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California State University

San Bernardino

CONNECTING STUDENTS TO CONTENT AREA LITERATURE

CALIFORNIA HISTORY-GRADE FOUR

A Project Submitted to

The Faculty of School of Education

In Partial Fulfillment of the Requirement of the

Degree of

Master of Arts in

Education:Reading Option

By

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1991

[REDACTED]

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Summary

It has been said that those who do not learn from history are condemned to repeat it. The study of history is necessary in the elementary school so that children can learn from the mistakes previous generations have made.

This project focuses on the teaching of history in the elementary school, and is specifically designed to be used with fourth grade students in the study of California history. One aspect of learning about history that has been woefully overlooked and under-utilized is the use of children's literature to teach California history.

Children learn best when learning is meaningful and relevant to their personal life. Literature can be used to teach children about the history of our state and can help students establish connections to the past much more effectively than textbooks can.

This project outlines the history of reading in order to establish the philosophy that has led to the

use of literature to teach a content area. This project also focuses on reasons why textbooks have failed to meet the educational needs of students and how literature can be used to achieve a variety of benefits to students as they learn about the past and how history can relate to their personal, present life.

The scope of this project includes nine learning activities that demonstrate the use of literature to teach various aspects of California history, resources to accompany the learning activities, and five enrichment strategies that can be adapted for use with any type of history-oriented literature.

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This project would not have been possible without the support of my husband, Ron. Thank you!

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Introduction/Statement of Problem

The study of history enables members of society to see where they have been and apply that perspective to where they are going. Learning to examine the past provides people of all ages an opportunity to improve the present as well as the future.

The history of California is filled with stories of men and women who had an impact on present day California because of decisions, actions, and events of the past. Indians, missionaries, explorers, miners, migrants, pioneer families--all are but a few of the types of people who have inhabited and affected this state known as California.

The rich, diverse history of this state has, unfortunately, often been presented in textbooks in a manner that fails to capture the interest of students.

The expository writing style of the traditional social studies text does not engage students, bring characters from the past to life, or attempt to make the past relevant to the student's present life. Tyson and Woodward state that "elementary age children are naturally curious about the past and...the standard fare in school fails to capitalize on their curiosity" (1989, p. 16).

Instead of offering students a watered down version of the past, history should be presented in a way that will help students relate to the conflicts, tragedies, and triumphs of past human experiences. "Stories about the past can develop a feeling for the continuity of life and help children to see themselves and their present place in time as part of a larger picture" (Huck, 1987, p. 533).

The California State Department of Education has recognized this urgent need to present history in a

format that encourages students to connect to and apply lessons from the past to their present and future lives. The History/Social Science Framework is a document that emphasizes the study of history as active interpretation and application as opposed to passive memorization of facts.

Whenever appropriate, history should be presented as an exciting and dramatic series of events in the past that helped to shape the present. The teacher should endeavor to bring the past to life, to make vivid the struggles and triumphs of men and women who lived in other times and places. The story of the past should be lively and accurate as well as rich with controversies and forceful personalities (History/Social Science Framework, 1988, p. 4).

The emphasis in this framework is on the presentation of history as a story with relevant implications for the present.

As school districts throughout the state prepare to implement this new framework, it has come to the attention of this author that only one textbook was approved for adoption. Most school districts throughout the state are now currently using this one textbook. In order to fully implement the various aspects of the History/Social Science Framework, however, the curriculum will need enrichment through the use of alternate sources to supplement the textbook.

This author is of the opinion that the only viable option for fully implementing the goals of the History/Social Science Framework is the use of children's literature to help students connect the past to the present.

This project has four primary goals. The first goal will be to examine the use of literature in teaching a content area. Research indicates that the use of literature enables students to experience and expand their understanding of content area concepts (Cianciolo, 1981; O'Brien, 1988; Crabtree, 1989; Vocke & Hahn, 1989; Harp, 1989; Riecken & Miller, 1990; Sanacore, 1990).

The second goal will be to study benefits derived by students when literature is used to teach history. Ceprano and English (1990), state that "literature used within the social studies context, frees students to travel vicariously to other times and places, and helps them to recognize that members of the human race, regardless of where or how they live, have more similarities than differences" (p. 67).

The third goal of this project will be to apply components of the History/Social Science Framework

directly to the use of literature to teach California history at the fourth grade level. Components three, four, six, thirteen, fourteen, fifteen and sixteen contribute to the rationale for incorporating literature into the California History curriculum.

The final goal of the project will be to provide activities and resources that can be utilized to implement the framework at the fourth grade level by using literature. The format for this project will include; nine learning activities--one for each of the major eras in California history, resources to accompany specific activities, a bibliography that includes books recommended within the learning activities, and five enrichment strategies that can be adapted for use with any literary source.

On the continuum of reading philosophies, this project is designed to lie within the range of the whole language philosophy.

It is anticipated that this project will be utilized to demonstrate the successful implementation of literature to teach the study of California history.

Literature Review

In order to more fully understand the educational benefits that can be derived from the use of literature to teach social studies, it is necessary to first become familiar with the current practice in reading instruction that supports the use of literature in the classroom. Therefore, this literature review will first provide a brief summary on the history of reading instruction. Then, based on an understanding of reading instruction from a historical perspective, the review of the literature will focus on how current reading philosophy can be implemented into the teaching of reading in a content area--social studies. Factors to consider in the examination of a social studies text, the use of literature to teach social studies, and benefits achieved by students through the use of literature will also be discussed in this literature review.

Historical Background of Reading Instruction

How children should be taught to read has been a subject of debate for many years. In fact, reading instruction has been a source of contention among educators and researchers almost since the beginning. The major argument over the years about reading instruction has been over whether to emphasize skills or meaning (Yarrington, 1978). This argument needs to be examined.

Early American instructional practices in reading were based on influences from England. The Bible was the main source of material for reading instruction (Alexander, 1983). In 1607, educators in America felt that there was one goal for learning to read. That goal was to be able to read one's Bible. "To be responsible to God, one must be able to read and interpret God's word" (Alexander, 1983, p.497). Reading instruction in the beginning had a definite

religious emphasis. During this period, which extended from 1607-1776, the alphabet method was used to teach individual letters and sounds before moving on to combinations of letters and sounds. Children memorized prayers, the Ten Commandments and other Biblical material as part of the reading curriculum.

According to Smith, as cited in Yarrington, (1978), from 1776 to 1840, reading instruction acquired a Nationalistic-Moralistic emphasis. The dominant source of reading material during this time was a text developed by Noah Webster. In 1782, Webster published a text that contained reading and grammar lessons that emphasized national pride (Groff, 1973). He also developed a scheme of phonics that would help establish standardized American speech and destroy the differences in dialects that existed just after the Revolutionary war (Alexander,

1983). Webster's text, also known as the "Blue-Back Speller" dominated reading instruction through approximately 1880.

The period from 1840 to 1890 was characterized by an "Education for Citizenship" emphasis (Smith, as cited by Yarrington, 1983, p. 4). During this time period, several American educators began to promote teaching reading by use of the "Whole word method" (Alexander, 1983). This method emphasized the entire word as the instructional unit--not individual letters and sounds. Horace Mann was among the educational reformers who viewed the rote lessons that dominated reading instruction as pointless (Kantrowitz, 1990). Mann and others felt that reading could be taught more effectively if children learned meaningful words, rather than individual letters and syllables (Kantrowitz, 1990). This whole word method continued to grow in popularity.

The McGuffey Readers, first published during this time period (1840), and extending beyond the early 1900's introduced the concept of limited number of new words, and repetition of high frequency vocabulary within a grade-specific series (Alexander, 1983). Material in the McGuffey Readers emphasized "commendable traits of human character: truth, honesty, fair-dealing, initiative and self-reliance" (Alexander, 1983, p. 501). The McGuffey Readers exposed students to literary selections that encompassed a variety of disciplines. These included history, science, art, philosophy, economics and the Bible (Alexander, 1983). It should be noted by the reader that at this point in history, reading instruction encompassed a variety of subject areas.

The word method, coupled with use of the McGuffey Reader, maintained predominance in reading instruction through the beginning of the twentieth

century. In fact, the word method expanded to include the sentence and story methods. These methods emphasized meaning and thinking rather than individual word mastery (Alexander, 1983). Both methods required the teacher to read sentences or short stories to students while students looked on. Focus was then placed on vocabulary and/or sentences that the teacher wanted to stress (Alexander, 1983).

Shortly after the turn of the century, however, these methods came under attack as parents began to complain that their children were memorizing some words, but becoming dependent on the teacher to tell them other words (Alexander, 1983). A renewed emphasis on phonics was consequently implemented. By 1910, reading instruction was characterized by large amounts of time spent on drill and mastery of phonics (Alexander, 1983). It is interesting to note, however, that textbooks at this time were largely

comprised of fables, folktales, rhymes, and selections from classical literature. This period from 1890 to 1910 emphasized reading as a cultural asset (Smith, as cited in Yarrington, 1973).

The years 1910 to 1925 have been termed as the period of Scientific Investigation (Smith, cited in Yarrington, 1978). In 1915, the development of the Gray Oral reading test led to the discovery that many students who took the test were unable to pronounce the words and didn't know meanings of words (Alexander, 1983). The emphasis on phonics instruction was blamed and the story method re-emerged. More emphasis was placed on helping students acquire meaning from material being read.

During the late 1920's and early 1930's, individualized reading instruction began to be implemented. This was due in part to an educational reform movement known as Progressive Education. A

leading figure in this movement was John Dewey. Dewey constantly emphasized the need for experience in education. Ideally, he believed that "education should expand a person's perspective so he/she can engage the world with a wider range of meanings with greater intelligence" (Miller, 1990, p. 219). Dewey sought to help students connect education to life by providing children with active, motivating, meaning-centered experiences (Kantrowitz, 1990).

The meaning-first curriculum advocated by Dewey continued to dominate classroom practice through the 1940's (Kantrowitz, 1990). Children were encouraged to work freely, actively, and spontaneously in following their own interests. Classrooms displayed a wide variety of reading materials. Teachers attempted to incorporate all subject material into organized "units of work" (Alexander, 1983). Students were encouraged to select reading

material that was of interest to them.

During the late 1940's, however, the basal reader began its domination of classroom reading instruction. Homogeneous/ability grouping was encouraged--individualized reading instruction was discouraged. Ability grouping, it was argued, would solve the problem of how to meet the educational needs of the wide variety of students in the typical classroom. Reading at this point was not seen as an isolated skill, but as part of a "Language Arts" program which included spelling, handwriting, vocabulary development, listening and comprehension (Alexander, 1983).

