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A glimpse at the twentieth century: through children's eyes

Kelli M. Allen

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NORTHERN ILLINOIS UNIVERSITY

A Glimpse at the Twentieth Century: Through Children’s Eyes

A Thesis Submitted to the
University Honors Program
In Partial Fulfillment of the
Requirements of the Baccalaureate Degree

With University Honors

Department of Literacy, Intercultural, & Language Education (LILE)

Kelli M. Allen

DeKalb, Illinois

December 2000
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Approved by: Dr. Chris Carger

Department of Literacy, Intercultural, & Language Education (LILE)

Date: 12-13-99
ABSTRACT:

Children's literature is an important part of every child's life. Through literature, a child is able to learn about distant lands and time periods and may experience a multitude of adventures. Unfortunately, authentic children's literature is not used in the classroom often enough. To demonstrate how effectively and easily children's literature can be incorporated into the elementary curriculum, I have created an interdisciplinary unit to be used in a sixth grade classroom. I have chosen six books which each represent one major historical event in the American Twentieth Century. After reading each book I have written a three to four week activity outline that will teach concepts associated with the events depicted in the book. This unit can be used alone as a whole, or it can be broken down into its individual books to be used in conjunction with an existing history unit. Through this unit, children are able to live vicariously through each event rather than just memorizing the facts of each event.
A Glimpse at the Twentieth Century: Through Children’s Eyes
By: Kelli M. Allen

Unit Topic: 20th Century-interdisciplinary

Grade Level: 6th

Estimated length: 21 weeks

Rationale: This unit attempts to go beyond just teaching students major historical facts. By using children’s literature as a springboard into the past I hope that students will be able to gain a more emotional view of the events of the Twentieth Century in America. I chose to focus on American life throughout the Twentieth Century, so by no means is this an exhaustive look at historical events of the world.

Goals: Upon completion of this unit, students will be able to...
1. chronicle the major historical events of the American 20th Century.
2. empathize with the problems faced by the characters in each book.
3. describe the historical and emotional facets of the Twentieth Century.
4. create a visual time line for the rest of the school to view.
5. fulfill all objectives for each book.

Unit Culminating Activity:
Students will invite their friends and families into the classroom to view their work. Pictures will be taken of students throughout the unit, which will also be posted on the public timeline. Students will keep all of their work in a binder for easy viewing by their guests. At this reception, students will discuss what they have learned about the Twentieth Century and the group as a whole will make predictions for the next century.
A Glimpse at the Twentieth Century:
Through Children’s Eyes
By: Kelli M. Allen

- WWI-Good-bye, Billy Radish
  By: Gloria Skurzynski
- Great Depression-Borrowed Children
  By: George Ella Lyon
- WWII-Lily’s Crossing
  By: Patricia Reilly Giff
- Gang Violence-Scorpions
  By: Walter Dean Myers
- Vietnam War-Park’s Quest
  By: Katherine Paterson
- Civil Rights-The Watsons Go to Birmingham-1963
  By: Christopher Paul Curtis
I. Background on the Author
Gloria Skurzynski was born in 1903 in Duquesne, PA. She attended Mt. Mercy College in Pittsburgh, PA from 1948 to 1950. She has written over 20 children’s books in genres such as children’s fiction, nonfiction, and the sciences. Among her many awards are the Golden Kite Award and Best Book of the Year by the American Library Association, both for The Tempering. She currently resides in Salt Lake City, Utah with her husband.

II. Objectives
Upon completion of this book, the students will be able to...
1. describe what American life was like during WWI.
2. write about the end of WWI.
3. discuss the importance of citizenship and national symbols.
4. identify the importance of a Ukrainian Easter egg and create one of their own.
5. locate Pennsylvania, France, and Ukraine on a map and calculate distances and travel times to journey from one location to the other.
6. experiment with the basic premises of flight and its importance during WWI.

