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## **Integrating literature and California history in fourth grade social studies**

Kristen Gayle Duffett

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INTEGRATING LITERATURE AND CALIFORNIA HISTORY IN  
FOURTH GRADE SOCIAL STUDIES

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education

---

by  
Kristen Gayle Duffett

June 1999



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A Project  
Presented to the  
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San Bernardino

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by

Kristen Gayle Duffett  
June 1999

Approved by:

  
Adria Klein, First Reader

June, 1999  
Date

  
Joe Gray, Second Reader

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## ABSTRACT

The project that I have created is entitled "California: A Journey Through Books." The journey is through a HyperStudio project intended to enhance literacy in the content areas. The purpose of this project is to introduce fourth grade students to the variety of content-based literature that is available in my classroom. It is a multimedia presentation that introduces the user to many eras of California history. By combining technology with literature, I hope to motivate student interest in reading about the people whose stories have made California history.

As has been stated, this project is designed to introduce the use of literature in California history. The HyperStudio program is easy to use, and only requires an exploring mind and a few clicks of the mouse. My project may also be useful to fourth grade teachers who are looking for books on a specific time period in California history.

Many of the literature selections that are included in the project are exciting stories that bring history to life. Because literacy is something that occurs in my classroom throughout the day, I would like for my students to become very familiar with the books about different themes in California history.

This project also addresses the concern of difficult text books in the area of social studies. The state-adopted text, "Oh California" (1991), is too difficult for most fourth graders to read and comprehend. These text books do not tend to motivate students to read more about California

history. Text books are not only too hard to read, but also tend to offer a one-sided view of history. A collection of quality literature, on the other hand, can offer multiple perspectives about a time period and bring people back to history.

I believe when students are actively engaged in learning they will gain more meaning than if they just read a text and answer questions. I think that one of the best ways to enhance children's' understanding of specific time periods is by exposing them to quality literature about the time period.

California history is embedded with many cultures and it is important that our students hear about and learn from these peoples. Although some cultures are realistically portrayed in the social studies text, the stories are brief and are not an easy read. By integrating social studies and literacy, students can learn about many cultures while enhancing their reading strategies. The literature needs to be interesting in order for the children to bother to read it.

It is my belief that literacy should go hand in hand with learning throughout the day. As a teacher, I would like to produce literate students who are able to make connections between the world and things they read. In order to do this, I must not treat literacy as a separate entity. Integrating quality literature of and about California history enables my students to continue to gain literacy throughout the day.

## ACKNOWLEDGMENTS

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## INTRODUCTION AND STATEMENT OF THE PROBLEM

### Introduction

The story of California is an important one for fourth grade students to learn. The ethnic diversity, the richness of its culture and multi-ethnic heritage... and the variety of its geographical settings make this state a creative focus of education for students in fourth grade. (History-Social Science Curriculum Framework and Criteria Committee, 1988, p.46).

Fourth grade is an exciting age to teach, yet it is also difficult because of the large gap in reading abilities that exist in the classroom. At any given point, there are grade level readers and pre-primer readers in my fourth grade classroom. Unfortunately, the fourth grade text book, "Oh California" (1991) is written at a reading level beyond most fourth graders' ability. I enjoy teaching fourth grade and teach thematically using social studies as a central focus as much as I can. In my opinion, thematic teaching allows for better coverage of the suggested units of instruction, and it enables me to integrate reading and writing throughout the day. I use various teaching strategies to attempt to make learning meaningful and fun for my students and I sense that the fourth grade social studies curriculum lacks quality literature.

My question for curricular reform is twofold: How can I expose my students to meaningful and kid-friendly multicultural literature to enhance my district's social studies curriculum for fourth grade? Can I supply quality literature that will convey a true sense of California as a historical "melting pot" and give the students a sense of

learning through historical fiction, non-fiction, tall tales, and other genres?

I have always thought of curriculum as what the state and my district expect me to teach. The strategies that I use and the lessons I teach are the ways that I enhance the curriculum. Although I am in my sixth year of teaching, I suppose I am what Kathy Short and Carolyn Burke (1991) would refer to as a "beginning teacher" in their book, Creating Curriculum. They state the following about curriculum:

As beginning teachers, we assumed that 'curriculum' referred to the content prescribed by textbooks, teachers' guides, and school curriculum guides... While we brought other ideas and materials into our classrooms, these guides were the 'real' curriculum and we were held accountable for their use....(p.2)

Rather than using a curriculum that is sent from outside, Short and Burke suggest developing a curriculum wherein students and teachers bring their own understandings and interests and work together to negotiate the curriculum that will take place in the classroom. This suggested curriculum would not focus on teachers or students, but rather on learning (p. 5).

Because I am still in the "beginning teacher" frame of mind, I think that it is necessary to follow the guidelines set by the state and my district in regards to what I should teach. California's History-Social Science Framework (1988) maps out what topics to teach fourth graders. In many of the topic sections it suggests that reading literature would help to bring these periods alive. According to this Framework:



To bring California history and geography to life for students, teachers should emphasize its people in all their ethnic, racial, and cultural diversity. Fourth grade students should learn about the daily lives, adventures, and accomplishments of these people and the cultural traditions and dynamic energy that have formed the state and shaped its varied landscape. (p.46)

What better way to learn all of this than through quality, readable literature? "The experiences children have with literature give them new perspectives on the world. Good writing can transport the reader to other places and other times and expand his life space" (Huck, Hepler, & Hickman, 1993, p.11).

The Course of Study for Elementary Schools of a medium sized school district in Southern California, bases its social studies requirements on California's Framework. I find it interesting that this district suggests that students read literature about the periods being studied, yet quality literature is not included with the mandated curriculum. According to the Course of Study, "Students shall read literature about the period and of the period being studied" (1996, p.32). It also states, "A high-quality activity based classroom study of history/social studies shall include: textbooks, primary sources, other print material and media utilized as resources primarily to support other classroom activities" (p. 31). In the Course of Study, the fourth grade curriculum is listed as the district adopted Houghton-Mifflin text. Although the text does have some stories in it, quality literature is really lacking. There is only one set of trade books per grade level at each site in this district.

According to June Chapin and Rosemary Messick in their book, Elementary Social Studies: A Practical Guide (1992), "The textbook should not be the principal element of primary social studies programs...there will probably be students who cannot read the textbook passages" (p.88). I am fortunate that I was trained how to effectively teach social studies in my credential program, yet I am aware of many teachers who teach primarily from the text. "Some teachers tend to treat the material in the textbook as the only reading material to which children should be exposed" (Maxim, 1991, p.59). It is for these teachers, and my students that I would like to develop a curriculum that is enhanced by quality literature. Maxim's following quote reinforces my belief that quality literature is essential for students to gain interest and to learn:

Gilbert Sewall reasons that since the California framework emphasizes the use of clear, exciting informative writing as found in quality children's literature and literacy shortcomings in textbooks seem to contribute to the broader problem of teaching social studies to students; great changes in the type of reading material to which students are exposed will need to be made. Those changes would appear to involve reintegrating literature with social studies: more fairy tales, myths, legends, biographies, and historical fiction. (p. 288)

### Theoretical Models

My classroom reflects my belief in whole language practices, and thus literacy is integrated with social studies. Maxim (1991) believes, "Literacy and social studies appear to be an inseparable partnership in the process of education" (p. 287).

There is a vast difference between whole language classrooms and skills based or phonics based classrooms. A whole language classroom is child centered, whereas skills based or phonics based classrooms focus more on isolated skills. In a whole language classroom, strategies and skills are integrated in learning, rather than being the isolated focus for every lesson. Constance Weaver (1994), reaffirms my belief about thematic teaching with the following:

Just as teachers often grow into a whole language concept of teaching reading and writing, so they may grow gradually into an understanding of what it means to adopt a thematic approach based upon whole language principles. By "thematic approach," I mean that in which a topic or so-called theme provides the focus for study. (p.429)

On the other end of the reading theories continuum is phonics based instruction and skills based instruction is in between phonics and whole language. Classrooms that are run by these different beliefs have different foci for their lessons. In an intermediate classroom, a non-whole language classroom may focus solely on the use of the textbooks rather than focusing on literacy integrated throughout the day. A skills based classroom focuses on isolated skills and the academic subjects are taught separately. Skills based teachers tend to rely solely on the text books to guide their teaching and use worksheets as supplements.

In a whole language classroom, academic subjects are integrated throughout the day. For example, when I teach a Native American unit to my fourth graders I also include the study of the ocean as a natural resource, and we read Island of the Blue Dolphins, along with other related literature.



In this way students are exposed to a cohesive unit of study, with many of the subjects integrated. Students read, write, and respond via various media to the various components of the thematic unit. Students are able to make connections during the unit and make better sense of what they are learning.

In contrast, a skills based classroom would focus on reading a chapter in social studies and then completing a study guide or other related worksheet. Skills based teachers do not tend to integrate the content area studies with reading and language arts.

I try to facilitate learning in my classroom rather than always directly instructing students what to learn. Yet, I have found that systematic direct instruction is necessary for me to meet the goals and objectives of my district and the state. In the book, Issues and Trends in Education, Dixie Lee Spiegel (1996) makes this statement about systematic instruction, "Systematic instruction is based on an identified scope of goals and objectives, and activities are designed and carried out specifically to meet these goals" (in Robinson, 1996, p. 17). I develop a long range plan at the beginning of the school year to guide my instruction throughout the year. In this way, I am able to link units of study thematically in a cohesive sequence. This practice enables me to meet the mandates imposed by my district and the state. All the while, I am exposing children to quality literature and authentic student based learning.

