluorite
Tripoli
Gas
Iron

Indians

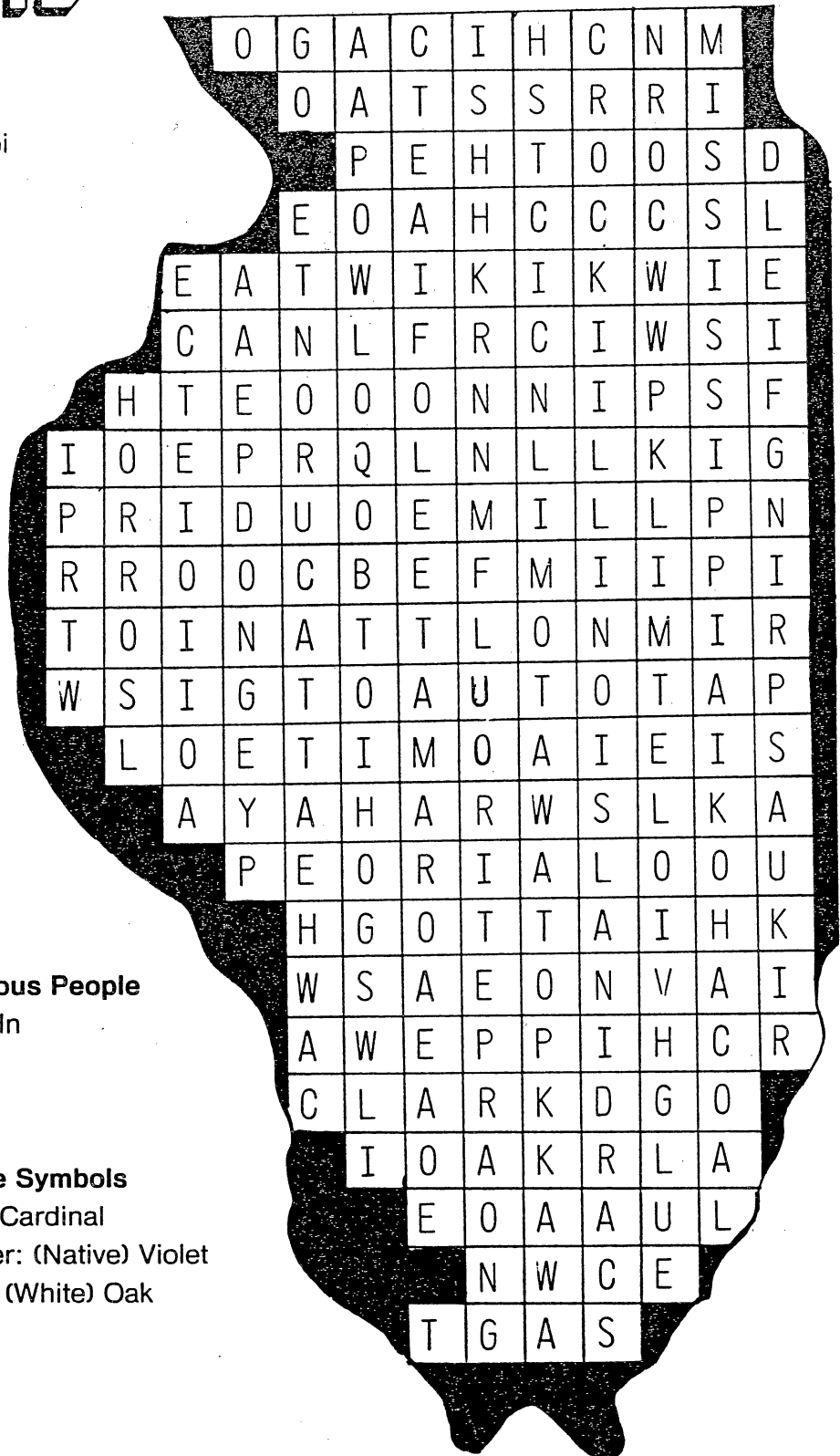
Winnebago
Tamaroa
Iroquois
Chippewa
Sauk
Kickapoo
Shawnee
Potawatomi
Cahokia

Famous People

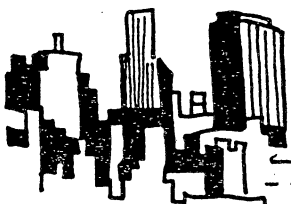
Lincoln
Grant
Clark

State Symbols

Bird: Cardinal
Flower: (Native) Violet
Tree: (White) Oak



If you put the unused letters on the blanks below,
the state's nickname you'll come to know.