III. Integrated Activities
A. Reading Comprehension
Students will make a time line of certain events throughout the book. These events are scattered throughout the book so the activity will be on going as the students read. After reading a section or two of the book, the students will be given several events that have occurred in the part they have read. The students will then organize the events on a time line. Events will consist of story events and historical events discussed in the book. Events include (in correct order):

Group #1
- Hank and Billy meet (pg. 4),
- America joins WWI - April 6, 1917 (pg. 3),
- Hank witnesses the accident at the mill (pg. 18-19),
- Billy gives Hank the eggs (pg. 21),
- boys go to the saloon for the flags (pg. 33-37)

Group #2
- Billy gets into a fight at the festival (pg. 51),
- Hank idolizes Francis X for joining the Army (pg. 58),
- Hank feels ashamed over Francis X’s behavior (pg. 64),
- Billy quits school and goes to work at the mill (pg. 71),
- Billy’s family becomes U.S. citizens (pg. 85),
- Billy shows Hank around the mill (pg. 89),
- Francis X is killed in the war in France (pg. 93)

Group #3
- Hank & Billy go to the Art Museum for the first time (pg. 100),
- Hank & Billy discover their interest in girls (pg. 108),
- The war is over - November 11, 1918 (pg. 111),
Hank delivers Margie’s baby, William (p. 118),
Hank sees Billy alive for the last time (pg. 124),
Hank secretly goes to Billy’s funeral, to say good-bye to Billy (pg. 129)

B. Writing
During WWI, newspapers were the main way that people got their news. They served a vital function in society. The students will design the front page of a newspaper, which will include an article about the end of WWI. They will look at old newspapers from that time period to get an idea of what newspapers used to look like. They should mention how long the war lasted and how the war was ended (signing of the Treaty of Versailles). This corresponds with pages 111-114 in the book.

C. Science
World War I was the first war, which used airplanes as a mode of attack. The American bomber pilots fascinate Billy and Hank, and Hank keeps a picture of one tacked to his wall. But how does such a heavy plane stay in the air? In this activity, students will look at how air effects falling objects. Students will drop several objects including: crumpled paper ball, flat sheet of paper, and a “parachute” made from plastic wrap, string, and paper clips. Students will note how long the objects stayed in the air and speculate as to why certain objects stayed in the air longer. Hopefully students will discover that air pressure is what keeps the objects in the air longer and the more surface area an object has, the longer it will stay in the air (if they don’t come up with it on their own, the teacher will explain it to them). This activity corresponds to page 2 in the book.

D. Math
Using a map of the world, students will find Pennsylvania, Ukraine, and France on the map. Then, using the key, they will determine by how many miles/kilometers the three locations are separated. Students will then figure out approximately how long it would take to travel from one place to the other using various modes of transportation (the average speed of each mode of transportation will be supplied by the teacher). This activity will help students understand just how far away the places in the book are. This does not correspond to any particular page in the book, but Billy was from Ukraine, and the soldiers were being sent to France.

E. Social Studies
During WWI many immigrants came to America looking for a better life. Many U.S. employers believed that the immigrants would work harder for the war effort if they became U.S. citizens, so employers encouraged their immigrant workers to go through the naturalization process. The students will learn about the importance of citizenship and discuss the symbols of citizenship found in America, such as the American flag, bald eagle, and the National Anthem. In a classroom discussion, students will speculate reasons why it was so important for Billy's family to become American citizens. This corresponds to pages 81-86 in the book.
F. Art
Students are going to design and create their own Ukrainian Easter Eggs. The teacher will read about the importance of the eggs to the Ukrainian people and then she will show them what several different designs mean using the book *Eggs Beautiful: How to Make Ukrainian Easter Eggs*. The students will choose designs from the book and paint wooden eggs. They will then share their egg with the class and tell about what the design they chose means. This corresponds to pages 21-22 in the book.

IV. Schedule of page/chapter assignments
***see attached calendar***

V. Related Literature
A. Novels
   1. *Fire in the Hills* by Anna Myers
   2. *Ruthie’s Gift* by Kimberly Brubaker Bradley
B. Picture Books or more Novels
   1. *The Star-Spangled Banner* illustrated by Peter Spier
   2. *No Star Nights* by Anna Egan Smucker
C. Related non-fiction books
   1. *Our National Symbols* by Linda Carlson Johnson
   3. *The Wright Brothers: How they Invented the Airplane* by Russell Freedman
D. Internet site
   1. www.kidinfo.com

VI. Culminating Activity
At the end of the book the students will each create a picture (8-1/2 x 11), write a poem or essay, or produce some other visible representation of what they think the most important thing about World War I is. These will then be placed in a hallway on a time line of the twentieth century for the rest of the school to see. The time line will grow more and more until the time line is complete.