Because of my whole language philosophy, I teach thematically whenever possible. I gather many books about the topics and place them in our theme study crate of books for the students to browse through. Of the literature that I gather, some I read to the students, others I briefly introduce, and some are there as research references. Maxim (1991) also states, "Good stories can provide valued sources of instructional material to teach social studies; you can't teach social studies if you don't have a good book to work with" (p. 289).

#### Using Literature to Bring Social Studies to Life

I agree with Jerome Harste in his discussion of alternate sign systems, found in the forward to Creating Curriculum by Short and Burke (1991). He talks about four sources that he thinks through to develop curriculum. One of these sources is alternate sign systems (language, art, music, mathematics, and dance) and what these can contribute to the understanding of the topic. He also identifies relevant powerful poems and pieces of literature (p. ix).

I believe when students are actively engaged in learning they will gain more meaning than if they just read a text and answer questions. I try to use the social studies text as my guide for pacing, rather than as a read-along and answer the questions at the end of the chapter tool. I think that one of the best ways to enhance children's' understanding of specific time periods is by exposing them to quality literature about the time period. Chapin and Messick (1992) discuss how quality literature can be used to support and

enhance a unit of study:

A strategy to bring history or any social science to life is the use of children's literature or trade books. Literature can bring past events into the lives of students. Literature is usually more people-centered than text material and can give fresh insight into the ways of life in our culture - past and present - as well as cultures of other places and times. (p. 107)

The student population that I teach is diverse: ethnically, culturally, socio-economically, and in many other ways I'm sure. "The diverse talents, experiences, and perspectives of the group members increase and expand the resources that the group brings to learning far beyond the means of any single member within it" (Short & Burke, 1991, p. 24). I think it is necessary to expose children to literature that reflects an importance of many cultures, to give a sense of belonging to children. California history is embedded with many cultures and I think it is important that our students hear about and from these peoples. According to a local Course of Study (1996), the following needs to take place:

A multicultural perspective shall permeate the curriculum and student assignments, promoting an understanding of local, national, and world cultures and issues that reflect the experiences of men and women representing a wide range of racial, religious, and ethnic backgrounds. This perspective acknowledges our national identity, heritage, and creed as pluralistic and that diversity is a national strength. (p. 32)

I think a collection of literature that portrays the lives of African Americans, Asians, Europeans, Mexican Americans, and Native Americans as well as women, as they came to or lived in California is an important part of a

social studies curriculum.

Although some cultures are realistically portrayed in the social studies text, the stories are brief and are not an easy read. By integrating social studies and literacy, students can learn about many cultures while enhancing their reading strategies. The literature needs to be interesting in order for the children to bother to read it. According to Kieran Egan (1979) as cited in Chapin's book, Elementary Social Studies: A Practical Guide (1992), "Students from ages 8-13 are in the romantic stage and prefer to read about people who struggle courageously with real problems" (p.107).

Also in regards to diversity and multicultural literacy, we need to be aware of the quality of texts and the accurate portrayal of people. Maxim (1991) expresses:

When we choose books that help children explore the real world, we must be careful of a very important consideration. A major concern in choosing books is to select those free of unfair racial, ethnic, or cultural stereotypes. Black, Hispanic, Native American, or Asian characters should be portrayed in realistic settings. (p. 290)

I believe that the role of the learner is that of inquirer, investigator, collaborator, and reporter. Students who are actively engaged in their learning and can lead their studies in various ways are empowered as learners. Weaver (1994) says, "A student will be willing to learn if he is motivated by interest and is in a risk-free environment. The chance to collaborate with others is valuable in a learning centered environment" (p. 334).

It is up to the teachers to facilitate in such a way that students can be actively engaged and can follow their



inquiries. A teacher who solely teaches from and by the text limits students' abilities to inquire and investigate. I agree with Dixie Lee Speigel (1996), "Through increased use of literature, especially in trade books, children may find reading more accessible and fulfilling because it is not focused on a basal that is available only in the classroom" (in Robinson, 1996, p. 16).

### Conclusion

It is my belief that literacy should go hand in hand with learning throughout the day, rather than treating it as an isolated event. As a teacher, I would like to produce literate students who are able to make connections between the world and things they read. In order to do this, I must not treat literacy as a separate entity. It is important that literacy is my classroom's focus, and by integrating quality literature of and about California history my students can continue to gain literacy throughout the day. Lesley Mandel Morrow in Emerging Literacy: Young Children Learn to Read and Write (1989) states this about literacy in the content areas:

Reading, writing, and oral language materials and activities are easily incorporated into subject area teaching, enabling the content areas also to provide a source for literacy learning...Literacy becomes purposeful and takes on additional importance when it is integrated with other subjects rather than separately as a content area unto itself. (p.130)

I believe that if a whole language theory is to permeate throughout my classroom, then I need to encourage literacy whenever and wherever possible.

Thematic teaching makes sense to me, is supported by research, and works. The social studies content at the fourth grade lends itself to thematic teaching, as many of the core literature books are based on themes from California history. Due to the external forces, such as the district and state, I do not believe that I can create an entirely new curriculum. I feel comfortable with my decision to modify and enhance the mandated curriculum, and to make literacy a thematic priority in my classroom.

### Project Preview

The project that I have created is entitled, "California: A Journey Through Books," The journey is through a HyperStudio project intended to enhance literacy in the content areas. It is a multimedia presentation that introduces the user to many eras of California history. By combining technology with literature, I hope to motivate student interest in reading about the people whose stories have made California history.

This HyperStudio project is, in a sense, a group of text sets. Seven themes from California history are represented by selections of literature. These themes are: California's Land, Missions and Rancho Life, Gold Rush, Pioneers, Transcontinental Railroad, Farming, and Other Moments in California History. Included in "Other Moments in California History" are historical events such as the Bear Flag Revolt, the Pony Express, and Japanese Internment Camps. Some of the themes have more literature represented, as is the case for Gold Rush and Pioneers. I have found there is a

lot of children's literature available on these topics, whereas there is less written about the railroad and farming.

This HyperStudio program is arranged so that the user can click on a theme from California history and be led to a variety of titles and summaries of books within that theme. All of the books summarized in the project are available in my classroom or in our school library. With a few clicks of the mouse, a user of this California History program can browse through many books relating to historical themes. I have attempted to make the program interesting and fun to use in hopes that it will motivate fourth graders to read content-based literature.

## REVIEW OF RELATED LITERATURE

### Introduction

Social studies instruction in an elementary classroom can be implemented in a variety of ways. Of great importance is the exposure to quality literature to support and enhance a unit of study. Literature can give new insights into the ways of life, of our culture, and cultures of other places and times (Chapin & Messick, 1992). Much has been written about the use of literature to enhance content area instruction in the elementary schools. "By providing the students with several sources for new information, teachers enable them to view an event from different perspectives and recognize the theme that is consistently present in all sources" (Hawkins, 1997, p. 111).

This chapter will address the use of literature to enhance social studies instruction and why this technique is advantageous to teachers and students. One reason to supplement instruction with quality literature is due to problem areas with the content area text books. The state-adopted text is written above a fourth grade readability level and students struggle to read and comprehend it. The second point is a need for multicultural and multiperspective literature to enhance social studies instruction. The stories in the textbook usually offer one viewpoint. It is important to learn about the time periods from different perspectives. For example, the role of women during the gold rush. The third point to be addressed is what the reviews say about using literature within a social studies curriculum.

Once the decision is made to use literature with the content areas; there are guidelines to follow for choosing quality literature. And finally, once the literature is selected, there are many ways to introduce and integrate literature into social studies instruction. The following quote from Smith and Johnson (1994) leads into this discussion:

If we want students to connect with the story of life, we might begin by integrating children's literature into content studies. Literature can become the lens through which content is viewed. This lens holds the young reader's attention while connecting content with the variety of human experiences. (p. 198)

### Problems with Textbooks

The social studies textbook that my district uses has proven to be difficult to read for the majority of my fourth graders each year. The textbook introduces many historical topics, yet does not cover any of them in much depth. "Many schools commonly ask and expect beginning readers to read and learn from science, health, and social studies textbooks - an expectation that continues throughout their schooling" (Olson & Gee, 1991, p. 298). The textbooks are often too difficult for students to read and comprehend. According to Doris Hawkins (1997), "The textbooks are written at a higher level of understanding than most of my students can attain and some of the concepts presented are ones that the students are not developmentally able to appreciate or comprehend" (p. 111).