In 1955, Rudolf Flesch published a book called "Why Johnny Can't Read." In this book, he argued that American children were falling behind international rivals because they weren't receiving a solid, basic education (Kantrowitz, 1990). He advocated a return

to a phonics approach for beginning reading instruction (Alexander, 1983).

A second event in the late 1950's that had a profound effect on reading instruction was the launching of Sputnik by Russia. A "beat-the-Russians" mentality siezed the nation, basals gained a stronghold as the core of the reading curriculum, and the government began to take an active role in education (Groff, 1973).

Basal texts have remained as the primary source of reading material used to teach children how to read (Groff, 1973). Although the basals have undergone changes throughout the years, the basic design remains consistent--graded texts that provide teachers with step-by-step lessons that constitute reading instruction.

In the early 1980's, as new research began to focus on oral and written language development and

the reading and writing process, educational experts and teachers began to explore ideas for implementing this latest research (Goodman, 1989). The term "whole language" began to be used to describe a curriculum that was more focused on the learner, as opposed to learning content (Goodman, 1989). "Whole language is a new response to an old argument" (Goodman, 1989, p. 122). As has been shown in this brief history of reading instruction, elements of current whole language theory have surfaced in the education community before. Whereas earlier movements failed to last, this author is of the opinion that the current whole language movement will continue to thrive. Attention will now focus on the role whole language has played in the promotion of the use of literature in the classroom.

"Whole language programs respect the learners: who they are, where they come from, how they talk,

what they read, and what experiences they already had before coming to school" (Goodman, 1986, p. 10). In a whole language classroom, students are actively involved in the learning process at a point that has personal relevance and meaning to the individual child. "Learners are viewed as always actively involved in their learning, especially when they are immersed in an environment organized to show respect toward all members of the learning community with the expectation that learning will occur" (Goodman, 1989, p. 114).

This child-centered, activity oriented classroom is incompatible with a basal text that requires all students to read and respond to the same story with little opportunity for interaction among students. Materials in a whole language classroom tend to reflect subjects that are important to the children. "Anything the children need or want to read or write"

are the materials that can be found in a whole language classroom (Goodman, 1986, p. 33). Consequently, whole language classrooms are filled with books--both fiction and non-fiction recreational books that cover a wide range of difficulty and interest levels, resource materials such as dictionaries and encyclopedias, and "real-world" resources such as phone books, TV guides, catalogs etc. (Goodman, 1986). The whole language philosophy requires students to become decision makers and take an active role in choosing material to read. Literature is a critical component of the whole language classroom. Reading in a whole language classroom can often extend beyond the boundaries of the "reading" period when students are actively involved in a good book.

Given this overview of the importance of literature in a whole language classroom, this

literature review will now focus specifically on problems and solutions to teaching social studies in a manner that is consistent with the philosophy of whole language.

Reading in Social Studies

Reading frequently extends beyond the Language Arts period in a typical elementary school classroom. Students also are expected to read and understand their science, health, math, and social studies textbooks. Traditionally, students have been assisted in the acquisition of knowledge about these content areas from one basic source--the textbook (Miller, 1987). Textbooks dominate the instruction of content areas (Tyson and Woodward, 1989). In addition, students frequently are required to read the content area texts only to acquire and memorize factual information (Vocke and Hahn, 1989). As a result, students often fail to comprehend concepts discussed

in content area texts (Walton and Hoblitt, 1989).

Many teachers view this failure to comprehend the content area material as a reading problem. Current studies, however, indicate that the problem lies with the text (Crabtree, 1989; Tyson and Woodward, 1989; Vocke and Hahn, 1989). Social studies texts in particular have recently been criticized as being poorly written (Downey and Levstik, 1988), inconsiderate of reader background (Vocke and Hahn, 1989), and more devoted to covering content rather than quality. Tyson and Woodward (1989) state that students' "lack of historical knowledge can be attributed mainly to inaccuracies caused by excessive compression of text and by misconceptions fostered through the avoidance of controversial issues" (p. 16-17). The failure of students to comprehend the social studies textbook, then, should be examined not as a comprehension

problem, but as a problem of presentation of content material. Writing style, consideration of reader background, and accurate representation of meaningful historical data should be critical factors to be considered in a social studies text.

Examination of the Social Studies Texts

The writing style of most social studies textbooks is generally expository. For the majority of upper elementary students, the expository writing style of their social studies book is new. The expository style of all content area textbooks is structurally different from the narrative style typically found in basal and trade books (Hayes, 1989). The narrative style students have become familiar with is not evident in the content area textbook. In addition, difficult concepts and technical vocabulary further compound the difficulties of the content area text (Hayes, 1989).

Social studies texts have also, in the past, had some subject-specific problems. Miller (1987) states the following:

Main ideas are difficult to locate since so many texts have paragraphs with three, four and five topic sentences. Analogies, metaphors, and similes abound and further complicate the reading. Transitions are difficult to find, and the connectives 'but', 'therefore' and 'apparently' are sprinkled throughout with subsequent difficulties in discovering their antecedents (p. 56).

Social studies textbooks, then, could provide more meaningful reading material if the selections were presented in a way that combined both narrative and expository writing styles.

A second factor to regard in the examination of textbooks is consideration of reader background. All

students enter school with a personal history. Students are also naturally curious about the past, but the traditional social studies text has generally failed to engage the reader's interest (Tyson and Woodward, 1989). The background experiences that students bring with them into the classroom enable them to interpret, personalize, and gain meaning from subject matter (Harp, 1989). However, if the students' reading material has no personal relevance, students will not be motivated to invest the time and effort necessary to acquire the knowledge and skills of a particular subject (Van Sickle, 1990). In relation to social studies, students generally "believe that history is a record of a dead past that has no implications for their decisions and efforts to achieve their goals now or in the future" (Van Sickle, 1990, p. 23). Social studies texts should enable students to connect to the past by building on their own sense of personal

history.

The third factor to examine in a social studies text is the accurate representation of meaningful historical data. The United States Department of Education, in 1988, described history texts as 'arid', 'lifeless' and 'boring' (Finn, cited in Vocke and Hahn, 1989). "Textbooks are unable to capture the human element, the daily experiences of the men and women that fight famine, prejudice, tyranny and injustice" (O'Brien, 1988, p. 53). Social studies texts have also been criticized for being superficial and filled with "trivialized content, bland writing, lack of vivid and stirring historical narratives that would grip students' attention and bring history alive, avoidance of controversial issues, and lack of balanced and sound historiography" (Crabtree, 1989, p. 27). In order for students to grasp a sense of history and relate the past to the present, history must be presented

accurately. History is filled with controversies-- these controversies should be portrayed in a manner that would enable students to explore, examine, and personalize the traits of humanity that have produced and influenced historical events and decisions.

Up to this point, the literature review has focused on the social studies textbook, problems associated with social studies texts, and factors to consider when examining a social studies text. This author is of the opinion, however, that an option other than a textbook-dominated curriculum should be considered. The use of children's literature is an option that needs to be considered. Attention will now be focused on examining the use of children's literature to teach social studies.

Literature in Social Studies

As stated earlier, the writing style of the social studies textbook is expository--a style that is

unfamiliar to the majority of upper grade elementary students. "Students often find it difficult to react to exposition because this mode fails to provide the personal and meaningful connection to a world and a people with whom the students can identify" (Ceprano and English, 1990, p. 66). In contrast, the narrative writing style that is used in historical fiction enables readers to "approach the facts of history by involving themselves in a personal way with the lives of people in the pages" (Ceprano and English, 1990, p. 67).

Historical fiction provides students with an opportunity to personally interact with the characters and events of a story. This personal interaction "is the key in facilitating the students' knowledge and attitudes about the past and the peoples of other cultures" (Ceprano and English, 1990, p. 67).

The History/Social Science Framework (1988) clearly supports the use of literature in the social

studies curriculum. The following objectives specifically state the importance of using literature to teach social studies concepts: Objective three emphasizes the importance of history as a story well told, and objective four addresses the importance of enriching the study of history with the use of literature, both literature of the period and literature about the period (p. 4).

Furthermore, these additional following objectives can be adequately achieved if literature is incorporated and used to develop an enriched social studies program: Objective six stresses the importance of studying major historical events and periods in depth as opposed to superficial skimming of enormous amounts of material (p. 5); objective thirteen encourages teachers to present controversial issues honestly and accurately within their historical or contemporary context (p. 7); objective fourteen

acknowledges the importance of religion in human history (p. 7); objective fifteen proposes that critical thinking skills be included at every grade level (p. 7); and objective sixteen supports a variety of content-appropriate teaching methods that engage students actively in the learning process (p. 7). As has been outlined by the History/Social Science Framework, the use of a wide variety of literary genres can enable teachers to achieve the goals of the framework while achieving a wide variety of benefits to students.

Literature and Benefits to Students

The benefits that become available to students when literature is used to teach social studies are numerous. One such benefit is the clarification of personal values (Heinly and Hilton, 1982). "Writers of historical fiction often focus on characters who are trying to make sense out of their world, who are trying to reconcile their own values and ideals with

those held by significant others as well as with those they are experiencing or seeing around them"

(Cianciola, 1981, p. 453). Literature can be used as a vehicle to help students examine, explore and refine their personal values.

Literature, particularly biographies, can also provide a context for investigating human experiences (Heinly and Hilton, 1982). "Provided with a perspective of the inner sentiments of the main characters, usually individuals like themselves, the students can more closely identify, internalize and empathize with the characters and their efforts to cope with or resolve problems forced upon them by the events within the historical or ethnic situation" (Ceprano and English, 1990, p. 67).

A third benefit that students can derive from the use of literature in the social studies curriculum is improvement in higher thinking and reasoning abilities

(Heinley and Hilton, 1982). The ability of students to critically question and explore subject matter should be the goal of all educators. Literature can be used to help students interact with the text and construct meaning based on their prior knowledge (Sanacore, 1990). Critical thinking is also an integral part of the History/Social Science Framework. The framework specifies that critical thinking in the history/social science curriculum should include opportunities to define and clarify a problem, judge information related to a problem and solve problems and draw conclusions (p. 25). "In reading documents and other original materials, students have an opportunity to interpret the writer's language and to extract meaning" (History/Social Science Framework, p. 25). Literature can be the motivating factor that helps students think about and critically examine history.