State



ILLINOIS

OBJECTIVES: To improve geographical knowledge about the state of Illinois.

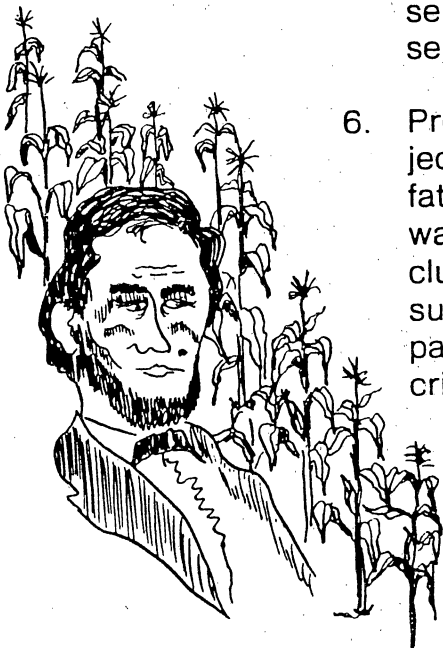
To encourage political awareness of the state's governmental organization.

To encourage the improvement of research skills.

To promote cultural understanding of problems of big cities.

MATERIALS: Any encyclopedia, cardboard, and a spinner.

- PROCEDURE:**
1. Do the word search. Find the nickname.
 2. Place the listed cities and rivers on the blank map on the following page.
 3. Make symbols for the various products and minerals. Add these to the map on the next page.
 4. Research the Lincoln-Douglas debates. Explain their importance to our whole country as well as Illinois. Suppose you had been a reporter at one of them. Write up an interview with Mr. Lincoln or Mr. Douglas. Be sure you remember the where, when, why, and how questions.
 5. Make a chart showing the structure of the government of Illinois. Show how the three branches of government serve as a check, or balance, for the other two. How often are the representatives, senators, and the governor elected? How are the judges selected?
 6. Prepare a gameboard for you and a friend to play. Make the object of your game to find the thief who robbed your friend's father's store. Have stops along the way, such as the thief's cap was found, skip two spaces forward; you lost your notebook of clues, go back to the beginning; hot tip, extra turn; wrong person suspected, lose a turn; you found one of the stolen items in a pawn shop, take an extra turn; and unsuspected reward on the criminal.
 7. Analyze two problems found in the inner city of a big city like Chicago that would foster a robbery like you made a game for.