There are a number of factors which account for the children's difficulties in reading expository texts. Olson

and Gee (1991) cite these as the five factors:

Limited background knowledge to link with new information hampers comprehension. Texts written to inform rather than to entertain may lower motivation for some children. Unfamiliar text organizational structures are difficult to follow. Writing that lacks logical connections and transition words requires increased cognitive effort. An inability to recognize many words in print hinders comprehension, particularly in young readers. (p.299)

In 1991, Olson and Gee conducted a survey of forty-seven primary grade teachers in school districts in Texas, North Carolina, and Florida:

The teachers were asked to indicate whether content textbooks were easier or harder than stories for their students; to list factors they believed made content materials difficult for students; and to rate 17 general practices as to their usefulness in helping primary children comprehend content textbooks....Results of this survey indicated that primary teachers recognize that the expository texts that typically occur in their content textbooks are more difficult to read than stories. (p.300)

The results were as follows: 70% of the teachers found content texts more difficult than stories; 27.4% found the texts about the same level of difficulty; and 2.6% thought content textbooks were easier for children to read than stories (Olson & Gee, p. 300).

The teachers' responses to this survey reflected the five problems with content area textbooks that were mentioned earlier. The results of the survey were as follows: 77% of the teachers believe that difficulty with new concepts was a major factor that caused children to experience difficulty with expository texts; 21% of the teachers thought children were not interested in expository texts; 23% of the teachers

said that text format presented the greatest problems; 69% of the teachers said that primary grade children could not read the texts because they did not know the words (p. 300).

Several researchers comment on the lack of background knowledge that students bring to their reading of expository texts. McKeown and Beck (1994) help us understand that:

The relationship between what the authors of history textbooks think the students know and their actual knowledge is decisively different. Because of that difference and the lack of a knowledge base in history, students fail to grasp the new knowledge and retain its full meaning.  
(in Hawkins, 1997, p. 111)

Olson and Gee also comment on this aspect, "If teachers consider the cognitive burden such texts make on young children, it becomes obvious they need much guidance and many experiences reading expository text in order to deal successfully with content books" (1991, p. 299). Hawkins (1997) suggests that one solution to problems with textbooks is to use good literature and a variety of references.

Not only are content area texts difficult for students to read and comprehend, they are also often one-sided. According to Tunnell and Ammon (1996), "One of the problems with most elementary and secondary school history textbooks is that history is presented from a single perspective with few conflicting ideas" (p. 212). Holmes and Ammon (1985) express yet another pitfall of textbooks as, "when a textbook is used as the only source of information, students tend to accept the author's statements without question" (in Tunnell & Ammon, 1996, p. 212).



Huck, Hepler, and Hickman (1993) emphasize how a well-told story can help the reader feel and experience history:

A history textbook tells; a quality piece of imaginative writing has the power to make the reader feel, to transport him to the deck of a slave ship and force him into the hold until he chokes on the very horror of it...Literature provides vicarious experiences of adventure, excitement, and sometimes of struggle. (p. 11)

### The Need for Multicultural Literature

At a certain age, students reach a level where they can more easily understand another person's point of view.

Lickteig and Danielson (1995) discuss the following developmental levels of children and their readiness to comprehend multiperspective information:

According to Cushner [1988], a critical period exists for the international socialization in children. Referring to Piaget's four stages of cognitive development he suggested that children of ages seven and eight begin to see other people's viewpoints. Children of this age have an increased ability to communicate with others by comprehending another's perspective. The middle childhood years (ages seven to twelve) may thus represent the critical period in the development of an international, intercultural, or global perspective in children....This age seems to be characterized by rapid cognitive development, related especially to the area of perspective and role-taking ability, low rejection of groups, and high attitude flexibility. It is a time when children begin to perceive another person's point of view. Educational efforts to develop international and intercultural perspective should therefore begin during these years. (p.69)

Lickteig and Danielson continue with this discussion of developmental levels and state the following:

Teachers need to present information to children of this age at the emotional or active level, rather than merely the cognitive level. As Cushner suggests, a tremendous effort must be made to

provide affective experiences for students whenever possible, or to search for cognitive materials that engage emotions. (pp. 69-70)

Being exposed to a variety of literature is necessary to enhance students' global understanding.

The importance of providing students with access to more than a textbook and encouraging them to become aware of multiple perspectives is clear. This awareness is a prerequisite to an understanding of self, country, and one's place in the global village" (Kim & Garcia, 1996, p. 210).

The amount of in-depth exposure to various cultures is limited in most textbooks. Pugh, Garcia, and Margaleef-Boada (1994) point out the need for multicultural perspectives:

Multicultural appreciation might best be described as an awareness of the dynamic interplay between diversity and connectedness among individuals and groups. It is fostered by an effort to understand how the world looks from different cultural perspectives. The best means for such learning, perhaps, is to listen to the voices of those whose experiences have differed from ours. These particular voices, however, are not often heard in conventional textbooks, which focus on information and abstract concepts, frequently in such a way as to deliberately avoid controversial or sensitive issues. (p. 62)

Pugh, et al., also believe that books are an important tool to use to expand experience. Through the use of multicultural trade books, and social studies instruction students can appreciate and thrive in the diversity that surrounds them.

There are many values of reading children's literature about different cultures. Norton(1990) as found in Lickteig and Danielson (1995) speaks to the use of literature to enhance students' appreciation and understanding of value and belief systems:

Students gain understandings about different beliefs and value systems. They develop social sensitivity to the needs of others and realize that people have similarities as well as differences. Students gain aesthetic appreciation as they learn to understand and respect the artistic contributions of people from many cultural backgrounds. (p. 70)

History textbooks have been criticized for being one-sided and for not representing a multitude of cultures. According to Tunnell and Ammon (1996), "We have often presented a narrow view of history to our school children, giving them the impression that there is little, if any, variation in the interpretation of the past" (p. 212).

A motivating factor in reading multicultural literature is that students may make a connection between themselves and their reading. "Because history is a subject that encourages students to identify with those aspects that represent their own heritage and culture, teachers must be sensitive to the needs of all students when exploring those facts" (Hawkins, 1997, p. 110). By learning about themselves and others, students can recognize the value of multiple perspectives and may understand why and how people view certain issues (Kim & Garcia, 1996).

The use of quality literature to introduce multicultural ideas and multiple perspectives in history has been well-researched (Hawkins, 1997; Kim & Garcia, 1996; Tunnell & Ammon, 1996). Using books to enhance social studies instruction can enhance a student's understanding of the time period. "Books still represent the widest range of possibilities for information, and by providing multiple



perspectives on the human experience, they can engage readers in dialogue with virtually any culture in the world" (Pugh, et al., 1994, p. 62).

As found in Kim and Garcia (1996) this remark by Madigan (1993) suggests why all teachers should value a multiperspective approach to the teaching of cultural diversity:

To know something without knowing its relationship to other realities is not to know. To know the white world without any sense of how it relates to the world of color is not to know the white world. We must remember that a multicultural perspective is not a deviation; it is a necessity. (p. 176)

#### Reasons to Use Literature with Social Studies

Literacy is not just a one hour event held every day in an elementary classroom. Literacy is a process that can be incorporated into many subject areas every day. In addition to using quality literature, picture books can also prove to be a very powerful and motivating force to enhance content area learning. Harms and Lettrow (1994) give rationale for using picture books with social studies:

Fine picture books with historical settings can extend children's understanding of life in the past and can greatly enrich the social studies program in the elementary school. Not only can a fictional text make the reading experience more interesting for children, but the illustrations can provide visual representation of a time beyond their experiences. (p. 152)

Reading is a powerful tool, and as Guillaume (1998) states, "Classroom experiences in content area reading are of particular importance for dependent readers in that reading can occur with the structure and support that enable

dependent readers to move toward independence" (p. 476).

Guillaume also discusses literacy in the content areas:

Teachers of children of all ages have the important job of helping learners interact with text to produce meaning. Those who suggest that primary grade teachers help children learn to read while upper grade teachers help children to read to learn deprive students at both grade levels of learning opportunities. Even young children can learn through text, and older readers should continue to refine their skills and find new ways to understand text. For this reason, content area reading should begin in the primary grades. (p. 476)

Olson and Gee (1991) give a compelling reason to expose students to expository text in the primary grades. "Young children need to develop proficiency with simple expository texts in order to keep pace with the ever increasing number of subject area textbooks they will experience now and as they progress through high school" (p. 298).

The use of quality literature and trade books within a social studies curriculum is highly recommended in many reviews of this topic. According to Smith and Johnson(1994):

Literature can be integrated into content classrooms a number of ways - from the teacher simply reading aloud to implementing a fully integrative study using literature. Teachers with a desire to bring content to life can spark students' interest by using literature as one lens through which to examine the content. The key is the realization that literature is a powerful tool for learning and that students bring a variety of perceptions to their readers. (pp. 207-208)

Guillaume (1998) gives five compelling propositions that urge us to learn with text in the primary grades. They are as follows:

Knowledge is power. Content area reading is not the sole territory of those who are already proficient readers. The content areas -

science, social studies, mathematics, and the arts - fuel questions. Language, including reading and writing, permeates all of the content areas. Content areas provide a meaningful context for the reading language arts goals teachers hold as dear. (pp. 476-477)

Guillaume also mentions that content areas build motivation and purpose for reading. Also, these reading experiences help young children develop the ability to process and analyze information (p. 477).

Trade books are books that are written to give children pleasure, not primarily to teach them. Kim and Garcia (1996) point out that trade books can be recognized by these three descriptors: They are written for a general market to engage and delight children and young adults. They include various genres. They are appropriate for use in grades K-12 (p.208).