Literature can also benefit students by offering

"the vicarious experience of participating in the life of the past" (Huck, 1987, p. 533). The use of literature that includes diary entries or letters, in particular, "reveal the most intimate thoughts and feelings so that the reader can learn from the correspondents themselves who they are, to find out what their motives, feelings, prejudices are in the context of the times, to learn why they reacted as they did to the circumstances and conditions in which they lived" (Cianciolo, 1981, p. 455). Literature can relate to students the myriad sights, sounds, and emotions real people encountered in their daily lives.

The final benefit to be discussed in relation to using literature to enrich the teaching of social studies involves encouraging interaction among and between students. A community of learners can be developed as students explore, compare, analyze and evaluate historical literature as it is related to their

individual lives. Students should have frequent opportunities to read from a variety of literary sources to learn information, followed by opportunities to discuss varying, contradictory viewpoints. "This practice will help them learn to suspend judgement until accounts by several sources have been read" (Hickey, 1990, p. 176). Children who are encouraged to interact with one another also learn to view each other as sources of information--the teacher no longer is the dominant source of information (Lehr, 1990). Discussing and sharing information about literature that relates to social studies facilitates intellectual growth, as well as encourages diversity in thinking (Lehr, 1990).

In conclusion, the history of reading instruction has led to the current philosophy known as whole language. This philosophy places the learner at the core of the curriculum. Whole language classrooms

seek to provide an activity based, meaning and learner centered curriculum, and utilize literature to engage students in a wide variety of learning experiences.

The whole language philosophy, once implemented, is an integral part of the classroom environment and does not end with the conclusion of the reading period.

The use of literature can be successfully incorporated into other curricular areas--such as social studies.

Providing students with opportunities to learn about history via various literary sources can provide numerous benefits to students.

Goals and Limitations

The purpose of this project is to demonstrate how to incorporate literature into the teaching of social studies. This project specifically focuses on California History, and is designed to be used by fourth grade teachers.

Because this project is developed from a whole language perspective, this project will be most useful to teachers who have some background knowledge of the philosophy of whole language. This project is intended to involve students in activities that promote reading, writing, speaking and listening.

Based upon the criteria established in the History/Social Science Framework, this project will serve as a vehicle to enable students to establish connections to the past and compare/contrast California's history to present day California. This project will also promote critical thinking and

application of historical controversies in relation to present day society in California. In addition, this project will enhance student comprehension of the "humanity" of history--understanding of the human conditions that have existed in and had an impact on the past events of California's history. The activities contained in this project will attempt to incorporate educational experiences that meet the needs of various learning styles.

As has been stated, this project is designed to demonstrate the use of literature in teaching California history. While the scope of this project is intended to provide examples of activities that incorporate literature in teaching about various eras in California history, this project has some limitations.

First, this project will not outline a thematic unit for each era of California history. The learning

activities included are not intended to provide the entire instructional event for a specific era.

Second, this project will not address the needs of children with special needs, bilingual students, or students in pull-out/resource programs. The needs of these students can best be addressed by the individual teacher. Activities can be adapted to the needs of the individual students.

Third, this project does not address the need for adequate exposure to the recommended literature. Ideally, multiple copies of literature will be available to students and ample opportunities will exist within the classroom for students to read and interact with the text. Inadequate opportunities for several students to simultaneously experience the literature is a limitation of this project.

Fourth, this project is limited to the history of California. The activities and ideas contained in

this project can be adapted to other social studies areas, but are specifically written for use with literature that focuses on California's history.

Finally, it is not the intention of this project to provide an extensive understanding of whole language theory. This project is written to incorporate activities from a whole language perspective, and would be best utilized by teachers who understand and are currently implementing whole language strategies.

Evaluation

The evaluation techniques recommended within this project reflect a philosophy in which evaluation is viewed as an on-going process. Some of the techniques used to assess student progress are individualized and/or group projects that are short term. Other assessment techniques will be suggested that represent evaluation that is summative.

The History/Social Science Framework refers to assessment as an opportunity to measure students' progress in knowledge, as well as basic skills and abilities such as thinking and social participation (p. 119). In order to evaluate thinking, opportunities must exist for students to demonstrate application of their thought processes. Because literature provides numerous opportunities for students to interact with text and derive personal meaning from what the author has written, literature logs can be incorporated into

the social studies program (Steffans, 1987; Mulholland, 1987). Literature/learning logs (or journals) provide a specific place for students to discuss, react to, reflect on, question and think about concepts being learned in social studies (Harste and Short, 1988). "Writing in any content area will provide, above all, opportunities for students to clarify their thinking about a subject. In short, students who write about topics of whatever kind usually understand them better" (Goggin, 1985, p. 170). When using literature logs to encourage students to interact with and think about literature, however, it is critical to provide a supportive, encouraging environment in which the thoughts of each child are valued. "When children examine text as social scientists, the process should never be so onerous that the joy of reading is diminished" (James and Zarillo, 1989, p.154). When used appropriately, literature logs

can give teachers a better perspective of the thought processes of the students as they examine, interpret, internalize and enjoy historical literature. In this project, students use both a literature log to accompany a specific piece of literature, and a California History learning log to record miscellaneous writing activities as new information is introduced and learned and students explore a variety of concepts.

Also mentioned in the History/Social Science Framework is the assessment of students' abilities to interact with one another--the development of social participation. This skill is extremely difficult to assess in a classroom where students work independently to answer the questions from the textbook, or complete the assigned worksheet. With the incorporation of literature into the social studies curriculum, students need opportunities to share

information that is being learned. This is especially critical if a wide variety of literature based upon a specific theme is utilized by children. As students read and discover new information, they will most likely be eager to share that information (Lehr, 1990). "Reading is a social act and ...a community of readers can build in the classroom" (Hepler as cited in Lehr, 1990, p. 198). Students need chances to share insights and engage in social interaction with their peers because discussion is "as necessary in the classroom as it is in the cafeteria and at home" (Sanacore, 1990, p. 415). In this project, assessment of social interaction skills is accomplished through a variety of whole group, partner, and small group cooperative activities. It is important for the reader to keep in mind, however, that developing a community of learners must be a continuous process. In this project, it should be noted that interaction among and

between students and teacher is a standard aspect of the classroom environment.

Another aspect of evaluation, as stated in the History/Social Science Framework, is the use of a variety of techniques that include "the teacher's evaluation of students' performance, students' evaluation of personal progress, and peer evaluation" (p. 119). In this project, references are made to writing activities that students will be asked to add to their portfolios. The portfolio is a type of cumulative assessment that is consistent with the principles of whole language as outlined by Ken Goodman (Goodman, 1990).

A portfolio is "a systematic and organized collection of evidence used by the teacher and student to monitor the growth of the student's knowledge, skills, and attitudes in a specific subject area" (Vavrus, 1990, p. 48). In contrast to the literature or

learning log, the portfolio provides documentation of a variety of student assignments and self-evaluations in relation to the particular content area--in this case, social studies.

The portfolio should contain examples of what students determine to be their best work, as well as work that demonstrates evidence of "student performance on a given range of categories or genres of work" (Wiggins, 1990, p. 76). In this project, items to consider for the portfolio could include, but are not limited to: graphic organizers (i.e. Venn Diagram, story map, story frame, QUAD forms), self-assessment paragraphs, maps, timelines, reader's theater scripts, reports, essays, "historical news" articles, summaries and so forth.

Material placed in the portfolio should be decided upon by individual students and shared with at least one other classmate before being submitted to

the teacher. Ideally, teacher and student should have an opportunity to discuss during a conference the assignment and reasons why the student would like it included in the portfolio. Samples of teacher questions during this conference are included in Appendix C (p. 145). Assessment portfolios provide an evaluation tool that meets the criteria of the History/Social Science Framework.

Finally, evaluation of student understanding can be determined through activities that incorporate art, music and drama. In this project, activities such as murals, dioramas, construction of models, and dramatic re-enactments/re-tellings can be used to evaluate how completely students comprehend aspects of a historical era (James and Zarrillo, 1989).

To summarize, the History/Social Science Framework has delineated specific aspects of evaluation of student progress in social studies. This

project emphasizes evaluation techniques that are meaning-centered, considerate of the learner, and offer both student and teacher options in which the student can demonstrate personal application of concepts.

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Appendices

Appendix A

Learning Activities

Each learning activity is designed to be incorporated within the major timeline divisions of California history. These activities are not intended to provide the entire instructional event for a specific unit. Instead, the learning activities that follow are intended to provide a sample of how literature can be used to teach the various aspects/elements of California history. All learning activities incorporate reading, writing, speaking and listening. Activities are designed to last approximately 45-60 minutes. Learning activity times, however, will vary with the individual teacher and students.

Geography

Literature sources-

Mojave by Diana Siebert

Desert Voices by Byrd Baylor

Concept-Develop recognition of positive aspect of Mojave desert.

Need-The Mojave Desert is the location of home--it is the place in the state where students are currently living. A continually growing population has produced students who are unfamiliar with the unique characteristics of this desert.

Procedure-

Day 1-

- a) Locate Mojave Desert on wall map of California. Students also locate Mojave Desert on map at desk. (Appendix B. p. 99)
- b) On outline map, students outline and label Mojave Desert.

- c) California History Learning Log-Students list everything they know about the desert, followed by questions they have about the desert.
- d) Develop class list-Record student responses to "Everything We Know" and "Questions We Have" on chart paper. This helps assess student background knowledge, as well as direct instruction to address questions.
- e) Read story "Mojave". Ask students to listen for places where the author used figurative language such as similies and/or metaphors to paint a "word picture" of the desert.
- f) After reading, discuss a place from the story the students have actually experienced, or a place where the author's language painted a word picture.
- g) Discuss new information gained from the book.

h) Begin a new class list, "Things We've Learned about the Desert". (Have students do a personal record in their California History Learning Log first, then record answers for the class list.)

Day 2-

a) Review lists from Day 1, then add, delete or change any information as suggested by students.

b) Focus on animal life that lives in this particular geographical region of California.

Students list in their Learning Log names of animals they know live in the desert.

c) Read "Desert Voices". As students listen to the story, instruct students to put a star beside any animal on their list that is included in the book, as well as listen for the names of new animals and information about them.

d) After the story and discussion of new

information learned, have students select one animal from the book and record the animal's name in their Learning Log. Next, ask students to write why they are most like the particular animal that they chose. Allow students to share their writing orally with either a partner, small group, or allow all students who selected the same animal to meet in a particular area of the room and share with that group their ideas.