KENTUCKY

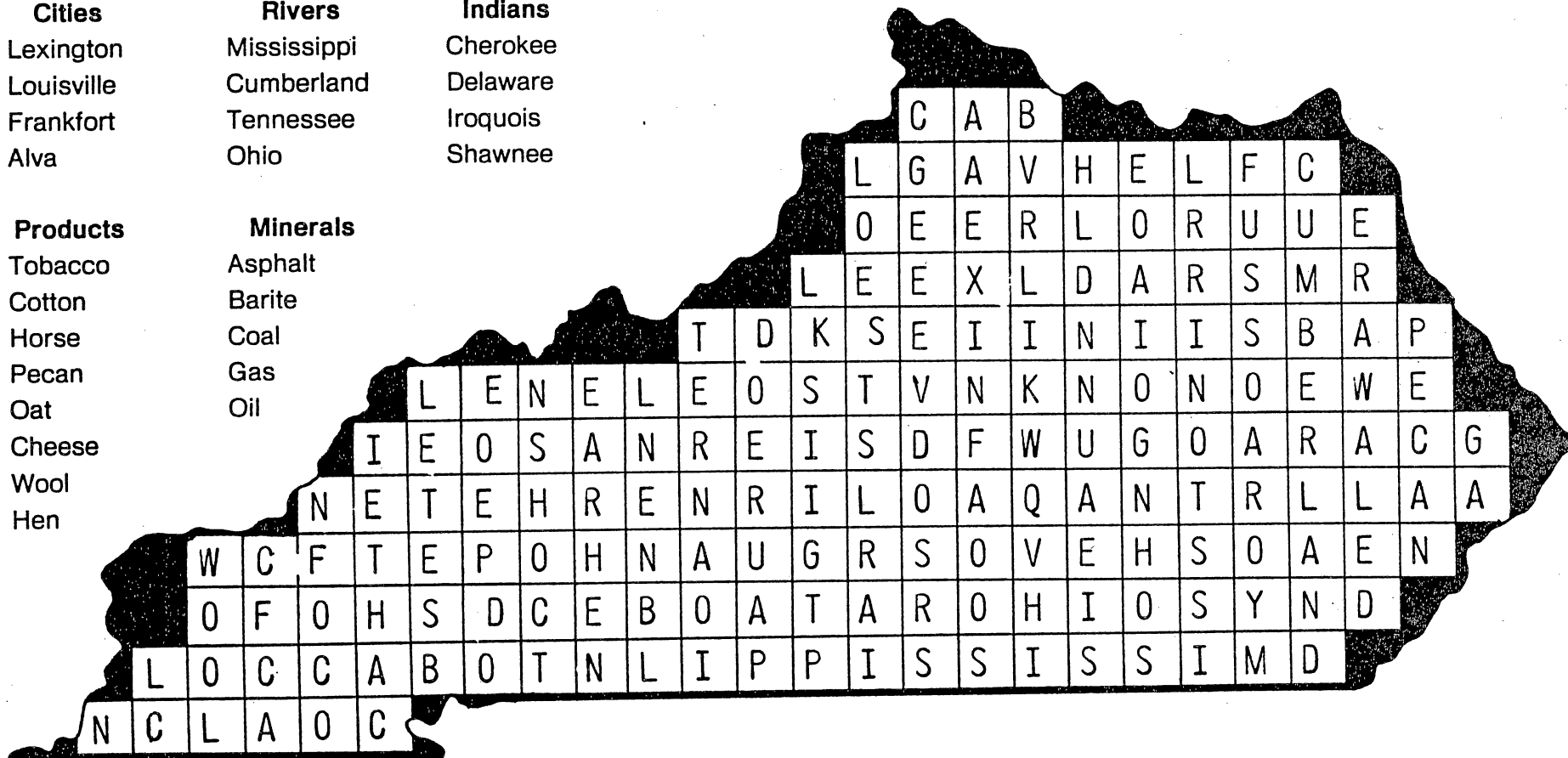
Cities
 Lexington
 Louisville
 Frankfort
 Alva

Rivers
 Mississippi
 Cumberland
 Tennessee
 Ohio

Indians
 Cherokee
 Delaware
 Iroquois
 Shawnee

Products
 Tobacco
 Cotton
 Horse
 Pecan
 Oat
 Cheese
 Wool
 Hen

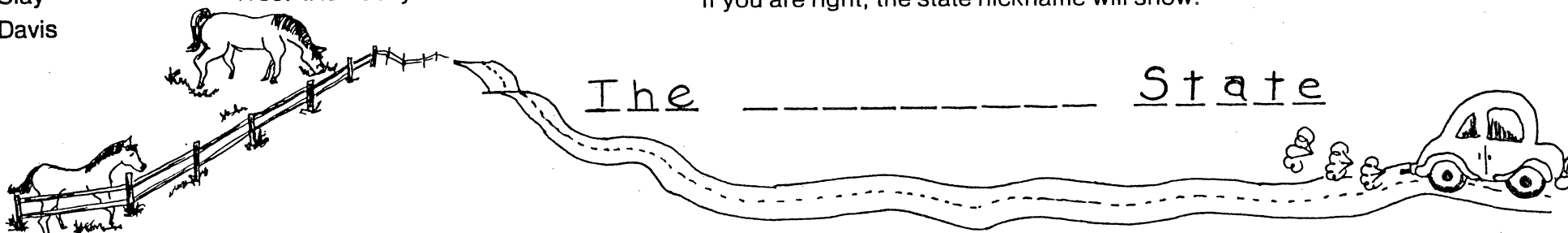
Minerals
 Asphalt
 Barite
 Coal
 Gas
 Oil



Famous People
 Lincoln
 Boone
 Clay
 Davis

State Symbols
 Bird: (Kentucky) Cardinal
 Flower: Goldenrod
 Tree: (Kentucky) Coffee (Tree)

Put the leftover letters on the row below.
 If you are right, the state nickname will show.