VII. Unit Plan Web
***see attached***
Good-bye, Billy Radish
Gloria Skurzynski
Reading Schedule

***Page numbers indicate assigned readings for the given night.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
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<tbody>
<tr>
<td>pg. 1-10</td>
<td>pg. 11-20</td>
<td>pg. 21-31</td>
<td>pg. 31-39</td>
<td>pg. 39-55</td>
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<tr>
<td></td>
<td>Science-flight</td>
<td></td>
<td>Art-eggs</td>
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<td></td>
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<tr>
<td>pg. 57-67</td>
<td>pg. 69-79</td>
<td>pg. 81-97</td>
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<td>pg. 97-109</td>
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<tr>
<td>Reading Comp.</td>
<td></td>
<td>Math-distances</td>
<td></td>
<td>Social Studies-</td>
<td></td>
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<tr>
<td>Group #1</td>
<td></td>
<td></td>
<td></td>
<td>citizenship</td>
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<tr>
<td>pg. 111-125</td>
<td>pg. 127-137</td>
<td>Writing-</td>
<td>Reading Comp.</td>
<td>Culminating</td>
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<td></td>
</tr>
<tr>
<td>Reading Comp.</td>
<td></td>
<td>newspaper</td>
<td>Group #3</td>
<td>Activity</td>
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<tr>
<td>Group #2</td>
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</tbody>
</table>
Good-bye, Billy Radish
By: Gloria Skurzynski

- Reading Comp.-time line
- Science-flight
- Math-map and distances
- Writing-newspaper
- Social Studies-citizenship
- Culminating Activity-picture or poem
- Art-eggs
I. Background on the Author
George Ella Lyon was born in 1949 in Harlan, KY. She attended several colleges and universities including; Centre College of Kentucky (B.A.), University of Arkansas (M.A.), and Indiana University (Ph.D.). She began writing seriously while she was an English instructor at the University of Kentucky. She has always remained active in education through her many faculty positions at universities throughout the southern United States. Her main genre is children's fiction books. Borrowed Children was her first novel, but since then she has gone on to write several children's books. She currently resides in Lexington, KY.

II. Objectives
Upon completion of this book, the students will be able to...
1. discuss what life was like for many families during the Depression.
2. retell the story for younger readers.
3. state the major cause of the Depression.
4. buy, sell, and trade stocks in a simulation game.

III. Integrated Activities
A. Reading Comprehension/Writing
This activity combines two content areas and will be ongoing throughout the book. Students will be required to simplify the story and write their own picture storybook for younger readers using the story line from the novel. The teacher will guide them in their writing by helping them pick out important events that should be included in the picture book. On selected days throughout the three-week period, we will have writing days where students can work on their books. When the books are completed, students may volunteer to read their books to lower grades within the school.

B. Science
(I really cannot come up with a science activity related to this book)

C. Math
This story takes place during the Great Depression, which was caused by the stock market crash of 1929. Before we start reading the book, we will have a lesson on the stock market crash. Then every student will be given an account at [http://library.advanced.org/10326], which is an investment, simulation website that allows people to practice investing in the stock market before they actually have to put any money down. Students will be able to research stocks at this site and then buy, sell, and trade using real stock market data. Students will keep track of their stocks during our by-weekly computer time and watch their gains and losses and report their success to the class at the end of the book (of course, they will be able to continue their accounts even after the unit is finished). It is also possible to set up a group account where the whole class has just one account and this may be a little easier for
sixth graders. This activity does not directly correspond with pages in the book, but it is a worthwhile lesson that will teach them about much about the Great Depression.