Day 3-

a) Display-Desert Environment Kit (available from San Bernardino County Museum). Display animals, insects and plant samples. Allow students opportunities to examine items, as well as informally discuss throughout the day. At the end of the day, students can write similitude sentences about something from the display based on the size, shape, texture and so forth.

Students can then orally share their simile sentences.

Day 4-

- a) Return to book "Desert Voices". Introduce concept of turning book into Reader's Theater script. (Recommended only after students have had prior experience with scripting material for Reader's Theater.) Teacher provides students with copies of a section of the story each student has chosen to work with. Students work together in groups of 4-5 to script their portion of the text. Allow adequate time for scripting, then practicing. Students will need enough practice time to achieve fluency in reading.
- b) Allow each group to present to the class--the rest of the class should listen to evaluate the presentation style. Evaluation by peers can include comments on what the group did well, as

well as any suggestions for improving the performance.

c) Entire book can then be presented to other fourth grade classes. Background sounds from a desert environmental tape enhance the performance.

Evaluation- Art- Pastel desert scenes (Directions- Appendix B, p. 100). After completion of project, students write one sentence about a plant or animal that appears on their landscape scene using figurative language. Mount project on black paper, student's sentence goes on a 3x5 index card (unlined), and mount card on black paper next to picture. Display in room.

Indians

Literature Sources-

Island of the Blue Dolphins by Scott O'Dell

Whispers from the First Californians by G. Faber and M.

Lasagna

Pasquala by G. Faber and M. Lasagna

Back in the Before Time : Tales of the California

Indians-by Jane L. Curry

Stories California Indians Told by Anne B. Fisher

Concept-Using a variety of literature sources and audio/visual resources, students will develop an understanding of characteristics of various Indian tribes as well as aspects of their lifestyle.

Need-Students should recognize the peaceful nature of the California Indians, their resourcefulness, and way of life in contrast to current society.

Procedure-

Day 1-

a) As students study about Indians and learn new information, use chart paper with one letter of the alphabet per page to record alphabetical facts about Indians. These facts should be kept to one to two words, with students orally stating a reason for adding a fact to a page.

Refer at this point in the study to the collection of facts that students have gathered.

b) Read to students several theme alphabet books by Jerry Pallotta (Frog Alphabet Book, Bird Alphabet Book, Ocean Alphabet Book for

example.) Ask students to try to discover the author's style of writing, as well as how the author deals with the problem of encountering a letter that has no word to go with it. After reading the books to students, discuss the author's style and ways he got around "no-fit" letters, then introduce to students the idea of

writing a class "California Indian Alphabet Book". Refer to the fact collection and tell students to add any more words to the lists throughout the day, as well as review the alphabet books shared by teacher. Writing of the book will begin on Day 2.

Day 2-

- a) Post all alphabet fact lists around the room so all students have access to the vocabulary. Review the lists, add or delete facts based on student rationale. Then, allow students to suggest ways to divide the task for the goal of writing a "California Indian Alphabet Book". In my classroom, students chose to divide the alphabet up into sections; (A-D), (E-H), (J-M), (N-Q), (R-U) and (V-Z).
- b) Each group writes a "facts" page about the words they selected to work with. The guide

question for this portion should be "Which fact best represents the California Indians?"

Student access to literature sources and reference materials must be encouraged during this process in case questions occur.

Day 3-

a) Groups share their portion of the book. Work is put on an overhead transparency. Other groups offer input--what they like, suggestions for improving, questions they have.

b) Work is returned to groups for editing/revising.

Day 4-

a) Work is compiled into a class book--either typed or hand-written. Illustrations are added. The book can be shared with other fourth grade classes.

Evaluation-Following publication of the book groups are asked to evaluate both individual and group performance. Students will use an evaluation form for this task. (See Appendix B, p. 103)

Explorers

(Sir Francis Drake)

Literature Sources-

Francis Drake by David Goodnough

Whispers Along the Mission Trail by G. Faber and M.

Lasagna (pp 25-31).

Concept-Students will recognize Sir Francis Drake as an explorer from England who landed at a point just north of San Francisco bay in 1579. Begin to develop concept of timeline.

Need-Students need to recognize the effects Spanish and English explorers had on expanding the horizons of people of their day, and the effects of discovering new lands.

Procedure-

Day 1-

- a) Ask students to record in California Learning Log what they do to get ready for a trip. After

students have had time to record ideas, allow time for oral sharing. Then ask them to record thoughts/feelings/questions they might have if they were told they were going on a trip for an unknown amount of time. After sharing responses, introduce explorer Francis Drake.

b) Read book by Goodnough to students. Preface oral reading with establishing listening focus-- information that tells where he started from, what his purpose for exploring was, how he accomplished his explorations, problems he encountered and how he solved his problems. Reading of the book will most likely take more than one day. At the end of this session, students should record in their Learning Logs any information that they have gained so far.

Day 2-

a) Continue/finish Francis Drake. Before reading

on Day 2, have students orally re-tell the story from Day 1, and write either a question they have or an "I wonder" statement. Following the story, students discuss which part of the exploration voyage they would have liked to be on and why.

Day 3-

a) Crew member applications (see Appendix B, p. 106). Students fill out application, listing qualities/characteristics student has that would make them a good sailor/crew member to be considered worthy of sailing with Drake.

Day 4-

a) Map skills-Using a world map on an overhead projector and student maps at seats, trace the route of Drake's voyage and point of landing at Drake's Bay. (Appendix B, p. 108).

Day 5-

a) Supplies needed for voyage. Brainstorm supplies Drake may have taken. As students suggest ideas, discuss why or why not an item was probably included (for example-fresh water, biscuits, citrus fruits, dried meats.) List suggested items on chart paper or chalkboard.

b) Do barrel shape puzzle (see Appendix B, p. 109). Each student, on puzzle piece, selects one item from the brainstorming list and uses that item to complete the following sentence;

"Francis Drake needed to take _____ aboard the Golden Hind." Students then illustrate before adding piece to class barrel puzzle.

Day 6-

a) Oral presentation-Sir Francis Drake. This presentation is sponsored by the Living History Center. Sir Francis comes into the classroom in

his costume of the time period and shares with students information and props representative of his era.

Contact-Living History Center

P.O. Box 9188

San Bernardino, Ca. 92427

(714)880-6211

Evaluation-Students write letters to Sir Francis

Drake, telling what they learned about him. Copies of letters can be xeroxed and added to student portfolios before being mailed to Sir Francis.

Missions

Literature sources-

Zia by Scott O'Dell

California Mission Days by Helen Bauer

Whispers Along the Mission Trail by G. Faber and M.

Lasagna

Mission Tales by Helen M. Roberts

Concept-Students will distinguish between the responsibilities/roles of three types of people during the mission period--soldier, padre and Indian.

Need-Students should be made aware of the conflicts that arose between the three types of people during the era of the missions.

Procedure-

Day 1-

- a) Review information learned about mission life/responsibilities of Indians, soldiers and priests from Zia. (Information can be recorded

on chart paper, collected from literature logs.)

Allow students opportunity to discuss which person they would have liked to be and why.

Day 2-

a) Students work in groups, use Whispers from the First Californians text. They are to read "Meet a Spanish Padre", p. 110, and "Meet a California Mission Indian", pp. 126-127. After reading these two entries, students are to work together to write a new chapter- "Meet a Spanish Soldier".

b) Allow groups time to share their work orally with the rest of the class.

Day 3-

a) Students select either a padre, soldier or Indian to become an expert on. They may then write a letter to a person of their choice telling information they've learned about the

character they are an expert on. Factual information in their letter might include the following; describing mission life, the individual's personal responsibilities, pros/cons about life on the mission, likes/dislikes etc.

b) Completed letters could be used as an evaluation tool and could be added to student portfolios.

Day 4-

a) Publish letters in a class book entitled "Letters about the Mission Era" or whatever title is decided on by students.

Evaluation-See Day 3

Rancho Days

Literature sources-

California Rancho Days by Helen Bauer

Carlota by Scott O'Dell

Concept-Students will recognize cattle as a primary source of food, supplies and financial wealth of the rancho and compare/contrast with present day uses of cattle.

Need-Students need to develop an awareness of the uses of cattle in their own daily lives and the importance of cattle to the rancho era.

Day 1-

- a) Students brainstorm in their California History Learning Log present day uses for cattle.
- b) Ask students to share orally. As students share ideas, record the information on chart paper.
- c) After information has been recorded, ask

students to work either with a partner or a small group and organize the information into categories. They should be able to explain their rationale for putting an idea into a certain category.

d) After allowing time to work, ask for volunteers to share categories and ideas from the list they included, as well as rationale.

e) Categories that include food and things to wear will be further developed in coming days.

Day 2-

a) Have students at home list items they have that are made from leather. Ask students to bring in one item made from leather.

b) Discuss various items made from cattle hide in present day as well as in Carlota. Relate to uses for hides on the ranchos. Hides were considered valuable and were traded for

miscellaneous merchandise when trading ships landed.

c) Read to students from Bauer's Rancho Days the chapter titled "Juan Dominguez--What the trading ships brought to Rancho San Pedro" (pp. 20-27). While listening, have students record in their California History Learning Log items rancho owners traded hides for.

d) Students write a paragraph about whether they would want to use items to purchase things --why or why not? Discuss the advantages and disadvantages to this system.

Day 3-

a) Cattle as a food source. Have students bring to class the name of one food that is their favorite food from cattle.

b) Make a graph entitled "Is your favorite cattle food source a dairy product or a meat product?"

Give students a square piece of paper 2"x2" to draw and label their food on and graph in the appropriate column.

c) Discuss results of graph, and allow students to orally share about their food source.

d) Read from Bauer's book again the chapter titled "Bernardo Yorba and what his sons learned about reatas" (paragraph 2 on p. 34 to end of first sentence at the top of p. 35). Discuss the spanish name for dried beef (carne seca)- now known as beef jerky. Discuss how it was used by the vaqueros and others on the rancho as a food source. Discuss the process used on the ranchos for drying beef.

e) Make beef jerky (recipe-Appendix B., p. 113).

Day 4-

a) Class book-Cattle recipes cook book. Have students write the directions for a recipe that

incorporates a food source from cattle. The food can be either a dairy or meat product. This should not be copied from a cookbook. This book should be a compilation of student interpretations of how foods are prepared.