KENTUCKY

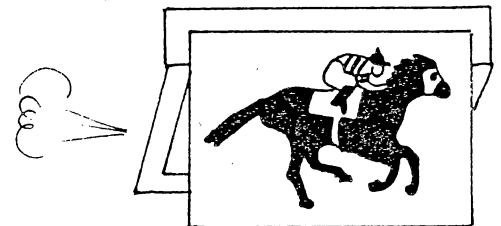
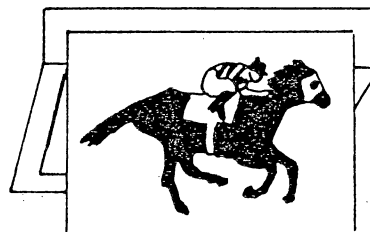
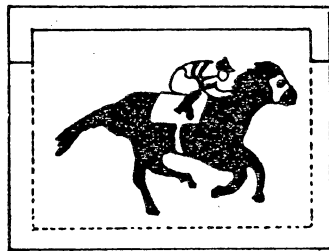
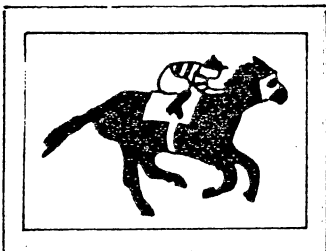
OBJECTIVES: To improve geographical knowledge about the state of Kentucky.

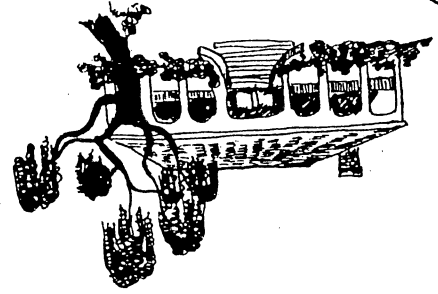
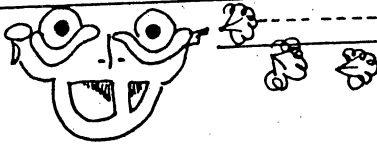
To encourage students to use research skills.

To promote interest in Kentucky's historical past.

MATERIALS: An encyclopedia, Popsicle sticks, and glue.

- PROCEDURE:**
1. Do the word search and find the state nickname.
 2. Put in the listed cities and rivers on the blank state on the following page.
 3. Make a legend for the products and minerals for the state. Put them on the map along with the rivers and cities.
 4. Kentucky is famous for its horses. The Kentucky Derby is especially well-known. Write a short report on the most famous horse race in the United States.
 5. Using the Popsicle sticks and glue, build a model of the cabin in which Abraham Lincoln was born.
 6. Daniel Boone was a famous trail finder and settler of this region. With some friends, pantomime an incident that could have happened to him. You'll need to read his life story to find this out.
 7. Mammoth Cave is one of the largest in the country. What kinds of minerals are found in it? Where is it located? What kinds of equipment and training would you need to explore such a natural wonder?





Put the unused letters on the blanks below. Then, the state nickname you will know.

The

A	N	A	T	C	H	E	Z	I	H				
C	R	E	N	R	U	T	L	P	A				
O	D	N	A	S	B	O	F	P	T				
M	L	B	A	A	A	N	R	A	I	T			
N	I	D	L	Y	V	G	U	I	W	S	I		
A	X	W	A	A	A	I	L	A	S	S	E		
I	O	A	C	M	T	O	S	M	R	I	S		
D	L	T	K	G	N	A	A	E	E	S	B		
I	I	E	N	G	K	I	I	T	A	S	U		
R	B	R	A	C	L	L	I	P	G	I	R		
E	V	M	I	L	E	N	O	M	L	M	G		
M	I	H	I	V	O	L	I	I	E	O	O		
A	C	W	A	T	B	U	R	R	P	C	L		
S	K	C	N	T	S	G	O	H	E	K	D		
A	S	E	H	O	R	S	E	S	T	I	N		
G	I	B	O	B	O	Z	A	Y	R	N	O		
A	L	U	O	G	A	C	S	A	P	O	G	S	
P	E	A	R	L	N	O	T	O	C	L	B	K	
A	R	M	G	B	E	E	F	R	A	T	E	I	C
E	T	W	U	R	A	E	S	E	M	D	J		
P	E	C	A	N	S								