The use of trade books to enhance literacy and learning has become popular in many classrooms, as pointed out by Huck, Hepler, and Hickman (1993):

A noteworthy trend of the past several years is the growing use of children's trade books in classrooms - for reading instruction, integrated language arts programs, and a variety of uses across the curriculum. The whole language movement and new understandings about children's literacy learning have brought the use of real literature to the classrooms of many schools. (p. 158)

It is up to the teacher to incorporate trade books into the social studies curriculum for learning. Kim and Garcia (1996) emphasize some of the uses of trade books:

Trade books are more than a mere embellishment of the existing curriculum; they either enrich and enhance textbook based instruction, or, in some instances, especially at the primary level, they become the curriculum. Regardless of the approach,

trade books help overcome the weaknesses of textbooks, enrich conceptual learning with multiple perspectives, and promote more integrative teaching. (p. 208)

The use of trade books not only introduces new concepts, it also aides in the development of critical reading skills. Holmes and Ammon (1985) express their view on using trade books in the classroom:

Incorporating trade books (fiction and nonfiction) into content area studies aids in developing critical reading skills such as determining the reliability and authenticity of printed sources. Teachers should guide students toward trade books and other materials that present conflicting points of view, a practice that not only encourages students to make historical judgments but also increases students' interest in the subjects. (in Tunnell & Ammon, 1996, p. 212)

Tarry Lindquist (1995) a fifth grade teacher, and Instructor's Social Studies Now! columnist cites seven reasons why she teaches with historical fiction:

1. It piques kids' curiosity.
2. It levels the playing field. (some kids come to class with a deep background knowledge to draw upon, while others have just shallow reservoirs. Reading historical fiction promotes academic equity because comparing books from one unit to the next provides kids with equal opportunities to develop historical analogies.
3. It hammers home everyday details.
4. It puts people back into history.
5. It presents the complexity of issues.
6. It promotes multiple perspectives.
7. It connects social studies learning to the rest of our school day. (pp. 47-48)

The case for using quality literature in the form of trade books is clear. Such literature proves to motivate students and involves them affectively with their learning. Smith and Johnson (1994) believe this about motivation, "We



see students who were once ambivalent toward learning, change their attitudes and behavior after literature is introduced into the content classroom" (p. 208).

#### Ideas for Choosing Appropriate Literature to Integrate Social Studies Instruction

The selection process of finding quality literature is not always easy. Literature based teaching depends on the selection process of locating the best trade books for each lesson or unit (McGowan & Powell, 1996, p. 231).

According to Lickteig and Danielson (1995), "The search for books, then, must focus on looking for those with global perspectives that deal with specific geographic concepts that elicit emotional responses from children ages seven to twelve" (p. 70). They discuss two ways to elicit emotional responses. One way is through the story, as the reader becomes involved with the narrative they can experience another's perspective. Another way to elicit emotional response through books is through some commonly known link; for example something that is well known by a child is shown in other cultures. These links serve as stepping stones to build background knowledge.

McGowan and Powell (1996) suggest using a bibliographic reference like the "Notable Children's Tradebooks" feature that appears in Social Education to assist in the search for quality literature. They state, "The right book is not just an add-on to enhance a lesson or unit; it provides the energy for the instructional process" (p. 231).

Literature used in the social studies must be carefully

selected to ensure that it is appropriate and interesting. "Picture books, too, can add information and human perspective to the curriculum" (Huck, Hepler, & Hickman, 1993, p. 20). They suggest these considerations for selection, "When teachers select picture books with a historical setting, their first consideration, as with all books, should be that the text and illustrations are of interest to children and are developmentally appropriate for them" (p. 21).

There are suggested criteria for selecting literature to use with social studies. One such criteria is suggested by Harms and Lettrow (1994). Their criteria for assessing the quality of historical picture books has four elements which are: authenticity, complementarity of text and illustration, freedom from bias, and three dimensional portrayal of central characters. Harms and Lettrow (1994) discuss authenticity:

Both the content of text and the content of illustrations need to demonstrate careful scholarly research on the parts of the author. Authentic description can help children gain concrete and extended understanding of life in the past. The best authors and illustrators are painstaking in their efforts to ensure that their work accurately describes a period of history. (p. 152)

In a discussion of complementarity of text and illustration, Harms and Lettrow state the importance of illustrations amplifying the text's meaning in addition to complementing each other. Meaningful illustrations may motivate an otherwise hesitant reader to gain interest in the topic.

Harms and Lettrow (1994) state this about the criteria

of freedom from bias, "The perspectives and motives of characters in books about women and minorities need to be developed. Books need to be balanced with stories that depict women in the past as capable of initiating actions and eventually achieving their goals" (p. 153). They also state, "Teachers should avoid selecting books with ideas that represent only one point of view and cast people in a negative light because of who they are" (p. 153).

The final criteria according to Harms and Lettrow (1994) is the need for three dimensional characters:

The human element in picture books with historical settings can help children to identify with the conflicts of an era. They can experience vicariously others' responses to experiences and can come to understand the influence of events on humans. Rounded characters, those with well-developed traits, come alive and allow the audience to understand the character's actions. (p. 153)

Another set of criteria for selecting and evaluating multicultural tradebooks, especially in the social studies, has been developed by the Carter G. Woodson Book Award Committee of the National Council for the Social Studies. This group selects an elementary and a secondary level book to receive its award each year (Pugh, et al., 1994). They cite the following as criteria for making this award:

Reflects respect for personal and cultural differences and the worth and importance of individuals or groups presented. Offers a factual, realistic, and balanced treatment of issues. Focuses on problems/issues that provide insight into the experiences of racial and ethnic groups. Focuses on interactions among racial/minority groups and the dominant culture. Develops concepts related to cultural pluralism at a level appropriate for the intended audience. (p. 63)

These criterion enable teachers to choose quality literature to integrate with social studies. "Because of the availability of a diversity of a multicultural- global tradebooks, both teacher and student are able to pick and choose from a broad range of information and viewpoints" (Pugh, et al., 1994, p. 62).

### Ways to Introduce and Integrate Literature with Social Studies Instruction

Once a teacher has selected the literature to use with social studies, the next step is planning how to introduce it and use it effectively. Smith and Johnson (1994) speak from personal experience, "in our classroom experiences we have found that bringing literature into content studies can begin with the teacher simply reading aloud for as little as ten minutes a day" (p. 198). They also state the following about involving students with content area literature:

For more active student involvement, a weekly period of sustained silent reading (SSR) can be implemented. The teacher organizes a variety of narratives and expository texts that augment the topic under study, from which students select their books for independent reading. The reading of both narrative and expository texts contributes to content acquisition, memorable learning, and perspective and voice in content. These reading experiences are also excellent opportunities for teachers to affirm and to demonstrate their interest and commitment to lifelong learning through reading. (p. 199)

In addition to introducing literature to students in content areas, teachers can plan activities and units of instruction to integrate the literature. According to Guillaume (1998):

Teachers can provide potent content area reading

Teachers can provide potent content area reading experiences through the environments they create and through general approaches to content study. Fueled by the whole language movement, rich literacy programs have in recent years moved away from focusing solely upon textbooks to exploring texts of many kinds. (p. 477)

Guillaume (1998) shares ten "big ideas" to incorporate meaningful text in the primary grades. These ten big ideas reflect the literature on content area reading and learning. It is important for readers to access and build prior knowledge when reading. Experiences with books often become a resource for students. Hands-on experiences prior to reading help to remove a common stumbling block for deficient readers, which is concept deficiency. Teacher read alouds and the encouragement of discussion are two more ways to meaningfully incorporate text. Students should be encouraged to read for a specific purpose, for example, reading a treasure map. Across the content area materials within a print-rich environment encourages the joy of pursuing one's own interest and having the freedom to select reading material. Connecting reading and writing in the content areas can facilitate long-term memory of the content. Likewise, providing meaningful pre-, during-, and postreading activities offers support to dependent readers to develop their schemas. These are all ways to incorporate content reading in the development of literacy. (pp. 477-485)

Another strategy for implementing literature is to use the narrative as the primary reading source and the textbook as a resource in a single content area, such as social studies. This strategy is called a single discipline

literature model. "This approach develops a theme or a thematic learning cycle based on content and concepts found in the mandated curriculum or identified by the teacher, with or without student collaboration" (Smith & Johnson, 1994, p. 199).