D. Social Studies
Mandy must sacrifice her education when her baby brother is born and her mother is too ill to care for it. To support the stock market activity, student will learn about the business cycle. They will investigate the meanings of definitions associated with this cycle, such as, boom, recession, depression, panic. They will identify where they think America is in its current business cycle, and why they think that. Then the teacher will tell them that the state of Illinois overspent it education budget and harsh cutbacks are needed to balance the budget. They need to cut programs that are not necessary in the schools, which would simulate a depression in Illinois schools. Have students give their reasons for cutting certain programs and write them on the board. Then have students vote on which programs to cut. This activity encompasses a lot of ideas and may take more than one day to complete. It corresponds with the overall theme of the book, but would not be introduced until Amanda has to quit school on page 40.

E. Music
Students will listen to the "Song of the South" by Alabama, which describes the period of the Great Depression. They will each be given the lyrics with certain words or phrases highlighted. The students are to figure out what the words and phrases mean using whatever resources are available to them. They will write their answers down and then we will discuss their answers and speculate about why the writer will, "never look back again," which will lead us into the next book.

IV. Schedule of Page/Chapter Assignment
***see attached***

V. Related Literature
A. Novels
1. Roll of Thunder, Hear My Cry by Mildred Taylor
2. Grandpa Jake & The Grand Christmas by Mildred Ames
B. Picture Books of more novels
1. Out of the Dust by Karen Hesse
2. Love From Your Friend, Hannah by Mindy Warshaw Skolsky
C. Non-Fiction Books
1. Eleanor Roosevelt: A Life of Discovery by Russell Freedman
2. Cornerstones of Freedom: The Great Depression by Richard Conrad Stein
D. Internet site
1. www.kidinfo.com

VI. Culminating Activity
To add to our timeline, the students will write letters to Mrs. Roosevelt asking for help from the depression, just like so many families did during those hard times. These too will be displayed on the giant timeline in the hall.
VII. Unit Plan Web

***see attached***
Borrowed Children
George Ella Lyon
Reading Schedule

***Page numbers indicate assigned readings for the given night.

<table>
<thead>
<tr>
<th>Sunday</th>
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<td>pg. 1-12</td>
<td>pg. 13-24</td>
<td>pg. 25-34</td>
<td>pg. 35-45</td>
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<td>pg. 46-66</td>
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<td>Begin stock</td>
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<td>market</td>
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<td>activity</td>
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<td>pg. 67-78</td>
<td>pg. 79-89</td>
<td>pg. 90-102</td>
<td>pg. 103-114</td>
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<td>pg. 115-135</td>
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<tr>
<td>Social</td>
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<td>story day</td>
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<td>Studies-</td>
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<td>sacrifice</td>
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<tr>
<td>pg. 136-145</td>
<td>pg. 146-154</td>
<td>story day</td>
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<td>Culminating</td>
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<tr>
<td>music</td>
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<td>Activity</td>
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<td>math</td>
<td></td>
</tr>
</tbody>
</table>
Borrowed Children
By: George Ella Lyon

- Reading Comp.-picture book
- Science-
- Math-stock market
- Writing-picture book
- Culminating Activity-letter
- Social Studies-sacrifices
- Music-
  "Song of the South"
I. **Background on the Author**

Patricia Reilly Giff was born in 1935 in Brooklyn, NY. She attended several universities including; Marymount College (B.A.), St. John’s University (M.A.), and Hofstra University where she received her professional diploma in reading. She was a public school teacher for more than 15 years before she became a reading consultant in 1971. Encouraged by her love of reading, she began to write children’s books in 1979. She says that writing is hard work, but since she began writing she has written over 50 children’s books. She currently resides in Weston, CT.

II. **Objectives**

Upon completion of this book, the students will be able to…
1. understand what life was like for many families during WWII.
2. identify several constellations that Lily mentions in the book.
3. develop a plan for rationing food for one month.
4. design a poster for a popular slogan during this era.