- Cities**
 - Jackson
 - Natchez
 - Vicksburg
 - Hattiesburg
 - D.Lo
 - Hub
 - Arm
 - Bobo
 - Meridian
- Rivers and Lakes**
 - Mississippi
 - Pearl
 - Coldwater
 - Pascagoula
 - Eagle
 - Big Black (2)
- Indians**
 - Choctaw
 - Chickasaw
 - Yazoo
 - Biloxi
- Products**
 - Cotton
 - Shrimp
 - Horses
 - Yam
 - Fruit
 - Hogs
 - Pecans
 - Beef
 - Oats
- Famous People**
 - Burr
 - Davis
 - Turner
 - Williams
 - Cavelier
- Minerals**
 - Petroleum
 - Gas
 - Sand
 - Bentonite
- State Symbols**
 - Bird: Mockingbird
 - Flower: Magnolia
 - Tree: Magnolia Tree (2)

MISSISSIPPI

MISSISSIPPI

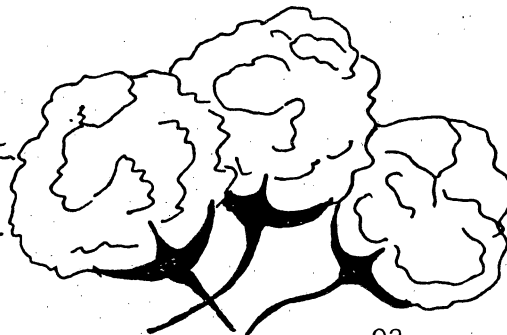
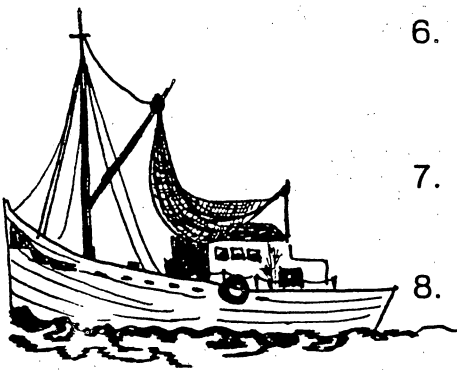
OBJECTIVES: To improve geographical knowledge of the state of Mississippi.

To improve research skills.