Smith and Johnson (1994) suggest that once the theme is identified, the teacher can select either a single narrative or a series of narratives. The series of narratives are called a text set and examine the theme from multiple perspectives. They propose the following reading strategies to use with a single narrative: paired reading and discussion, kaleidoscope or jigsaw reading, taping the text, guided reading, literature circles, and large group discussions. They suggest the use of these strategies to ensure all students are included and successful in the learning cycle (pp. 199-200). They suggest the following ideas for using text sets:

If a text set is selected, the students become members of a literature group that reads one or more texts in the set. The teacher carefully selects texts that meet the diverse needs of the learners within the classroom, so that students have the advantage of choosing the book or books they wish to read....Teachers may then successfully apply one or more of the above reading methods so students can gain an understanding of any one of the texts chosen. (p. 200)

According to Hartman and Hartman (1993) "The object is to arrange a set of texts that are potentially rich with connections and that complement your goals and objectives as well as students' responses and interests" (p. 204). There are many reasons to use text sets, "a number of studies



suggest that good readers connect and relate ideas to their previous reading experiences over time. The net effect of this reading across texts is that a reader's understanding and response transcends that of any single passage" (p. 202). Hartman and Hartman continue with the following about text sets:

Regardless of how texts are arranged, the overriding concern should be on how well a cluster of texts provides a rich environment for students to make connections among texts. As one might expect, some connections will be more obvious to some students than others. The key is to persist and explore the many possible ways texts of all types complement and challenge the concepts at hand and to encourage students to do the same. (p. 207)

The interdisciplinary literature model is another strategy for implementing literature with content area studies. Smith and Johnson (1994) explain this model:

This approach is a comprehensive learning experience that combines content areas by incorporating concepts, skills, and questions from more than one discipline to examine a central theme, issue, situation, inquiry, or topic. The interdisciplinary model may involve two or more disciplines; for example, language arts and social studies may be organized around a theme, or all content disciplines may be involved. (p. 200)

The third strategy that Smith and Johnson suggest is the integrative literature model. "An integrative curriculum breaks through academic labels and examines a theme beyond the traditional, segmented approach or disciplinary strategy" (p. 200). In this strategy, the theme becomes the focus of study.

Smith and Johnson suggest considering several issues when designing any literature based content curriculum. The

first is that the teacher must be committed to using literature as the main source of instruction; this means moving away from the structure of a textbook. The second point to consider is that planning is essential. They also suggest that the teacher consider how the community and special public events can enhance the study. Flexibility with time constraints is also a consideration as teachers may need to plan for learning activities that develop as part of the overall unit. Finally, since thematic studies tend to be student-driven, teachers will need to realize that the learning environment will reflect this participatory learning (p. 204).

### Conclusion

I believe that using literature to explore California history is a necessary component in my fourth grade classroom. I look forward to creating text sets and using literature to drive my social studies instruction as I teach California history to fourth graders. This statement by Bernice E. Cullinan in Emerging Literacy: Young Children Learn to Read and Write (1989) provides conviction in the necessity of quality literature integration. She states:

Story has great power in human lives. We know that it is a primary act of mind; it is the way we organize our minds and understand our world. We also know that story touches the heartstrings in a way that facts never can do. A great poet said, "What the heart knows today, the head will understand tomorrow." Give your children literature; it is a part of their heritage. (p. 50)

The main ideas mentioned in this literature review support and verify the need for quality literature as a vital

support to social studies instruction. The state adopted text "Oh California" (1991), is too difficult for most fourth graders to read and comprehend. These text books do not motivate students to read more about California history. Text books are not only too hard to read, but also tend to offer a one-sided view of history. A collection of quality literature, on the other hand, can offer multiple perspectives about a time period and bring people back to history.

There are many ways to introduce and implement literature into quality content area studies. The following quote by Guillaume (1998) summarizes the explicit reasons to include literature in the content areas:

Trade books, textbooks, realistic fiction, and other print sources all have a place within the primary grade classroom for content area reading. Exposure to abundant informational resources provides young students with the valuable opportunity to read for the purpose of learning about their worlds and to answer questions.(p. 485)

As cited, there is extensive research regarding the effectiveness of integrating literature with the content areas along with numerous suggestions on how to implement literature successfully in a social studies program. (Guillaume, 1998; McGowan & Powell, 1996; Smith & Johnson, 1994).

Children need to be exposed to diverse perspectives in history so as to gain a multi-perspective view from different cultures within the same time period. For example, the perspective may be quite different on the life and times in the gold rush from a white male gold miner than from a black

or Asian male.

Students are more likely to be motivated by text they can read and comprehend than by being expected to read just a text book. Children are more likely to make connections related to readings and want to read more about a topic if their interest is spurred by actual literature than by lessons driven by a textbook. Short, Harste, and Burke (1996) support this, "Readers are able to understand what they read only because of the intertextual connections they make between the current book and their past experiences, which include previous books they have read" (p. 538). Short, Harste, and Burke continue with "As readers make connections between texts, they begin to see the reading event as an experience in itself. A reader can read one text to prepare for reading and better understanding a second text" (p. 538).

This research has demonstrated that literature is important in content area studies. Whether or not a teacher chooses to teach thematically with the literature as a focal point, or to just expose students to literature in the content areas is a professional judgment call. It seems obvious though, that in order to teach California history well, appropriate literature must be apparent in the classroom so that students can make connections.

## GOALS AND LIMITATIONS

The history of California is very colorful and has many exciting time periods. California history can be fun to teach, as well as learn, as students become engaged in their learning. One important factor in this situation is using quality literature of and about the time period being studied. Literature can bring history to life for children and adults.

### Goals

The purpose of this project, "California - A Journey Through Books," is to introduce fourth grade students to the variety of content-based literature that is available in my classroom. By means of a HyperStudio project, I hope to spark their interest in California history and turn them on to the many books that are available. Many of the literature selections that are included in the project are exciting stories that bring history to life. Because literacy is something that occurs in my classroom throughout the day, I would like for my students to become very familiar with the books about different themes in California history.

As has been stated, this project is designed to introduce the use of literature in California history. The HyperStudio program is easy to use, and only requires an exploring mind and a few clicks of the mouse. My project may be useful to fourth grade teachers who are looking for books on a specific time period in California history. I have bought many of my books from local bookstores or directly from publishers, so I know that they are available.



### Limitations

This HyperStudio project has been designed specifically for my classroom, therefore it has its limitations. If another teacher is to use this project, they would need to be familiar with thematic teaching, as the use of text sets is valuable in such a classroom.

In order to use this program, a teacher would need a MacIntosh computer with Operating System 8.5 (O.S. 8.5), a zip drive and access to a HyperStudio disc. Also, the books that are summarized in the HyperStudio stacks are readily available in my classroom or school library. Other teachers may not want to invest such money in books. This program is limited to the scope of California's history, and is therefore ideal for a fourth grade teacher in California.

## **APPENDIX A: Explanation of HyperStudio Project**

## EXPLANATION OF HYPERSTUDIO PROJECT

### Introduction

The project that I have created, "California: A Journey Through Books," is a multimedia presentation which introduces the user to many eras of California history. The journey is through a HyperStudio project that introduces literature pertaining to California's historical time periods. My goal is to introduce students to content-based literature and hopefully motivate them to read these books.

This project reflects my belief in whole language practices, and thus literacy is integrated with social studies. I agree with George Maxim (1991) who believes, "Literacy and social studies appear to be an inseparable partnership in the process of education" (p. 287). Because of my whole language philosophy, I teach thematically whenever possible. I gather many books about the topics and place them in our theme study crate of books for the students to browse through. Of the literature that I gather, some I read to the students, others I briefly introduce, and some are there as research references. Maxim also states, "Good stories can provide valued sources of instructional material to teach social studies; you can't teach social studies if you don't have a good book to work with" (p. 289).

I think it is necessary to expose children to literature that reflects an importance of many cultures, to give a sense of belonging to children. California history is embedded with many cultures and I think it is important that our students hear about and learn from these peoples. By

integrating social studies and literacy, students can learn about many cultures while enhancing their reading strategies

This HyperStudio project introduces seven major themes from California's history. These themes are: California's Land, Mission and Rancho Life, Gold Rush, Pioneers, Transcontinental Railroad, Farming, and Other Moments in California History. Although I do not focus on Native Americans as a separate theme, they are present in many of the books in each set.

### California Land

California is made up of four basic regions: the desert, the mountains, the valley, and the coast. Although there are many books about these four topics, I have included only a few that are specifically about California. In order for students to understand the history of California and the triumphs people had in crossing this vast land, students need to be familiar with the regions. The books introduced in the project have beautiful pictures and a lot of information about the regions of California.

### Mission and Rancho Life

The missions in California were built between 1769-1824 and had a significant impact on California's history. Father Junipero Serra founded the first mission in San Diego in 1769, after this twenty more missions were built along El Camino Real. The missions had a huge impact on the lives of Native Americans. They helped to build the missions and then learned new trades, such as tanning leather, farming, and candle making. Their lives were soon controlled by the

ringing of mission bells. Many of the books in the project are nonfiction books about the missions. I have also included historical fiction books about Father Serra and some missions.

Ranchos were homesteads owned by Mexicans called "Californios." The ranchos were on land that was granted during the closing of the missions. Once again, the Native Americans' lives were affected because they were not given as much land as other people with the end of the mission era. There are two novels included in this project that vividly tell about the life and times of rancheros.

### The Gold Rush

The rush for gold in California had a huge impact on California's population and future. The first gold was found by James Marshall in 1848 and by 1849 the gold rush had begun. People came from all over in hopes of striking it rich. Many traveled by foot, horseback, and even by ship. The prospectors' lives were tough, as they did manual labor daily, all in the hopes of finding gold. California's population boomed within a short period of time, as shanty towns popped up all around the diggings. There are many stories and legends told from this era, making it an exciting time to read about. There is a vast array of books on this topic for students to choose from, including many nonfiction and historical fiction selections.

### Pioneers

Beginning in the 1850's many families traveled west by covered wagon in hopes to settle in California. They often



traveled in groups of wagons, called wagon trains. The journey to California was not easy, and there are many books written about their triumphs and tribulations on the trail. Their stories are interesting and amazing as they are retold in historical fiction accounts along with nonfiction books.