III. **Integrated Activities**

A. **Reading Comprehension**

In order for the teacher to be sure that the students are understanding the main character, Lily, students will complete a story pyramid for Lily. A story pyramid uses single words or short phrases to describe a character or event in the story. It is written in pyramid form and the format goes like this:

- main character (1 word)
- describe character (2 words)
- setting (3 words)
- problem (4 words)
- an event (5 words)
- an event (6 words)
- an event (7 words)
- the solution (8 words)

B. **Writing**

Lily’s father writes her several letters and he always mentions books that she should read. Lily is confused by this because most of the books she has already read. It is not until later in the book when she really begins to think about the letters that she figures out that the books are her dad’s way of letting her know where he is. He cannot tell her directly because his letters were censored. The students will pair up, and write coded letters of their own that they will exchange and then try to figure out what the other is trying to tell them. This corresponds to pages 160-161.
C. Science
Lily has lost her mother, but she feels close to her through the stars pasted on her bedroom ceiling. Each summer she brings one star with her to Rockaway. Students will research the constellations mentioned in the book: the Big Dipper, Orion's Belt, and Cassiopeia, and find out what each one represents. They will then make constellations of their own, in groups, using black umbrellas and glow-in-the-dark, sticker stars. Then they can charge up the stars by shining light on them and sit under the umbrellas in the dark, and look at the constellations. Students can turn the umbrellas to show how the constellations change positions. This corresponds to pages 4-5.

D. Math/Social Studies
During World War II, the U.S. government began rationing supplies. Students would be asked to find out what supplies were rationed. Students would also find out what a "victory garden" was used for, and what other efforts or jobs on the home front aided the war effort. Then students would be given a rationing activity and would be asked to plan several meals that would be filling yet still utilize very few ration points. This corresponds to pages 20.

E. Art
Mrs. Sherman has two posters hanging in her shop. One says, "Loose Lips Sink Ships," and the other says, "Someone Talked." Students will design a poster using one of these slogans. The students can look at other posters from the WWII era to help give them ideas, but the teacher will not show them the two real posters until after the activity is completed and the students have had a chance to share their own creations. This corresponds to pages 60 and 79.

IV. Schedule of Page/Chapter Assignments
***see attached***

V. Related Literature
A. Novels
1. Under the Blood Red Sun by Graham Salisbury
2. Stepping on the Cracks by Mary Downing Hahn
B. Picture books or more novels
1. Don’t You Know There’s a War On? by James Stevenson
2. Foster’s War by Carolyn Reeder
C. Non-Fiction Books
1. The Century for Young People by Peter Jennings and Todd Brewster
D. Internet site
1. www.kidinfo.com
VI. **Cumulating Activity**
During World War II there was much activity on the homefront. In an effort to capture this activity, students will create a collage that will be hung on the public timeline. The teacher will supply magazines, newspapers, and other materials that the students can cut from to create their collage.

VII. **Unit Plan Web**
***see attached***
### Reading Schedule

Lily's Crossing
Patricia Reilly Giff
Reading Schedule

***Page numbers indicate assigned readings for the given night.***

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
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<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>pg. 1-11</td>
<td>pg. 12-21</td>
<td>pg. 22-35</td>
<td>pg. 36-45 math/social studies</td>
<td>pg. 46-62</td>
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<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>pg. 63-71</td>
<td>pg. 72-84 art</td>
<td>pg. 85-97 art cont'd.</td>
<td>pg. 98-105</td>
<td>pg. 106-125</td>
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<tr>
<td>pg. 126-132</td>
<td>pg. 133-145</td>
<td>pg. 146-156</td>
<td>pg. 157-166 Reading Comp.</td>
<td>pg. 167-180 Writing</td>
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| Culminating Activity |

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Lily’s Crossing
By: Patricia Reilly Giff

- Reading Comp.-story pyramid
- Science-constellations
- Art-posters
- Writing-coded letter
- Culminating Activity-collage
- Social Studies-rationing
- Math-rationing
I. Background on the Author
Christopher Paul Curtis was born in Flint, MI, and has spent most of his life there. He attended the University of Michigan in Flint and received essay awards for an early draft of The Watsons Go to Birmingham. This was his first novel, and it has received much acclaim. For this novel, he has received a Newbery Honor Medal, the 1996 Coretta Scott King Award, and an ALA Best Book award for Young Adults. He currently works in Allen Park, MI.

II. Objectives
Upon completion of this novel, the students will be able to...
1. describe how life was different for African Americans during the 1950’s and 1960’s.
2. write about the details of the Birmingham church bombing, which is a major event in the story.
3. demonstrate how skin can become frozen to ice or other cold objects.
4. calculate the distance between Flint, MI and Birmingham, AL.
5. explain the importance or music during this time period.