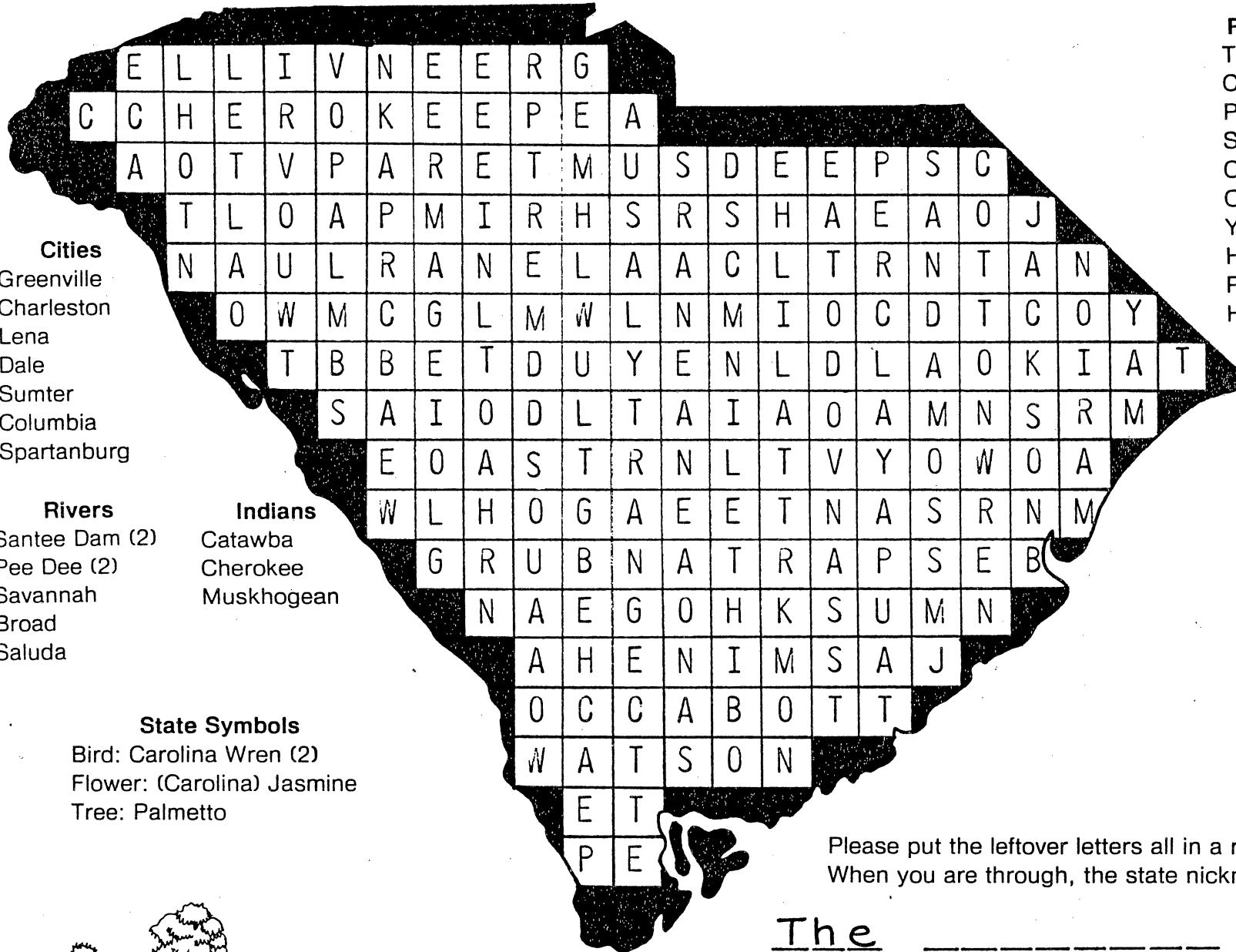
To encourage interest in Mississippi's history.

MATERIALS: An encyclopedia, shoe box, old newspaper, pipe cleaners, Popsicle sticks, glue, and a large map of North America.

- PROCEDURE:**
1. Do the word search and find the state nickname.
 2. Put in the cities and rivers listed in the word search and add two more rivers and four more cities on the map on the following page.
 3. Make a legend of the minerals and products and add these to your map.
 4. Mississippi has "Oxbow" lakes. Find out what these are and why they're peculiar to Mississippi. It also has bayous. What are these? What kinds of plants and animals live there? Write a report on the plant or animal that you think is most interesting.
 5. De Soto was an important explorer. On a large map of North America draw his journey. Summarize his life story and his journeys.
 6. France sent over young girls to Mississippi in 1721. They were called Casquette girls. Make up a skit to perform with a few friends telling what might have happened to one of these girls.
 7. Vicksburg was important in the Civil War. Find out how and why and make a diorama that explains this.
 8. Cottonseed oil was first made here. Pretend you're a reporter and publish the story. Interview one of the owners of the plant. Don't forget how, when, where, what, and why questions.



SOUTH CAROLINA



Cities

- Greenville
- Charleston
- Lena
- Dale
- Sumter
- Columbia
- Spartanburg

Rivers

- Santee Dam (2)
- Pee Dee (2)
- Savannah
- Broad
- Saluda

Indians

- Catawba
- Cherokee
- Muskhogean

State Symbols

- Bird: Carolina Wren (2)
- Flower: (Carolina) Jasmine
- Tree: Palmetto

Products

- Tobacco
- Cotton
- Peach
- Shrimp
- Cloth
- Oat
- Yam
- Hog
- Pea
- Hen

Minerals

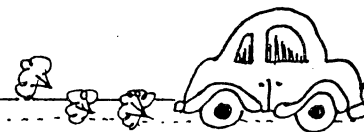
- Clay
- Sand
- Gravel
- Granite

Famous People

- Woodward
- Jackson
- Watson
- Lynch
- Cabot
- Marion

Please put the leftover letters all in a row.
When you are through, the state nickname will show.