Day 5-

- a) Have students use the food section from the current week's newspaper and find the current price of hamburger at a local grocery store (or take a walking trip to the store if possible --visit the meat department!)
- b) Have students calculate the cost of purchasing hamburger in sufficient quantities to feed the class using 1/8 pound of hamburger per student.
- c) Collect student donations of approximately \$0.25 to \$0.50 to cover the cost of purchasing hamburgers. Ask for donations of milk, buns and

condiments.

Day 6-

a) Have a class barbecue.

Evaluation-Students write a self-assessment paragraph about what they know about cattle. The paragraph should include statements about any new information learned during the study.

Gold Rush

Literature sources-

The Great American Gold Rush by Rhoda Blumberg

By the Great Horn Spoon by Sid Fleischman

The California Gold Rush by May McNeer

California's Indians and the Gold Rush by Clifford

Trafzer

"Flapjacks and Gold Dust" by Leslie Martin

Concept-Hardships miners encountered in mining camps.

Need-Students should recognize the realities encountered by miners.

Literature Study

This plan is not a daily learning activity, nor is it an in-depth literature study. The purpose of this plan is to suggest a few ideas that can be implemented during the reading of one particular piece of literature. This plan

includes some ideas to explore, discuss and evaluate during the reading of the literature.

Literature used: By the Great Horn Spoon.

a) Develop the timeline concept--place

"Discovery of gold" on both a class timeline and students' personal timelines (kept in California History Learning Logs).

b) During the reading of chapters one through seven, assist students in using a map of North America (Appendix B, p. 115) to trace the sea route from Boston to California. If students have access to the text as well, they can keep a literature log in which to record information learned and interact with the text. (See Appendix C for suggestions about use of Literature Logs.)

c) Learn "Oh Susannah" (Chapter 7).

d) After chapter eight, have students sketch

their idea of what a horn spoon looks like. Then use an encyclopedia or other resource to compare the actual picture to the student sketches.

e) Following chapter eleven, students can create their own "miner names" They can record the directions for staking a claim in their literature log.

f) On an outline map of California, students label mining towns still in existence today.

g) After chapter thirteen, students discuss in literature log and orally ways that mining gold could be accomplished (pan, long tom and rocker.)

h) Read to students "Flapjacks and Gold Dust" by Leslie Martin (Appendix B, p. 116). Ask students to brainstorm ideas why prices for things might have been so high. Should the merchants have

tried to keep the prices reasonable? What would they have done if they had been a merchant?

i) After chapter eighteen, have students record in their literature log a time when they've lost something they worked hard for--how they felt, what they did, etc. Allow time for oral sharing.

Evaluation- Students may choose from activities such as:

1. Role play staking a claim.
2. Make a poster, information book, alphabet book, filmstrip etc. about ways to mine for gold.
3. Design a gameboard using names of mining camps, mining terms, questions and direction cards that have to do with mathematical calculations of weights of gold, spending money for supplies etc.
(Students should have some experience with making a game board before choosing this activity.)
4. Letters/journal entries describing mining life.

Westward Expansion

Traveling West in a Covered Wagon

Literature sources-

Cassie's Journey by Brett Harvey

Patty Reed's Doll by Rachel Laugaard

Overland to California by Louis Block.

Araminta's Paint Box by Karen Ackerman

If You Traveled West in a Covered Wagon by Ernest

Levine

Concept-Students will recognize similarities and differences between travel on a covered wagon and a current form of transportation.

Need-Students need opportunities to compare/contrast modern life with life and experiences of the past.

Procedure-

Day 1-

- a) Use a 12"x18" piece of white construction paper--have students divide it in half. Label one

half at the top "Then-1850's", and label the other half at the top "Now-1990's".

- b) On the 1850's side, guide students in a sketch lesson of a covered wagon. (For the non-artistic, Mark Kistler's Draw Squad is a great resource. The mailbox sketch on p. 187 can be easily adapted to form a covered wagon by adding wheels and a few other details. The children can then take it from there and fill in the rest of the sketch based on knowledge of this form of transportation.)
- c) Give students time to complete their sketch, adding scenery details. Most will add oxen or horses, as well as other details they've learned from exposure to the literature.

Day 2-

- a) Allow students time to complete sketches if necessary. If Araminta's Paint Box is used, the

sketch could be painted in watercolor.

b) Next, using the newspaper, students are to cut out pictures of three types of transportation we have now that wasn't available then.

Day 3-

a) Students orally share their "Then" and "Now" posters--especially the types of transportation chosen to represent the 1990's.

Day 4-

a) Graphic organizer-Venn diagram (see Appendix B, p. 126). Students compare/contrast the covered wagon to one form of modern transportation of their choice. (Note- Background experience with a Venn diagram is critical before students do this independently. If students lack background experience in using a Venn diagram, do one together, and then possibly allow students to work in small groups

or partners to do another.)

Evaluation-Using the Venn diagram information, students write a "sales pitch" for one form of transportation, comparing it to the other. The target audience for the advertisement can be the people of the opposite time period--example--covered wagon advertisement to the people of the 1990's or and airplane pitch to the people of the 1850's. The advertisement should include advantages and disadvantages of both, as well as how the two are similar.

People Important to California

Literature sources-

Student chosen material that will provide biographical information about a person from who played some type of role in the history of California.

Concept-Many people have contributed to the development of California.

Need-Students need to recognize the contributions that have been made by individuals and the role those individuals played in the history of the state.

Procedure-

Day 1-

- a) Introduce "Jed Smith-- Mountain Man" Reader's Theater Script (Appendix B, p. 127).
- b) On outline map of California, trace Smith's journey.
- c) Practice Reader's Theater script--perform for another fourth grade class on Day 2.

Day 2-

a) Following Reader's Theater performance, discuss why Smith was important to California. Begin compiling a list of other names of people who were also important to California.

Possibilities could include Father Serra, Gaspar de Portola, John Sutter, John Fremont, Levi Strauss, Juan Cabrillo etc., as well as contemporary names such as Ronald Reagan, Walt Disney, John Muir, Luther Burbank etc. Have students begin thinking about a person they'd like to learn more about.

Days 3 and 4-

a) Have students use the Question/Answer/Detail (QUAD) form (Appendix B, p. 123). The name of the person they want to study should go at the top of the page. Then students in the question column should write

either three questions they'd like to ask the person or three questions they have about the person. Then, using whatever resources necessary, they attempt to find the answer to and a detail about each question and record the information in the appropriate column.

Day 5-

a) Students use the information from their QUAD form to write a biographical paragraph about the person they have studied--to be shared orally

Day 6.

Evaluation-Day 6-Dress-up Day-Students come to school either dressed as their person or carrying something that represents their person. They then share the paragraph that was written on Day 5.

Miscellaneous Aspects of California's History

Literature sources-

Student chosen material that will provide factual information about events, conflicts, or conditions that have had, or currently are having, an impact on California.

Concept-A wide variety of events, conflicts and conditions have had an impact on the history of California.

Need-Students should have opportunities to read and study about aspects of California in which they have a personal interest.

Procedure-Because the whole language philosophy promotes student choice and student responsibility for learning, opportunities should exist for students to explore, read, and write about topics of interest to them. The purpose of this activity is to suggest ideas for topics that could be offered to students as

personal learning opportunities. The ideas suggested here are not all-inclusive. Other topics could be suggested by students. Literature needs to be available so that students can read about their area of interest. Also, as has been demonstrated in previous learning activities contained in this section, frequent opportunities should exist for students to interact with one another and share what is being learned. Strategies in Appendix C could be used as evaluation techniques, as well as previously suggested activities contained within this Appendix.

Suggested topics for further study:

Problems in California (for example-earthquakes,
drought, pollution)

California's symbols

The building of the railroad

The Pony Express

Minorities in California (In particular, Chinese,

Japanese, and Irish)

City studies (Hollywood, San Francisco, San Diego,

Sacramento, Fresno, Eureka etc.)

California agriculture

Industries in California

Appendix Bibliography

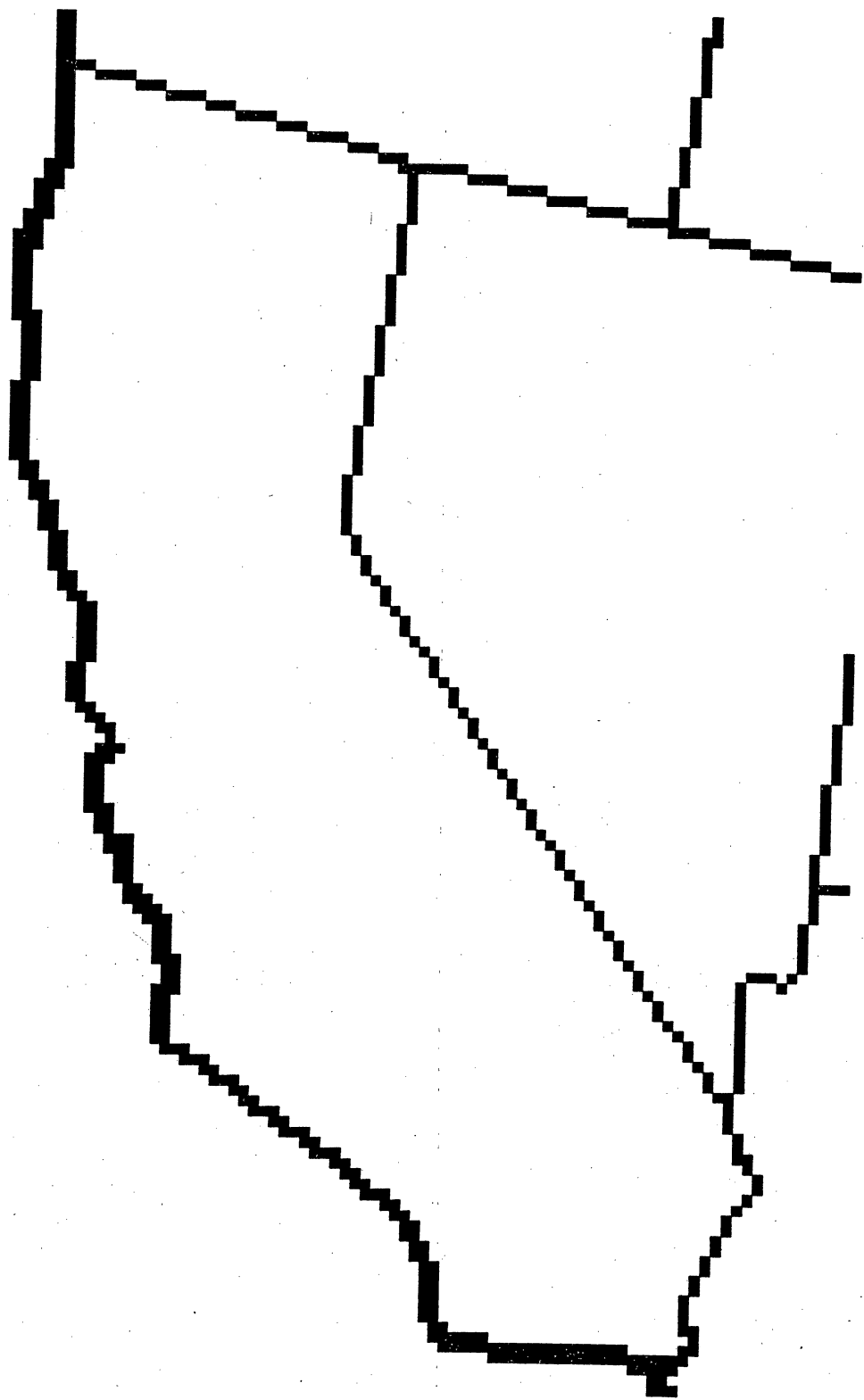
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Appendix B