III. Integrated Activities
A. Reading Comprehension
In order to check reading comprehension, students will be asked to draw a postcard and write a few sentences on the back about each chapter. The students will then “send” these to the teacher, i.e. deposit them in a mailbox that she will keep in her room. Students will have 15 postcards in all which can then be bound to create a book similar to The Jolly Postman.

B. Writing
The Watsons are in Birmingham during a difficult time in America. They experience the Birmingham church bombing first-hand when they realize that Joey, Kenny’s sister was at Sunday school during the bombing. Students will be asked to investigate the details of the Birmingham church bombing and to look for the names of the girls listed in the “In Memory” page of the book. Then students will write an informative newspaper article that describes what happened and speculate reasons why this tragedy occurred. This corresponds to chapter 14 in the book.

C. Science
Throughout the novel there is a continuous discussion among the family members about the merits of Michigan and Birmingham winters. The novel opens on one of the coldest days of the year. Kenny describes it as being “a zillion degrees below zero” (page 1). In a funny episode, Byron, Kenny’s brother, gets his lips stuck to the mirror of the car in subzero weather. The teacher will discuss whether it is really possible for skin to be stuck so tightly to a frozen object that it might be torn when pulled loose. Kids may remember a similar scene from the movie “A Christmas
The teacher will go on to have a dialogue with students about the properties of water (freezing point, expansion/contraction of water, etc.). Then students will be asked to perform a simple experiment using ice cubes and their fingers. Students will hold an ice cube in their fingers and note that the ice cube will stick to their fingers. Have them speculate reasons why this may occur and then the teacher will discuss why this does occur. This corresponds to pages 12-19.

D. Math
Wilona, Kenny’s mom, goes to great lengths to plan out their car trip from Flint to Birmingham. Students will use an atlas to find the most direct route from Flint, MI to Birmingham, AL. Then they will use the key to figure out the distance in miles and then calculate the amount of time and gas it would take to travel this distance today based on current gas prices and highway speeds. This corresponds to 131 and beyond.

E. Social Studies
Life in 1963 was quite different for African Americans than it is today, especially in the South. The ’60’s were turbulent times in America. Students will be asked to investigate the different ways that blacks and whites were treated during this time period. The teacher will provide a list of things to look for including (but not limited to): school segregation, Rosa Parks and the bus boycott, Martin Luther King, Jr. and his march on Washington, Brown vs. the Board of Education. Students will present their findings in a time line format. This corresponds to the second half of the book.

F. Music
The Ultra-Glide that Kenny’s dad has installed in their car provides much enjoyment during their long car trip. Music was clearly very important to this family, as it was to many people during this time period. The teacher will bring in several examples of the music recorded during this time period, including the songs mentioned in the book and the class will listen and then analyze the messages in the songs. This corresponds to pages 109-120.

IV. Schedule of Page/Chapter Assignments
*** see attached***

V. Related Literature
A. Novels
1. Beyond Mayfield by Vaunda Micheaux Nelson
2. Dangerous Skies by Suzanne Fischer Staples
B. Picture Books or more novels
1. A Picture Book of Rosa Parks by David Adler
2. If You Lived at the Time of Martin Luther King by Ellen Levine
C. Non-Fiction
1. Rosa Parks by Eloise Greenfield
2. Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle by Sara Bullard
D. Internet site
   1. www.kidinfo.com

VI. Culminating Activity
There are several photos on the cover of people we assume to be the Watsons. To add to our timeline, students will pick an event from the book or another historical event from this time period and draw or find old photos to illustrate what was happening during this time in America’s history. In essence they will make a collage of the 1960’s, which will be hung on the timeline in the hallway.

VII. Unit Plan Web
***see attached***
The Watsons Go to Birmingham-1963
Christopher Paul Curtis
Reading Schedule

***Page numbers indicate assigned readings for the given night.

<table>
<thead>
<tr>
<th>Sunday</th>
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*** reading comprehension will be done at the end of each chapter
The Watsons Go to Birmingham-1963
By: Christopher Paul Curtis

- Reading Comp.-postcards
- Science-freezing skin
- Math-map and distances
- Writing-newspaper
- Social Studies-time line
- Music-1960’s songs
- Culminating Activity-collage
I. Background on the Author
Katherine Paterson was born in 1932 in Qing Jiang, China while her parents were missionaries there. She later relocated to North Carolina where she says that she did not fit in well. She attended King College, the Presbyterian School of Christian Education, Union Theological Seminary, and has done post-graduate work at Kobe School of Japanese Language. In addition to writing children’s fiction and non-fiction, she also translates books and is a literary critic and historian. She has been awarded two Newbery Medals for her works as a children’s novelist. She currently resides in Vermont.