### Transcontinental Railroad

The transcontinental railroad was built in the 1860's and is significant in the connecting of the two coasts of the United States. There was a competition between the Union Pacific Railroad and the Central Pacific Railroad to see which company could lay more railroad track. Due to the intense desire to complete the railroad, many foreign workers were hired. Much of the railroad track was built by Chinese laborers. The railroad also affected the Native Americans who's land was being built upon. The stories about this time period tell of the fear and dislike the Native Americans had for this "iron horse."

### Farming

California seems to be the answer to many people's dreams about good fortune and prosperity. Throughout history, families have come to California to make a better life for themselves. Many of the families are itinerant workers, who travel from farm to farm to make a living. The lives of these children are explored in these books.

### Other Moments in California History

This theme spans many time periods, and makes up a miscellaneous history text set. Included in this theme are books about: the Bear Flag Revolt in the 1840's, the Pony

Express in 1860, and the Japanese internment camps in the 1940's. These are all important pieces of California's history and I feel they need representation.

### HyperStudio

This HyperStudio project is a introduction to text-sets that the children have access to in my classroom. HyperStudio programs are created in "stacks" of "cards." This program is one stack "California History" and has many cards. The first card in the stack is the title. The second card in the HyperStudio stack introduces the learner to the program. The user clicks on a theme and is then led to a number of summaries of books related to the theme. There are a few text blocks on each card, within these blocks is information about each book. Included are the title, author, type of book (picture or chapter), and a brief summary. These books are fiction and nonfiction and vary in length and readability. All of the books summarized in the project are available in my classroom or in our school library. With a few clicks of the mouse, a user of this California History program can browse through many books relating to historical themes.

I have attempted to make the program interesting and fun to use with hopes that it will motivate fourth graders to read content-based literature. Following is a bibliography of the books that appear in the HyperStudio project. They are arranged in order of historical appearance.

**APPENDIX B: Bibliography of Children's Books**

## BIBLIOGRAPHY OF CHILDREN'S BOOKS

### California's Land

- Pelta, K. (1995). California. Minneapolis: Lerner Publications Company.
- Ryan, P. M. (1997). California here we come! Watertown, MA: Charlesbridge Publishing.

### Missions and Rancho Life

- Comstock, E. (1979). Vallejo and the four flags, a true story of early California. Grass Valley, CA: Comstock Bonanza Press.
- de Ruiz, D. (1993). To fly with the swallows: A story of old California. New York: Steck-Vaughn Company.
- Fraser, M. A. (1997). A mission for the people: The story of La Purisima. New York: Henry Holt and Company.
- Hayton-Keeva, S. (1988). The mission. Vineburg, CA: Adobe Books.
- Lowman, H. A. (1995). California missions. Hong Kong: Lawson Mardon Group.
- Lynghem, L. (1990). The Indians and the California missions. Van Nuys, CA: Langtry Publications.
- O'Brien, E. (1991). Anita of Rancho del Mar. Santa Barbara, CA: Fithian Press.
- Rawls, J. (1993). Never turn back: Father Serra's mission. New York: Steck-Vaughn Company.
- Reinstedt, R. (1993). Tales and Treasures of California missions. Carmel, CA: Ghost Town Publications.
- Van Steenwyk, E. (1995). The California missions. New York: Franklin Watts

### Gold Rush

- Coerr, E. (1988). Chang's paper pony. New York: Harper Trophy.
- Fleischman, S. (1963). By the great horn spoon! Boston, MA: Little, Brown and Company.



- Hoobler, D., & Hoobler, T. (1991). Treasure in the stream: The story of a gold rush girl. Englewood Cliffs, NJ: Silver Burdett Press.
- Ketchum, L. (1996). The gold rush. New York: Little, Brown and Company.
- Klein, J. (1998). Gold rush! The young prospector's guide to striking it rich. Berkeley, CA: Tricycle Press.
- Lake, A. I. (1990). Gold fever. Vero Beach, FL: Rourke Publications, Inc.
- Lewis, T. (1978). Clipper ship. New York: Harper Trophy.
- Lynghem, L. (1988). Gold rush adventure. Van Nuys, CA: Langtry Publications.
- McMorrow, C. (1996). Gold fever! New York: Random House.
- McNeer, M. (1977). The California gold rush. New York: Random House.
- Nixon, J. L. (1987). Fat chance, Claude. New York: Viking Kestrel.
- Rawls, J. (1993). Dame Shirley and the gold rush. New York: Steck-Vaughn Company.
- Reinstedt, R. (1990). One-eyed Charley the California Whip. Carmel, CA: Ghost Town Publications.
- Reinstedt, R. (1994). Tales and treasures of the California gold rush. Carmel, CA: Ghost Town Publications.
- Sheafer, S. A. (1990). Gold country. Montrose, CA: Journal Publications.
- Stein, R. C. (1981). The gold at Sutter's Mill. Chicago: Children's Press.
- Van Steenwyk, E. (1991). The California gold rush. New York: Franklin Watts.



### **Pioneers**

- Coerr, E. (1986). The Josephina story quilt. New York: Harper Trophy.
- Courtault, M. (1986). Going west: Cowboys and pioneers. New York: Young Discovery Library.
- Erickson, P. (1994). Daily life in a covered wagon. New York: Puffin Books.
- Kalman, B., & Everts, T. (1994). A child's day. New York: Crabtree Publishing Company.
- Laurgaard, R. (1989). Patty Reed's doll: The story of the Donner party. Davis, CA: Tomato Enterprises.
- Levine, E. (1986). If you traveled west in a covered wagon. New York: Scholastic, Inc.
- Levitin, S. (1996). Nine for California. New York: Orchard Books.
- Moss, M. (1998). Rachel's journal. New York: Harcourt Brace and Company.

### **Transcontinental Railroad**

- Anderson, P. (1996). The transcontinental railroad. New York: Children's Press.
- Fraser, M. A. (1993). Ten mile day and the building of the transcontinental railroad. New York: Henry Holt and Company.
- Goble, P. (1987). Death of the iron horse. New York: Aladdin Paperbacks.

### **Farming**

- Altman, L. J. (1993). Amelia's road. New York: Lee and Low Books Inc.
- Gates, D. (1968). Blue willow. New York: Puffin Books.
- Turner, A. (1995). Dust for dinner. New York: Harper Trophy.

### **Other Moments in California History**

- Coerr, E. (1995). Buffalo Bill and the pony express. New

### **Other Moments in California History**

- Coerr, E. (1995). Buffalo Bill and the pony express. New York: Harper Trophy.
- Gregory, K. (1994). Jimmy Spoon and the pony express. New York: Scholastic, Inc.
- O'Dell, S. (1960). Island of the blue dolphins. New York: Dell Publishing.
- Reinstadt, R. (1996). Lean John, California's horseback hero. Carmel, CA: Ghost Town Publications.
- Reinstadt, R. (1986). Stagecoach Santa. Carmel, CA: Ghost Town Publications.
- Uchida, Y. (1993). The bracelet. New York: Philomel Books.

