

## 1: SAGE Books - Social Studies

*Integrate adventure stories, folktales, and other quality fiction into the social studies curriculum with this Oryx bestseller. The authors describe each publication along with discussions, projects, reports, and other activities that will perfectly complement them.*

Copyright Julie Shepherd Knapp. Eclectic Homeschoolers may also choose to use real books, where ever practical, to keep learning fresh, fun, and interesting. High-quality literature offers a rich tapestry from which to learn vocabulary, grammar, and word usage and sets an example for good writing skills and strategies. Biographies, historic fiction, popular best sellers, and ancient texts are an excellent way to learn about history, geography, philosophy, and cultural studies. Check out resources in the Many find it surprising that math and science concepts can be learned -- from preschool thru high school topics -- by reading interesting books written by real experts. But it is true! There are two very helpful Yahoo! Groups dedicated to parents who wish to use living books to teach wherever possible: Group, which has an accompanying website called Living Math! Group Well-chosen books can make any topic "come alive" and lead a student to be interested in further research. Most importantly, high-quality literature promotes a desire for independent reading, which is, of course, the first step to becoming a "Life-Long Learner". A Literature Based approach to homeschooling is an excellent choice for children and parents who already love to read and write. Curriculum Suppliers and Other Resources: The method recommends using "classics" and other "real" books written by quality authors, in their entirety, rather than standard textbooks or "dumbed-down" reading passages. Instead of learning thru lectures, children are required to narrate back what they have learned from reading or observation. Formal lessons are delayed until age 6 and written narration is not required until a child is age 10 - Children use "copy work" and dictation to practice handwriting. History is taught chronologically, using historic fiction, and a history time-line is constructed. Nature walks are encouraged, and a nature notebook and personal journal are kept. Emphasis is on literature, art, music, poetry, bible-study, and history. No workbooks, study guides, tests or competition. After he has turned the matter over in his mind, there is no harm in telling him - and he will remember it - the reason why. Her books include when to teach various topics within the general subject areas.

## 2: An Annotated Bibliography of Resources for Literature-Based Instruction

*Literature-Based Social Studies: Children's Books & Activities to Enrich the K-5 Curriculum / Edition 1 Integrate adventure stories, folktales, and other quality fiction into the social studies curriculum with this Oryx bestseller.*

Phonics is always incorporated in these big books. Phonics is needed to isolate the sound of a letter or the blend of letters. Each book that has been chosen for the 1st grade has a phonics skill in mind to teach. For example, we have at least 1 book for each short and long vowel. We also have books that teach different kinds of words. These books are not only educational but enhance enjoyment for reading. We have books that are full of science and social studies information as well. These science and social studies books will enrich and enhance the first grade science and social studies curriculum. The children will be story webbing from the big books identifying main character, plot, setting, problem, and solution. The class will also practice sequencing events from the big books. The children will compare and contrast big books to other books. They will also be doing character analysis and story mapping identifying the beginning, middle, and end to a story. Phonics lessons are not the only lessons taught from big books. As stated earlier, our weekly lessons or themes come out of the big book. The lessons extend across the curriculum. The big books will offer reading, writing, spelling, science, social studies, math, creative art, and music lessons. Making class big books are part of the literature based activities program. The idea of the class created big book comes from the big book or other related literature that we are reading in class. We make a class big book about once a month. We do the entire writing process. The children first brainstorm their idea then they tell me what they would like to say. I write their idea on chart paper. Later in the year, I will only write the words that they need help spelling. Next the children write their name, date, and sentence. This is their practice paper. What I look for is the use of capital letters, correct endings, finger spaces between words, and correct letter formation. Finally the child fixes the mistakes and rewrites the sentence.

**Science Units** The first grade will be engaged in six major science units this year. These units will engage students, promote active learning and deeper thinking, spark interest in science and science-related careers, create enduring understanding, build problem-solving skills, and create lifelong learners. We will also be visiting the science lab one period a week where Mrs. Boyer will be co-teaching many experiments to further our units of study. Science is integrated in our thematic weekly topics as well.

**Social Studies** Social Studies is taught throughout the week as it is integrated in our weekly thematic units. However, we will explore the following units of study throughout the year: Students will be engaged in many hands-on lessons throughout the year. You will also see Studies Weekly printed publications coming home with your child. These printed publications are completely aligned to the standards and are a fun way to learn about our world.

## 3: Literature-Based Teacher Resources

*The big books will offer reading, writing, spelling, science, social studies, math, creative art, and music lessons. Making class big books are part of the literature based activities program. The idea of the class created big book comes from the big book or other related literature that we are reading in class.*

Inspire and engage your gifted students by using literature based unit studies in the classroom. Read on to see examples of how to light an educational fire in the hearts and minds of your gifted students. There are many different characteristics that can be identified in a gifted student. Here are a few: They are usually identified by an I. They learn things quickly with less repetition and with a fierce intensity. They are problem solvers and complex thinkers, looking for answers. They are extremely curious about many different things, and are not afraid to ask questions. They are quick to express their personal beliefs and opinions and are very willing to debate. The gifted student may have a high I. For example, a math prodigy may desire to spend every available hour on math, neglecting other subject areas. In addition, many gifted students are underachievers who tend to be over-sensitive and socially inept. Gifted students are more than just bright; they are complex students who need special attention in the classroom. Teaching with literature based unit studies allows you to teach a group of students of various educational levels at the same time, using the same basic lesson plan. The lessons can be easily simplified or expanded to fit the needs of each student. Many are written for home schooled students but can be used in the classroom with great success. You read the book each day, and then follow the reading with learning opportunities, both conversational and concrete. The opportunities are endless! When given a topic, we begin to investigate the topic in many different directions. Occasionally, one of those directions takes us deeper as we desire to internalize the topic. This is true inspired learning. Inspired students are better behaved and more eager to participate in class. Using literature based unit studies will teach your gifted students not only how to learn, but how to enjoy the process.