II. Objectives
Upon completion of this unit, students will be able to...
1. discuss events leading up to the Vietnam War.
2. identify opposition to the war through music recorded during this era.
3. empathize with Park’s desire to learn more about his father.
4. pick out Vietnam on a map.

III. Integrated Activities
A. Reading Comprehension
   Students will complete a story pyramid (see Lily’s Crossing activities for format) for Park and his quest. Several will be completed throughout the book, because throughout his quest there are several problems that he must overcome. First, he has to get his mom to let him go, then he must learn to deal with Thanh, and then finally learning the truth about his father.

B. Writing
   Park is very passionate about learning more information about his father. He goes to great lengths to finally learn the truth. Students will write about something that they have wanted and how they finally got it or how they felt when they did not get it. Students may choose to share their quests with the rest of the class, or they may keep them private, but the goal is to get them to reflect on the feelings associated with their quest. This corresponds with the overall theme of the book.

C. Science
   (I cannot come up with an activity related to this book)

D. Math/Geography
   This activity is similar to the activity that the students did when they read Good-bye, Billy Radish by Gloria Skurzynski. Students will locate Vietnam and Virginia and figure the distance between the two. Students will also call local travel agents to find out the costs of traveling to from Virginia to Vietnam. Students will bring in their price quotes and we will compare prices to find out which travel agent offers the best rates for the most direct trip.
E. Social Studies
Although this book does not focus on the Vietnam War, but rather some of its consequences, students should understand why this war took place and what it was like for many Americans during this era. Students will research this war and find out what events lead up to the war and some of the events that occurred during the war itself and finally how the war was ended. They put these events in order on a timeline and their findings will be discussed in class.

F. Music
Many people in America heavily opposed the Vietnam War. Many songwriters showed their opposition of the war through their song lyrics. The students will listen to several songs from this time period and will discuss what each song is trying to say about the war. Some examples of songs might be, “Blowin’ in the Wind” by Bob Dylan, “Fortunate Son” by Creedence Clearwater Revival, or “For What is it Worth” by Buffalo Springfield.

IV. Schedule of Page/Chapter Assignments
*** see attached***

V. Related Literature
A. Novels
   1. Plain City by Virginia Hamilton (story about a girl in search of her father)
   2.
B. Picture Books or more novels
   1. A Wall of Names: The Story of the Vietnam Veterans Memorial by Judy Donnelly
   2. Their Names to Live: What the Vietnam Veterans Memorial Means to Americans by Brent Ashabranner
C. Non-Fiction
   1. The Century for Young People by Peter Jennings and Todd Brewster
D. Internet Site
   1. www.kidinfo.com

VI. Culminating Activity
The Vietnam Veterans Memorial in Washington, D.C. is a major symbol of the lives lost during this treacherous war. Millions of people visit this memorial every year to remember lost loved ones and to pay their respects to soldiers they never met. Students will visit a local veteran’s memorial and then describe the feelings they felt when they saw all the names of people who have died fighting for our country. These descriptions will be hung on the timeline with the students’ permission.

VII. Unit Plan Web
***see attached***
**Park's Quest**
Katherine Paterson
Reading Schedule

***Page numbers indicate assigned readings for the given night.***

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Park’s Quest
By: Katherine Paterson

- Reading Comp.-story pyramid
- Science-
- Math-map and distances
- Writing-personal quest
- Social Studies-time line
- Culminating Activity-memorial
- Music-opposition through songs
I. Background on the Author
Walter Dean Myers was born Walter Milton Myers in 1937 in Martinsburg, WV. At the age of three he was adopted by Herbert and Florence Dean, which accounts for his name change. Although the poems he wrote as a teen won him many high school awards, his parents did not encourage his literary talents. After a three-year enlistment in the Army (1954-1957), Myers received his BA from Empire State College, but he did not begin writing full-time until 1977. Since then Myers has become one of modern literature's premier authors of fiction for young black people. He has received two Coretta Scott King Awards for his writings and he continues to produce quality novels that capture the essence of the developing experiences of youth.