## **APPENDIX C: HyperStudio Stack**

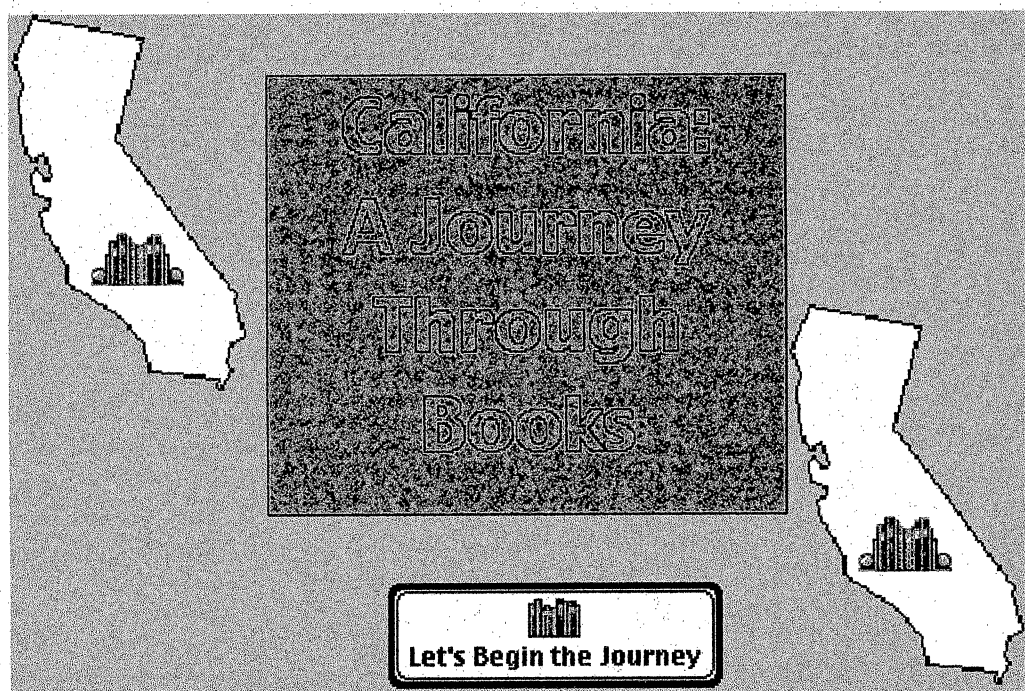
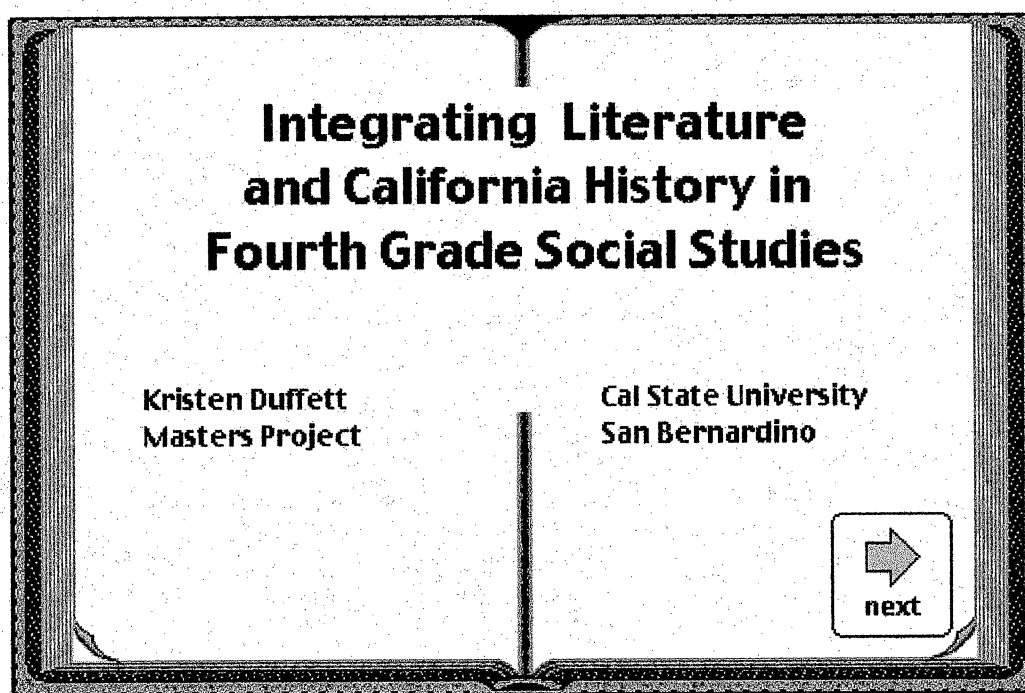


## HYPERSTUDIO STACK

### Introduction

The following pages are hard copies of the pages from "California - A Journey Through Books." Perhaps seeing these cards from this HyperStudio stack will enable fellow teachers a way to visualize this project. The actual cards are in color, and sound is included as you journey from one card to the next.

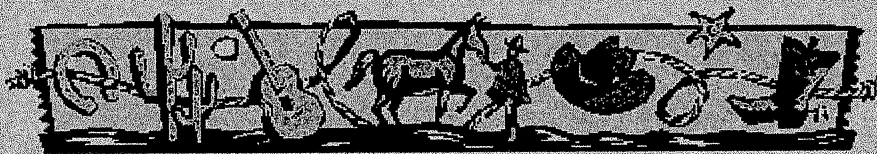
If you are interested in obtaining a copy of "California - A Journey Through Books," you may contact Kristen Duffett through the Corona Norco Unified School District.



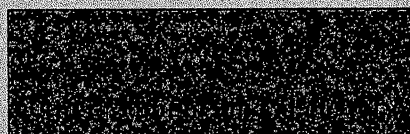
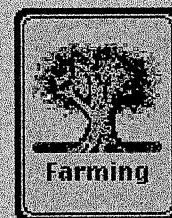


You are about to begin an exciting journey! The history of California is told through many stories. On the next page you will choose what part of California's history you want to read about. You will soon be introduced to many different books. Some of the books are fiction and some are nonfiction. All of the books that you read about are in our classroom library or in the school library. Please use this tour to get acquainted with all of the wonderful books and stories we have about California!

\*\*\*Use the arrow keys to scroll through text\*\*\*



## A Look at California's Past





**Island of the Blue Dolphins**

*By: Scott O'Dell*

Chapter book

This is the story of a young Indian girl who lives on an island near Santa Barbara. She faces a lot of challenges and struggles, but manages to make it. Read it to find out what happened to this girl!



Home



The Pony Express

**The Bracelet**

*By: Yoshiko Uchida*

Picture book

As a young girl, Emi is sent away to live in an internment camp during the war. She is sad to leave her best friend, Laurie. Laurie gives Emi a special bracelet to remember her by. This book tells the true story of what happened to many Japanese Americans during World War Two.

**Buffalo Bill and the Pony Express**

*By: Ellen Coerr*

An I Can Read Book, level 3

Bill Cody was fifteen years old when he joined the Pony Express. Read this book to find out what kind of adventures Bill had as he became the famous Buffalo Bill, the bravest rider on the Pony Express.



Home



Onward..... to more adventure

**Jimmy Spoon and the Pony Express**

*By: Kristiana Gregory*

Chapter book

Jimmy sees this ad for pony express riders and knows that this is what he must do.....

Wanted:

Young, skinny, wiry fellows not over 18.  
Must be expert riders,  
willing to risk death daily,  
orphans preferred.

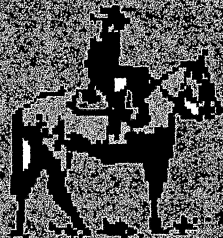


**Lean John, California's Horseback Hero**

*By: Randall Reinstedt*

Chapter book

This book is about a California hero named Lean John. He was important during the time of the Bear Flag Revolt during the 1840's. Read about his incredible horseback ride from Los Angeles to San Francisco. Read to see if you consider him a hero!



**Stagecoach Santa**

*By: Randall Reinstedt*

Chapter book

It is Christmas Eve in 1881, and eight-year-old Carl is confused. What will Christmas be like in California? How will Santa be able to deliver presents if there isn't any snow? This is a really neat story about a boy and his wish.....

**Daily Life in a Covered Wagon**

*By: Paul Erickson*

This book explores what life was really like on the wagon trail. Find out what they wore, how they crossed rivers, and other exciting details! This book has great pictures.

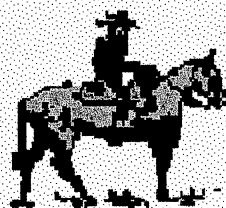


**Nine for California**

*By: Sonia Levitin*

Picture book

This is a funny story about a woman who takes her five kids to California on a stagecoach. Her husband is already in California and she decides to join him. Find out what happens to Amanda and her family on this exciting ride to California!



**Going West:  
Cowboys and Pioneers**  
*By: Marie Courtault*

This is a great book to find answers to many questions about pioneers. There is a lot of information in this little book....from wagons to the Pony Express.... read on to learn more!

**A Child's Day**  
*By: Bobbie Kalman*

This book tells what life was like for pioneer children. It tells about their chores, what they did for fun, and where they went to school. It has great pictures too!



**Rachel's Journal**  
*By: Marissa Moss*

This is a journal kept by a pioneer girl from March 10, 1850 until October 23, 1850. In here she tells all about the trip from Illinois to California. Her family had lots of adventures to tell about!



**Patty Reed's Doll: The Story  
of the Donner Party**  
*By: Rachel Laurgaard*  
Chapter book

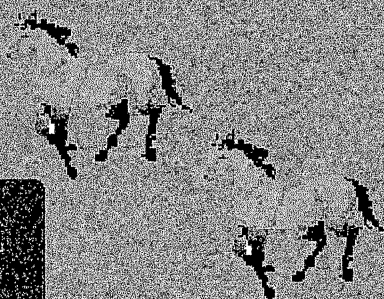
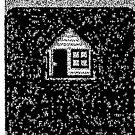
In 1846 a group of pioneers known as the Donner party traveled to California. This is their story, told by a young girl's wooden doll.

**The Josephina Story Quilt**  
*By: Ellen Coerr*  
An I Can Read Book

In 1850 Faith's family is headed to California by covered wagon. Faith really wants to take her old hen, Josefina with them on the journey. She begs her father to allow the old hen to join them. Read and find out

**If You Traveled West in a  
Covered Wagon**  
*By: Ellen Levine*

This book has the answers to all your questions about traveling west in a covered wagon. Although they travel to Oregon, instead of California, the experiences are the same. Any questions? Just look in this book!



### **Amelia's Road**

by: Linda Jacobs Altman

*Picture book*

Amelia Martinez hates roads. Roads take her to fields where her family works all day and to schools where no one knows her name. Find out what life is like for a child of migrant workers.

More About Farming



home



### **Blue Willow**

by: Doris Gates

*Chapter book, 172 pgs*

To Janey Larkin, the blue willow plate was the most beautiful thing in her life. It was a symbol of the home that she could dimly remember. Janey's dad was an itinerant worker, and Janey didn't have a home she could call her own. Janey dreams of having a home to call her own.



home

### **Dust For Dinner**

by: Ann Turner

**Chapter Book**

**An I Can Read Book, level 3**

Jake and Maggy have to move to California with their parents because the dust storms ruined their farm. They face some tough challenges along the way. They are sure that if their family can stay together then everything will work out just fine.



Home



**A Mission for the People:  
The Story of La Purisima**

by: Mary Ann Fraser  
*Picture Book*

This is a story of the Chumash Indians and of all who came to live at La Purisima. It's beautiful illustrations really show what mission life was like.