Resources to Accompany Learning Activities



Directions-Pastel Desert Scene

Materials-

2 pieces of 9x12 white construction paper per child

Kleenex

Variety of pastels

Procedure-

- a) One piece of construction paper will be used for the scene. It should be placed on student desk horizontally.
- b) The second piece of construction paper will be used to create the landscape and will be torn. It also should be laying on student desk horizontally.
- c) Begin by having students tear an approximately one inch wide strip from the second piece of construction paper. The strip will be discarded. Place the second piece of construction paper on top of the first piece with the torn part at the bottom. This will leave a space where the strip was torn away.

- c) Using the side of a brown pastel, have students rub using downward strokes along the torn edge of the top piece of construction paper. They should extend the color all the way across the page.
- d) Keeping both papers in place, students next use Kleenex and downward movement over the pastel to "soften" the color. Any lines of color should be rubbed, and color should be evenly distributed in order to cover the white for this portion.
- e) Top piece of construction paper can now be lifted and repeat tearing procedure. To do second layer, repeat procedure as above, but leave approximately one half inch between the end of layer one and the beginning of layer two. This way, students will have room to blend colors without destroying the effect of the layers. As layers continue, you may want to discuss how students can vary the tearing to make different geographical shapes such as dunes, hills, and

mountains.

f) The color for the next layer could either be a lighter shade of brown, or a green. Colors should continue to build towards a "sunset" scene, so purple, orange and red are good choices towards the top of the page, ending with blue.

g) After the sunset scene is completed, students use black pastel to draw a silhouette of 2-3 examples of animal and/or plant life found in the desert.

h) When students have completed desert sunset scene, spray with hairspray to prevent smudging.

SELF EVALUATION
LITERATURE STUDY PROJECTS

Name _____

Book Title _____

Date _____

Type of Evaluation (Check one):

____ **Individual**

____ **Group**

1. Describe your project. Tell what you did.

2. Did your project cause you to return to the book?
Explain.

3. Describe what new information you learned while
working on the project. This could include
information about a character, event, or topic.

4. If this was a group project, what did you do to practice the social skill?
5. What was the best thing about working on this project?
6. Describe at least one thing you learned from this project that would help you improve your next project.
7. What grade would you give:
- Yourself_____
- Your group_____

8. Comments:

Crew Member Application Form

Name-_____

Date of Birth-_____

Place of Residence-_____

**List three qualities that would make you a
good crew member.**

1.

2.

3.

**List any special talents, abilities or interests
that would be useful on this voyage.**

List the three most important possessions you

intend to bring along on the voyage.

1.

2.

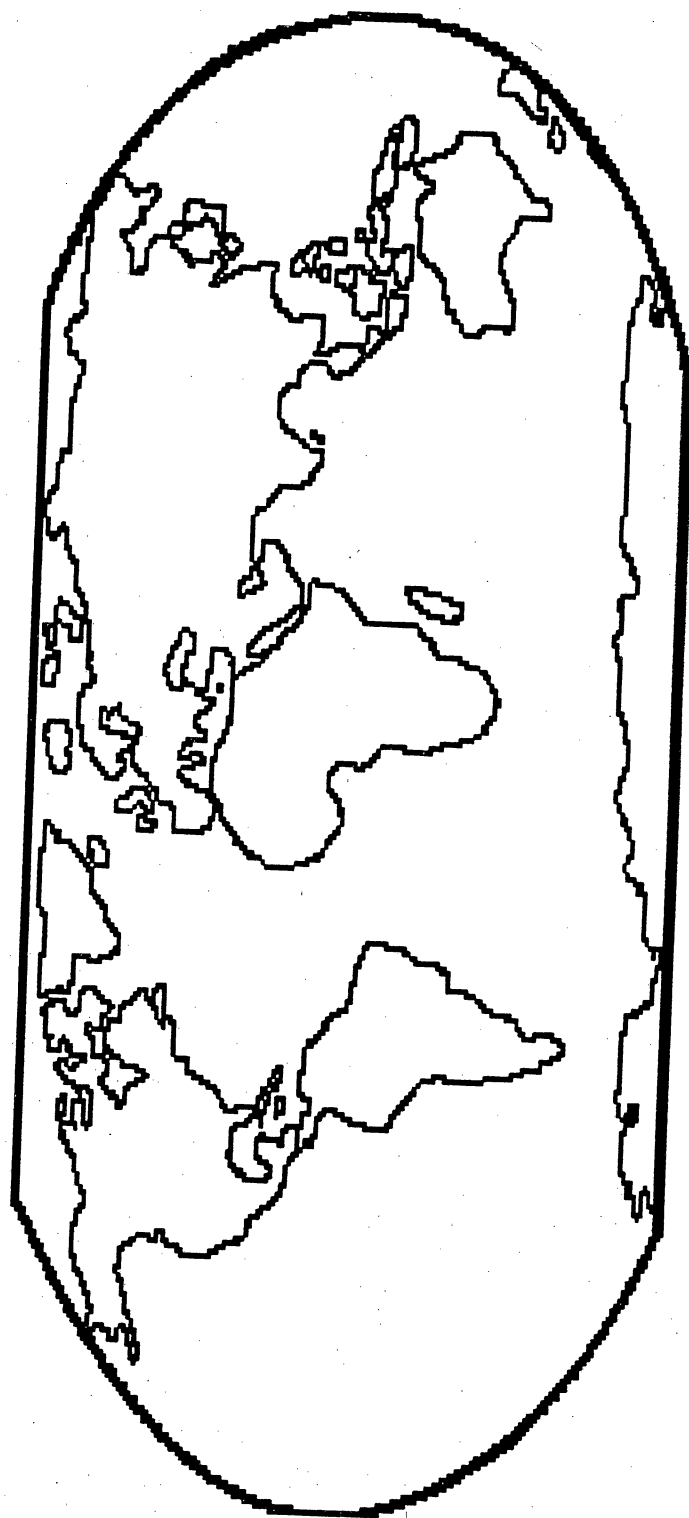
3.

Names of three references:

1.

2.

3.



Shape Puzzle

Materials-

2 large pieces of butcher paper in two different colors. For this activity, dark brown and light brown will be used.

Procedure-

- a) Working at a large table or on the floor, place the dark brown butcher paper, laying horizontally, on the bottom, and put the light brown butcher paper over it.
- b) Staple together at the top to prevent slipping while working.
- c) Fold both pieces of paper in half at the same time so that the bottom piece is now on top.
- d) Trace one half of your desired design, using the fold as the center point. In this case, draw the outline of one half of a barrel.
- e) Cut out the shape and open. The original color that was on the bottom should be back in place (so dark

brown is now back on the bottom, with light brown on top.) If, during cutting out the shape, the staples were cut out, re-staple the top of the shape, again, to prevent slipping during the next part.

f) Starting at the bottom, cut out a piece of the light brown paper only. Try to avoid cutting pieces that use curved lines. After cutting out the piece, use a black marker to trace onto the dark brown the shape of the piece that was just cut out.

g) Continue cutting shapes and tracing the outline of the shape onto the dark brown. It is also helpful if, as each puzzle piece is cut out, you place a black dot somewhere towards the top of the puzzle piece. This also indicates which side of the paper students will be working on. If they don't use the correct side, their piece won't fit.

h) After cutting enough pieces for each child in the class to have their own piece, distribute the light

brown pieces to students, and post the dark brown, background shape in a place that will be within reach of students (a wall or bulletin board can be used--the puzzle doesn't have to be in its permanent spot at this time. It just needs to be accessible to students.)

i) Explain to students that the dot indicates the top of their puzzle piece, as well as which side they are to do their writing and/or illustrating on.

j) As students complete whatever they are to do on their puzzle piece, they find where their piece fits on the background shape--the dark brown barrel shape.

Once they have found where their piece fits, they can glue-stick in on. Students who can't find their spot can receive assistance from another student.

Note--This activity can be adapted in MANY different ways. Anything that can be drawn as a background shape can be adapted to this activity. An Indian tipi, a log cabin, an outline of California--these are just a

few of the ways this activity has been used in my classroom. After the completed puzzle has been on display for a while, it can either be cut up and students can take their individual pieces home, or a drawing can be held to select the name of a student who may take the completed puzzle home.