II. Objectives
Upon completion of this book, students should be able to...
1. compare and contrast the two main characters and their roles in the story.
2. assume the identity of each of the two boys and carry on the story in the form of letters.
3. identify the harmful affects that drugs can have on a person.
4. explain that every culture or group has symbols of citizenship, even gangs.
5. demonstrate various ways to say “no” to peer pressure.

III. Integrated Activities
A. Reading Comprehension
In order to check reading comprehension, the teacher will post a giant Venn diagram on the wall and at various intervals throughout the book, the class will compare the two boys and their reactions to various situations. Students will fill out the diagram as they read with various traits and characteristics of the two main characters, Jamal and Tito.

B. Writing
At the end of the book, Tito moves away to Puerto Rico and leaves Jamal behind. Students will pretend to be Jamal and they will write a letter to Tito, just as if they were writing to own of their own friends who has moved away. The teacher will assign each student’s letter a number and then the letters will be exchanged (this is for identification purposes) anonymously. The receiver will pretend to be Tito and they will reply to Jamal’s letter. This should provide several different views of Tito and Jamal’s friendship and also help students sympathize with losing a friend. This activity obviously corresponds with the end of the book.

C. Science/Social Studies
The boys see how Randy, Jamal’s brother, and his friends are “ messed up” because their drinking and drug use. For this activity, the teacher would have a police officer or drug awareness educator come in and talk about the effects that drugs have on a person’s body and mind. Also, as preparation for the speaker, the teacher would have
students remember back to the discussion they had on citizenship while reading *Good-bye, Billy Radish* and this could lead into a discussion on gang membership and how gangs also have symbols of membership. The police officer could hopefully talk a little more about gang symbols and membership as well. This corresponds with the theme of the book, but also directly to pages 71 and 80.

D. Math
Jamal is always trying to figure out how long it will take him to get enough money to pay for Randy’s court appeal. Students will call a local lawyer and find out how much a real court appeal would cost and then based on their current job or allowance, they will figure how long it would take them to pay for it. This corresponds to several pages in the book, but one example is page 46.

E. Drama
Sometimes it can be very hard to tell a friend no when they want you to do something, even when you know that something is bad. Tito struggles with this when Jamal asks him to do things with the gun that Tito doesn’t like. In groups, students will make up their own skits that involve peer pressure to do something bad, like buy drugs or try alcohol, they will demonstrate several ways of saying no to friends even when they are pressuring you. These skits will be performed in front of the class and possibly in front of other classes.

IV. Schedule of Page/Chapter Assignments
***see attached***

V. Related Literature
A. Novels
1. *Durango Street* by Frank Bonham
2. *Tiger Eyes* by Judy Blume
B. Picture books of more novels
1. *Babylon Boyz* by Jess Mowry
2. *Drive-By* by Lynne Ewing
C. Non-Fiction
1. *Voices from the Streets: Young Gang Members Tell their Stories* by S. Beth Atkin
2. *Gangs and Drugs* by Stanley T. Williams
D. Internet Site
1. www.kidinfo.com

VI. Culminating Activity
The last two decades of the century have presented many new troubles for kids, and they are even harder to resist or avoid. Rather than focusing on the negative things that kids have to face, for the last entry on the time line, students will be asked to create a collage of their own lives because this is the only decade that they have been alive for. This will be a very personal glimpse at the Twentieth Century rather than a historical one. They can include family photos, magazine clippings and any other materials they wish, but it should be something that represents their lifetime so far.
VII. Unit Plan Web

***see attached***
Scorpions
Walter Dean Myers
Reading Schedule

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Scorpions
By: Walter Dean Myers

- Reading Comp.- Venn diagram
- Drama-saying “NO”
- Math-”how long”
- Writing-letters
- Culminating Activity- Personal collage
- Social Studies- gangs & citizenship
- Science- drugs
Bibliography