**Never Turn Back:  
Father Serra's Mission**

by: Jim Rawls  
*Chapter Book*

Father Serra, the founder of many missions in California, is introduced in this book. This is the story of the first mission in California and its founder.



home



More Mission Books

**The Mission**

by: Sally Hayton-Keeva

This story tells about the mission in Sonoma. It tells about the Indians who lived on the land before the mission and how life changed for them. The mission is still standing in Sonoma!



home



**California Missions**

by: Hubert Lowman

This is a booklet full of beautiful color photos of the 21 California missions. There is a bit of information next to each photo.

**To Fly With The  
Swallows**

by: Dana Catherine  
de Ruiz  
*Chapter book*

This is a story about a girl named Concha who lives in a presidio. She is restless and seeks adventure.....



More Missions



### **Vallejo and the Four Flags**

*By: Esther Comstock*  
Chapter Book

Mariano Vallejo's biography tells of an important part of California's history. This story begins when Mariano is ten years old and on the lookout for pirate ships. It tells of the important contributions he made to California's history. You'll know a lot more about California history when you



 More Missions

### **Anita of Rancho Del Mar**

*By: Elaine O'Brien*  
Chapter Book

This is an action packed story about a young girl and her adventures. The setting for this story is in Alta California during the 1830's. Anita lives on a Spanish land-grant rancho. Read it to find out how Anita deals with everything from lost babies to villains. Adventure!



Home



### **The Indians and the California Missions**

*By: Linda Lyngheim*

This book has tons of information about all of the missions in California. It also tells about the tribes of Indians that lived on the land before the missions were built. It has pictures of each mission and floor plan drawings.

\*A good book for research.\*



Home

### **The California Missions**

*By: Elizabeth VanSteenwyk*

There are many beautiful photographs of the missions in this book. It has lots of information about missions in general. A good book to read to get a better understanding of mission life.

### **Tales and Treasures of California Missions**

*By: Randall Reinstedt*

Loaded with legends and lore, this book is full of adventures during mission times. Read about tragic shipwrecks, lost mines, buried bandit's loot, and fabled Indian gold.

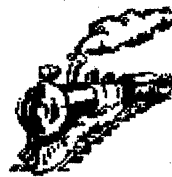




**Ten Mile Day and the Building  
of the Transcontinental  
Railroad**

by: Mary Ann Fraser  
*Picture book*

This is a story about the  
transcontinental railroad and  
the people who built it. Many  
of the workers were Chinese.



➔  
More Railroad

**The Transcontinental Railroad**

By: Peter Anderson  
A non-fiction book

This book tells the history of the  
railroad. Who built it, who  
worked on it, and importance it  
had in America. It has great  
black and white photos.



home

**Death of the Iron Horse**

By: Paul Goble  
Picture book

This is a story about a group of  
young Cheyenne braves who  
attack a freight train. They derail  
it and raid it. They are angry that  
the train goes through their  
land. Read it to hear how the  
Native Americans felt about the  
white men who intruded on their  
land.



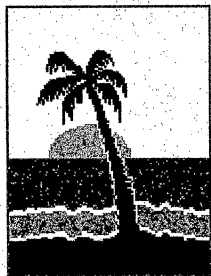
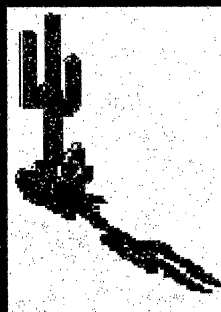
Home

### **CALIFORNIA Here We Come!**

by: Pam Munoz Ryan

*Picture book*

Come along with Carmen for a tour through California - the golden state! See the beaches of San Diego, the redwoods of Eureka, the farmland of Central Valley, and hot Death Valley. A fun, rhyming book!



### **California**

by: Kathy Pelta

This book has tons of information about California! There are beautiful photographs of the land, the animals, and the people of our state. It's a fun book to look at!

### **Gold Rush! The Young Prospector's Guide to Striking it Rich**

by: James Klein

*Chapter book*

This book will tell you how to look for gold. It tells about the different people involved in the gold rush. This book also explains how people became rich and famous during gold rushes around the world.



### **More Gold Rush Books**

#### **Dame Shirley and the Gold Rush**

by: Jim Rawls

*Chapter book*

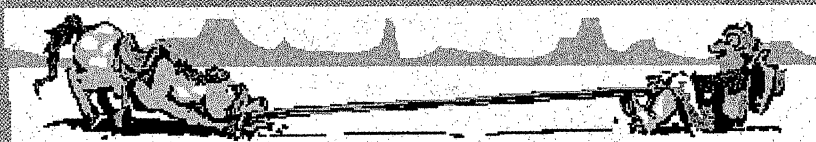
Read all about a young woman in the gold rush! Dame Shirley is a young woman whose restless spirit thrives in the exciting and

#### **Gold Fever!**

by: Catherine McMorro

*Chapter book*

The Forty-niners came to California in search for gold. Some became millionaires, others did not. Find out how gold fever spread across the nation!



### **The California Gold Rush**

by: May McNeer

*Chapter book*

This is a true-life adventure story that recreates "the days of old, the days of gold" when young men went west to look for riches. An exciting story about a time when it seemed that anything could happen.

### **Treasure in the Stream:**

#### **The Story of a Gold Rush Girl**

by: D. & T. Hoobler

*Chapter book*

This is a story about a young girl who lives on a farm in northern California in 1848. Gold is discovered near her family's farm and soon she is caught up in the search for gold.

### **GOLD COUNTRY**

by: Silvia Ann Sheaffer

A wonderful collection of newspaper articles from the gold rush era. Black and white photos and true stories. A fun book to look through and enjoy!



Home



More Gold Rush books

### **The California Gold Rush**

by: Elizabeth Van Steenwyk

*Chapter book*

This is a non-fiction book about the gold rush. It tells how the rush for gold started and what life was like for the miners. There are great illustrations.



### **Fat Chance, Claude**

by: Joan Nixon

*A fictional story*

Out on the trail Claude and Shirley meet and become good friends. Until both find a gold nugget and race each other to file a claim. Is this the end of Claude and Shirley's friendship? Will



home

### **GOLD FEVER**

by: A.J. Lake

This book has lots of information about many aspects of the gold rush. There is a lot of information about how people traveled to California. The Miner's Ten Commandments, including, "Thou shalt not kill thy body by working in the rain" are included in this factual account of



**By The Great Horn Spoon**

by: Sid Fleischman

*Chapter book*

It was 1849 and the California Gold Rush was on! Two stowaways, Jack and Praiseworthy were hiding on board the ship, Lady Wheeler, which was headed to California. This is a funny story about the adventures of Jack and Praiseworthy during the



home



More

**The Gold at Sutter's Mill**

by: R. Conrad Stein

This story tells about what happened at Sutter's Mill with the discovery of gold in 1849. It tells what it meant to "see the elephant" along with other gold rush tales.

**Gold Rush Adventure**

by: Linda Lyngheim

*Chapter book*

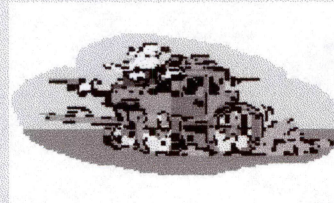
This book is based on facts and tells all about the gold rush. The author took a trip through the gold country and the mining towns and decided to write a book about the gold rush just for kids! There are old photos of miners and great illustrations!

**Chang's Paper Pony**

by: Eleanor Coerr

An I Can Read Book  
Level 3

Chang lives in San Francisco with his grandfather during the Gold Rush. Chang's dream is to own a horse of his own. He would need a lot of gold to buy his own horse. Will he get a horse? Read the book to find out!



Next

**One-Eyed Charley, The California Whip**

by: Randall Reinstedt

*Chapter book*

This is an exciting story about a stagecoach driver named Charley. Charley drove the stagecoach during the time of the Gold Rush. The tale is told by a kindly banker to a group of kids in a one-room school house. Read all about the holdups, bandits, and wild races that Charley encounters. Alas, Charley has a secret, can you find out what it is?



Home

**Tales and Treasures of the  
California Gold Rush**

*by: Randall Reindstedt*

**Chapter book**

This book is full of exciting stories about the Gold Rush. There are stories about treasures and outlaws. You can choose a chapter that interests you or read the whole book. Reading these stories will make you feel like you are a part of the Gold Rush!



**The Gold Rush**

*By: Liza Ketchum*

**Non-fiction chapter book**

This book has wonderful black and white photographs from the Gold Rush. It has stories of real people who lived during the time. This book tells the story of people who left everything behind because they had gold fever. Enjoy the photos!

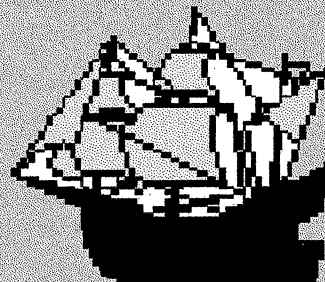


**The Clipper Ship**

*By: Thomas Lewis*

**An I Can Read Book, Level 3**

This is a story about a family who sail a clipper ship from New York to San Francisco. They are bringing people to California during the time of the gold rush. Read it to find out what life was like on board a clipper ship!





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