The _____



SOUTH CAROLINA

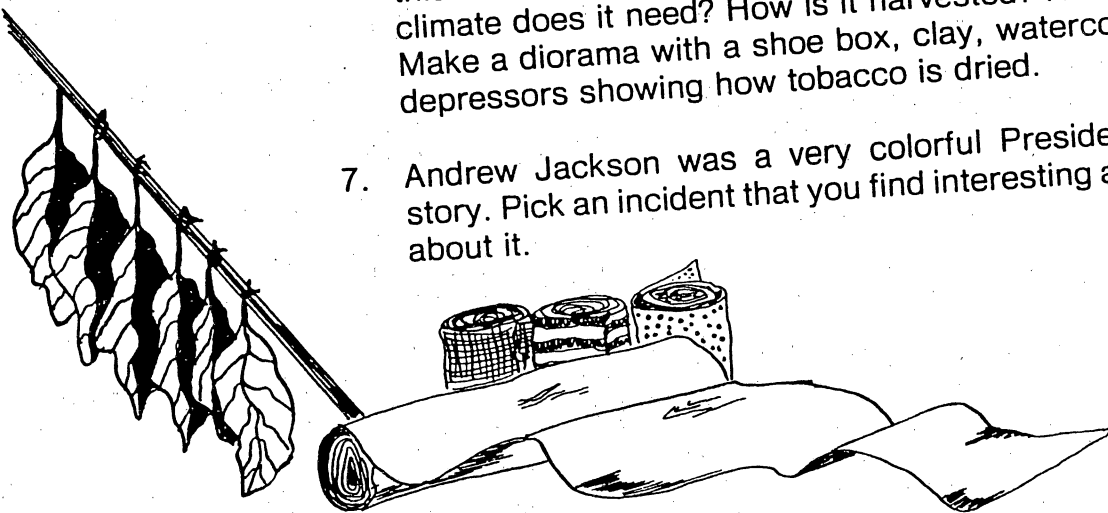
OBJECTIVES: To improve geographical knowledge of South Carolina.

To encourage research skills.

To promote historical knowledge of South Carolina.

MATERIALS: An encyclopedia, paper straws, glue, cardboard, tongue depressors, clay, watercolors, cellophane, string, shoe box, and old magazines.

- PROCEDURE:**
1. Do the word search and find the nickname of the state.
 2. On the following page is a blank map. Locate the cities and rivers listed in the search and put them on the map. Add five more cities of your own choosing. Draw in three more rivers. Shade in the mountain ranges, also.
 3. Make a legend for the minerals and products listed with the search and put these on your map. Find where the Indian tribes lived and color in their territories.
 4. Enhance your map by locating where the famous people were born. Add their names to their birthplaces.
 5. Fort Sumter and Fort Moultrie are in Charleston Harbor. They were very important in two wars. Find out which ones. Make a model of Fort Moultrie with straws placed on cardboard. Paint the grass and water on the harbor, so it looks real. Write a short report on the two forts, explaining how each was important in a war.
 6. Rice was first raised successfully in South Carolina. Who did this? Illustrate rice at three stages of its growth. What kind of climate does it need? How is it harvested? How is it processed? Make a diorama with a shoe box, clay, watercolors, and tongue depressors showing how tobacco is dried.
 7. Andrew Jackson was a very colorful President. Read his life story. Pick an incident that you find interesting and make a poster about it.



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People

1. John Brown's Raid
2. James Forten: Soldier
3. Harriet Tubman: Black Moses
4. Nat Turner's Rebellion
5. Booker T. Washington

Topic

6. American Anti-Slavery Society
7. The amistad Affair
8. Capture of a Slave
9. Family Life of a Slave
10. The Free Negro
11. Runaway Slaves
12. The Slave Auction
13. Slave Breeding
14. The Slave Caste System
15. Slave Punishment

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