BEEF JERKY

4 lbs. beef flank steak

3 cups red wine

3 tablespoons non-iodized salt

2 tablespoons garlic salt

1 tablespoon pepper

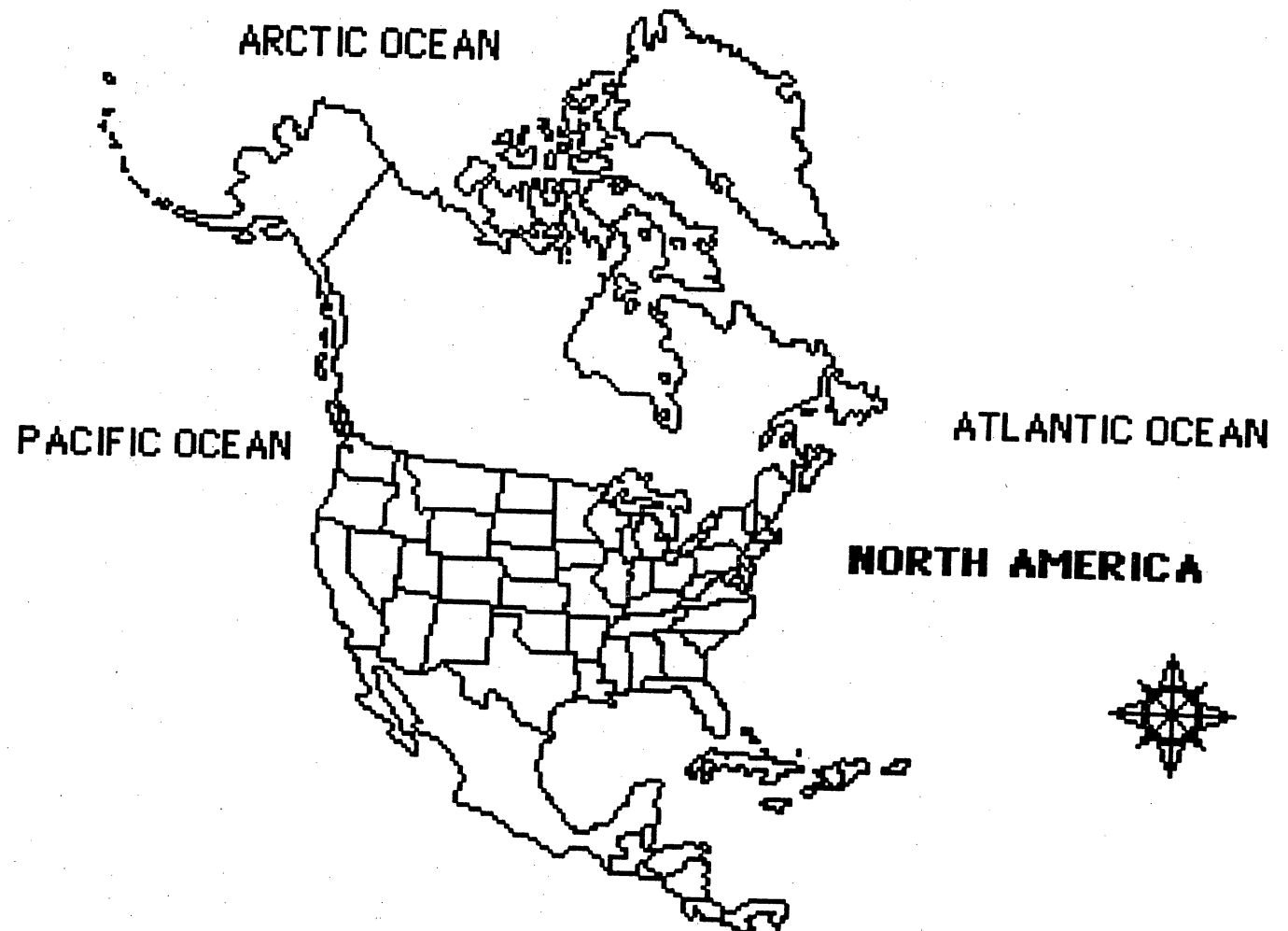
1 tablespoon tabasco sauce

2 tablespoons Worcestershire sauce

Cut steak into strips and place in enamel, glass or stainless steel container. Mix remaining ingredients and pour over the strips. Pierce well with a fork, cover and marinate overnight in refrigerator. (May marinate longer if desired.) Drain strips slightly and arrange on a wire rack to touch but not overlap. Place rack on a baking sheet and bake at 125 degrees for 12 hours or longer. Baking time depends on the thickness of the strips. Beef jerky should be very dry.

NOTE: Hickory smoke salt may be used in place of the garlic salt if desired.

Source: Crocker, B. (Ed.). (1981). Betty Crocker's Cookbook. New York; Golden Press.



"Flapjacks and Gold Dust"

by Leslie Martin

They came by covered wagon, sloop, and on horseback. Many braved the perilous journey around Cape Horn; others risked jungle fever and opted for the Isthmus of Panama. Word of the 1848 discovery of "some kind of mettle...goald" in the Sierra Nevada foothills had resounded throughout the land. First from California, then from the Eastern Seaboard, South America, Europe, Australia, and China, they arrived in droves--all lured by tales of glitter in the California hills.

With unrelenting energy and dreams of nuggets the size of fists, prospectors pushed their way up the creeks and riverbeds of California, probing every cranny of the hills and streams in search of fortune. The first miners worked around Coloma and the south fork of the American River; then came new delegations

of hopeful prospectors who branched out to the Feather River and Tuolumne. While some did find quick and immense fortunes in this new El Dorado, many more faced the harsh realities of prospecting. What was life in the diggings like? Exhausting, uncomfortable, disappointing--and mighty expensive.

The typical miner crossed barren plains, mountains, and the desert on foot, carrying everything he required with him: his blanket, water, provisions, frying pan, teakettle, spade, washbowl and pick. The preferred uniform was a red or gray flannel shirt, wool trousers tucked into boots, and a wide-brimmed hat. He'd search for an available site for digging, many of which had been previously worked over. Then, standing for hours, often knee-deep in a stream bed with his pan, Indian basket, or pine box on rockers, he'd sift through gravel and sand in search of gold-bearing particles. An industrious prospector might

earn \$5 a day--others, far less. "After two days of toil and labor," one miner wrote, "I'm scarcely a penny richer than when I began."

Tired and blistered, the miner would set up camp. The few who got their wagons all the way to the mines had a guaranteed shelter. Often, several miners teamed up by sharing their tents and pooling their resources. Although almost every camp boasted some sort of public eating place by the middle and later stages of the Gold Rush, early miners had to fend for themselves to cook meals. In general, the results were more tolerated than enjoyed. One miner, a long way from his Pennsylvania home, described his dinner in a letter to his fiancée: "A cup of coffee strong enough to float a millstone, two small pieces of fat pork fried and burned, and a flapjack fried in pork fat, about as heavy as its size in lead." Campfire meals usually included some form of bread leavened with

saleratus or baking soda and pan-fried or baked on a flat rock and accompanied by salt pork or beef jerky.

Despite these grim pickin's around the campfire, the miners did contribute one recipe to culinary posterity. Hoping for hearty breakfast, one miner had the camp cook fry a few strips of bacon with canned oysters and fold them into an omelet, or so the story goes. Visitors to Placerville, California (called Hangtown during the Gold Rush days), might still find Hangtown Fry in some old-time eateries. From time to time, miners' fare improved considerably when hunters returned with deer, antelope, and partridge. But the most frequent complaint was of the drudgery of cooking and the monotony of the meals.

Just as dull meals punctuated frustrating days, exorbitant camp-life expenses discouraged many a miner's golden dreams. The American and Feather rivers, famous for their gold, were also known for the

steep cost of living in the settlements along their banks. References to inflated food prices fill the accounts of life in these California boomtowns.

"Money here goes like dirt; everything that is considered a fortune at home is here mere pocket money. Today I purchased a single potatoe for \$0.45," one prospector wrote. Another grumbled that a jar of pickles and two sweet potatoes had cost him \$11, that he had paid \$7.50 for one needle and two spools of thread, and that onions sold as high as \$2 each. Eggs commanded anything from 50 cents to \$3 apiece. With prices like these, it's no wonder the scramble for gold was desperate.

What little gold dust the miners uncovered burned holes in their pockets, and it wasn't long before saloons began popping up in Gold Rush towns. With the watering holes came gambling and women. The Mexicans were responsible for the fandango hall, a

gathering spot for innocent and not-so-innocent gambling, drinking, and dancing. Professional performers satisfied prospectors' cravings for entertainment with such ambitious offerings as bull and bear fights, vaudeville acts, concerts, and theater. And then there were always the faithful standbys such as reading, journal and letter writing, whittling, fiddling, singing, and card playing.

At the end of a day of hard work and play, fortunate miners slept in lizard-free tents; others slumbered under thatched lean-tos atop oak boughs and pine bark while some made beds of pine needles with a "rock for a pillow, and the stars as canopy." Braying from mules feeding on nearby hillsides often interrupted the prospectors' well-deserved sleep.

Such was life in the diggings. Although legends of bonanzas, of nuggets glowing amber in the California hills fueled their romantic quests, those

first forty-niners tell another tale of their days in the stream beds. As one weary miner wrote in his journal before falling asleep under the stars, "I think I could almost rest forever."

QUAD FORM

What is it?

Question-Answer-Detail charts require students to provide details that support their answers to specific questions.

Why use it?

Determine if readers can comprehend, retain, and understand relationships among details in a story. The chart provides an organizational structure that facilitates recall.

How to do it:

Questions about relevant points in the story or text selection are generated. Students respond to the questions with an answer along with supporting details.

Analysis:

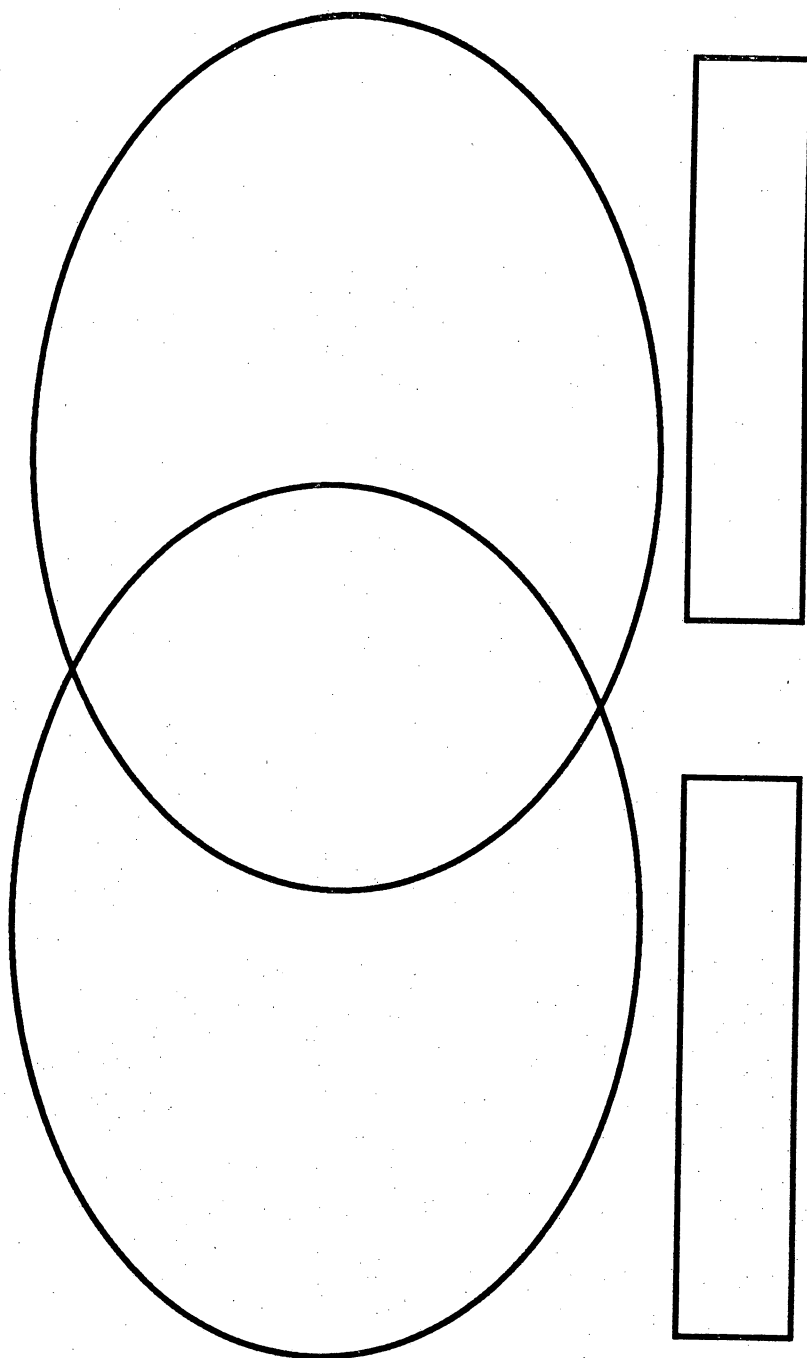
This activity fosters metacognitive thinking strategies because readers must justify their

answers. It furnishes information pertaining to reasoning ability.

From: Re-examining Reading Diagnosis. Glazer, S.M.;

Searfoss, L.W.; Gentile, L.M. IRA, 1988

QUAD FORM		
QUESTION	ANSWER	DETAIL
SOURCE:		



Jed Smith-Mountain Man
A Reader's Theater Script
by Laurie R. Duncan

CAST OF CHARACTERS

Narrators:

N1

N2

N3

N4

Jed Smith:

J

Mountain Men:

MM1

MM2

MM3

MM4

Indians:

I1

I2

Francisco:

F

General Ashley:

Gen

Governor:

Gov

JED SMITH-MOUNTAIN MAN

N1-In the 1820's, more and more people were making
their way to California.

N2-One group of explorers were called mountain men.

N3-The mountain men were fur-trappers.

N4-They were constantly searching for new areas
where they could trap beaver.

MM1-Being a mountain man was hard work

MM2-And often dangerous.

MM3-Bears lived in the wilderness.

MM4-There were no maps to show them the way.

MM1-They crossed burning deserts without water.

MM2-They crossed freezing mountains and plains
without heaters!

N1-Sometimes there were

ALL-INDIANS!

I1-The Indians didn't want mountain men in their
territory.

N2-Mountain men had to do many things on their own:

MM3-Fish, trap and hunt meat

MM4-Find fruits and vegetables

MM1-Make camp in the snow

N3-Make camp on top of windy mountain passes

N4-Start a fire with wet wood in rainy weather.

N1-Jed Smith, an 18 year old in 1817, wanted to help
his family earn money.

MM2-Jed had always wanted to see the wilderness of
America.

MM3-One day, Jed saw a newspaper ad that said:

Gen-"I want to hire 100 men to travel up the Missouri
River to its beginning. They will work for one,
two or three years." Signed General William H.
Ashley.

N2-General Ashley knew Jed would be a good mountain
man.

MM2-Jed was honest,

MM3-Hard working,

MM4-And smart.

N3-Jed wanted to trap beavers for fur,

N4-But he also told the general he wanted to

J-Learn about the Indians' life, follow the Missouri

river to the end and then go over mountains and

deserts all the way to the Pacific Ocean.

N1-Jed told the general:

J-"I want to make notes about what I learn. I want to
make maps of the paths I find."

N2-The general decided to make Jed the leader of the
trappers.

Gen-Jed Smith led his men on many trips to unexplored
areas.

I2-Jed met many Indians and always treated them
well.

I1&2-Indians liked to trade gifts with Jed.

N3&4-Jed Smith traveled further and further west.

Gen-In October, 1826, Jed Smith and his men reached
the Mojave desert.

I1&2-They were the first white men to reach the
Mojave.

N1-They wondered, though, how much further it was to
the Pacific Ocean.

J-The men were tired

MM1&2-And hungry

MM3&4-And thirsty.

J-All they could see for miles and miles was

MM1-4-DESERT!

N2-One day they met an Indian named Francisco.

N3-Francisco told Jed:

F-"I am a Mojave Indian. Come to our village on the
Colorado River and rest for a while. We will
feed you corn, beans and pumpkins that we grow.
We will give you some of our cotton. Then we
will show you the route we have that will take

you to the mission and to the ocean."

N4-Jed and his men went with Francisco to his village.

I1-They rested.

I2-They ate.

Gen-They were grateful to the Mojave Indians.

MM1-Several days passed.

MM2-Jed and his men were ready to continue.

N1-Two Indians guided Jed and his men to the San

Gabriel mission.

I1&2-The trip took 15 days to get from the Colorado

River to the San Bernardino mountain pass call

El Cajon.

J-Today that same trip takes half a day in a car.

Gen-In November 1826, Jed Smith crossed the San

Bernardino valley.

I1-Padres from the San Gabriel mission met them in

the valley and took them back to the mission.

I2-The padres prepared a great feast for the mountain

men.

N2-While Jed and his men rested though, the governor of Alta California was unhappy to hear that these Americans had found a way to cross the desert.

J-At his office in San Diego he wondered about these mountain men--what did their arrival mean?

Gov-Would it mean there would be more Americans coming? Would Americans soon outnumber Mexicans? Would the United States take over California?

N2-The governor didn't want these things to happen--he wanted to protect this Mexican land.

N3-So he sent a rider to the San Gabriel mission to tell the mountain men:

Gov-"You must leave at once!"

MM3-Jed Smith, however, wasn't quite ready to leave.

MM4-He led his men back up the Cajon Pass and into

the Mojave desert. But...

Gen-...Instead of continuing east, they headed
northwest and up into the Central Valley.

F-They walked all the way up California to the Oregon
border.

N4-Jed Smith knew that he had to draw maps showing
his route.

Gov-He knew that other Americans would want to
return and explore the beautiful, bountiful areas
of California.

N1&2-Jed Smith did not live long enough to see all the
people who came west thanks to his
trail-blazing.

I1&2-He was killed by Indians while crossing the
desert in New Mexico in 1831.

MM1-4-He was only 32 years old.

N3&4-Jed Smith was important though and should
never be forgotten.

I1&2-He was the first American ever to

Gov-Cross the desert to California

Gen-Travel the length of California

J-Cross the snowy Sierra Nevada mountains.

All-Jed Smith was the pioneer pathfinder of

California!

Appendix C

Enrichment Strategies

The strategies suggested in this portion of the Appendix are intended to be used with a variety of literature sources. Some of the enrichment strategies will work best if used with a particular type of literature. Recommendations for literary style that would be best suited to the enrichment strategy will be incorporated into the strategy write-up.

Bio-Poems

Patterned poetry. This poetry form would best be used after students have had an opportunity to become familiar with the person they are writing about.

Before writing a poem about a person from history, students would be able to become more familiar with the pattern if they used themselves as the subject first.

Line 1-First name

Line 2-Four adjectives describing the person

Line 3-Sibling of, husband/wife of etc.

Line 4-Lover of... (3 things, people, ideas etc.)

Line 5-Who feels...(3 things)

Line 6-Who fears...(3 things)

Line 7-Who would like to see...(3 things)

Line 8-Resident of (city, street)

Line 9-Last name

Best used with biographical literature.

Source: Danielson, K.E. (1989). Helping history come
alive with literature. The Social Studies, 80(2),
65-68.

Literature Logs

Students record predictions, new information learned, questions they have while reading the text etc. This activity works best in conjunction with student access to the text so students can interact with what the author has written. Entries in Literature Logs can include sentences such as:

"I think..."

"I learned..."

"I wonder..."

Author use of detail

"I don't understand..."

Portion of text/My response

Best used with either fiction or non-fiction.

Murals and Dioramas

These art projects can be used as assessment tools.

Using either of these methods, students can be asked to show:

- a) A part of the text, accompanied with a written description of the particular part of the story.
- b) The student's interpretation of a scene based on details given by the author.
- c) The student's favorite part of the story, including a written recommendation to someone else about the book--classroom friend, principal, librarian etc.

This activity can be done as an individual, partner, small group or, in the case of the mural, a whole class assignment.

Fact Collections

As non-fiction work is read, following each session collect on chart paper or butcher paper student responses to new information learned. Then, after reading an entire piece of literature, students use the collection of facts to write a report about a particular time period, a series of letters to someone else telling about the time period, make a diary recording observations as if in that particular time period, make a game board that incorporates as many facts as possible etc.

California History Pen Pals

a) Students write letters to the Chamber of Commerce of a particular city and request information about the history of the city.

b) Students write letters to the Chamber of Commerce of a particular city and request the name and address of a school in the city with which to correspond. A letter is then written by the student to the school requesting a particular class with which to communicate. Information can then be shared back and forth between students about similarities and differences in their cities and schools. Students can share information about what's being learned in relation to California.

c) Participate in the California Kids History Newspaper and/or the History Pen Pals Program sponsored by Jim Silverman. Request:

California Kids History Catalog No. 2

P.O. Box 1521

Sonoma, Ca. 95476

(707)996-0121

Portfolio Conference-Teacher Questions

Possible questions could include:

"Why do you want this included?"

"What makes this a piece of your best work?"

"What did you learn from _____?"

"From your peer evaluation, did you get any new ideas,
information, suggestions for improving your
work?"

"How did you get the idea for this piece of work?"

"What part was the easiest? most difficult?"

Student responses during conference should be noted
before work is added to the student portfolio.