## 4: Social Studies Resources | Teacher Created Materials

*Ideas for using children's literature suggest ways to extend and enrich the elementary school social studies curriculum beyond the adopted textbook or scope and sequence developed in a local school district or at the state level. The focus of kindergarten through grade three is the study of family.*

While the burden of this mandate fell most heavily on the shoulders of the Language Arts department, we at Robert Wagner Middle School in Manhattan began to discuss ways the social studies department could help to increase literacy, a goal important to all subject areas. As we talked, we agreed that it was misguided to assume that the language arts department should bear all the responsibility. In addition, we lamented the fact that students were not reading anything but the textbook in the social studies classroom and that interesting trade books were often overlooked. So, we decided to do something about this sorrowful lack of interesting young adult literature in the social studies classroom. There were a few obstacles that we could perceive at the outset of our project. First, social studies classrooms were heterogeneous with regard to student abilities and achievement levels. Naturally, we would have to consider these differences. Second, the literature would have to engage students and bring meaning to the topics being studied; this was no small task. The first thing we needed to do was determine what constitutes young adult literature. Young adult literature, she continues, has several characteristics including a young adult protagonist, realistic young adult language, and themes and issues of importance and relevance to young adults. We were aware of the tremendous scholarly support for using young adult literature in the middle school social studies classroom. So, while we could not advocate the complete annihilation of the textbooks, we did feel that integrating young adult literature, which could accommodate a variety of reading levels, would complement the textbook, providing texture and relevance to the material, making it more meaningful to middle school students. Historical fiction can bring historical figures alive for readers and allow them to explore the realities of life, culture, and society during a given period, and adolescent students can relate to the characters in the books as they read fictionalized accounts of the events and circumstances they are learning about in class. And adolescents enjoy reading about other adolescents because they can identify with the protagonists. Literature and literary materials should play an important part in social studies instruction because they convey so well the affective dimension of human experience. The realism achieved through vivid portrayals in works of literature stirs the imagination of the young reader and helps a develop a feeling for and an identification with the topic being studied p. While researchers such as Savage and Savage advocate the inclusion of literature in the social studies classroom for the purpose of making the material more relevant and meaningful to students, Alverman and Phelps name several additional benefits of using literature in content areas, including the following: Reading increases vocabulary, including content-specific terms Literature is often more up-to-date than textbooks Trade books may be more appealing than textbooks Literature goes beyond the facts Literature allows readers to experience other times, other places, other people, and other cultures with empathy Literature can be a powerful catalyst for thoughtful analysis and critical thinking With all of this in mind, we decided that it was not only appropriate for us to incorporate young adult literature into the social studies classroom, but necessary to do so in order to capture the imaginations of our students and encourage various modes of reading and thinking. But we had to find a way to incorporate the books into the classroom in a non-threatening and equitable way. Taking the various reading levels into account, we decided we could offer a variety of titles in the book room from which the students could select their own work, allowing them a sense of ownership over their own reading. When teachers use the text set approach, allowing students the freedom to choose which texts they will read, they give students a sense of ownership of the curriculum, and students are more likely to take responsibility for reading literature they have selected on their own. Since I was the one that picked it, I made sure I finished it on time. This freedom is also a motivating factor for students, who often have more interest in the subject matter being studied in the classroom if they are supplementing their textbook reading with interesting and relevant young adult literature. Establishing a book room also serves another very important purpose. Our social studies classrooms consist of students with various reading abilities. So teachers are

always challenged to meet the needs of all students, and including young adult literature written at varying levels of difficulty helps to accommodate those needs while accomplishing the content area objectives they have set for their students. In our experience, when books are given a good introduction by the teacher, and are available for perusal, students usually select books they are capable of reading. When [my teacher] told us to choose one of six books, I took it really serious[ly] and took my time picking the one I thought I would like best. Once the book room is successfully designed and stocked, teachers will find that a significant change takes place. Discussions of historical periods and the people who shaped them become more vibrant, students are more eager to participate, and a greater level of understanding is achieved by all students. Reading and discussing the different stories allows for more meaningful student involvement and increased motivation and interest in discovering the past and its connection to our lives today. The multi-level book room evens the playing field, so to speak, as the needs of all students are met, and each child has the opportunity to contribute to the conversation. Cooperative groups are an integral part of the book room approach to incorporating young adult literature into the middle school social studies classroom. Cooperative learning has been popular for the last ten to fifteen years, particularly at the middle school level. Indeed, meaningful interaction with peers can be a powerful motivator for middle school students. Cooperative learning helps to clarify the content matter, but it also encourages the practice and development of social skills and cooperation. Students, especially middle school students, love to work and communicate together. Why are they so powerful? Indeed, the arguments for cooperative learning are strong, and the use of literature circles is an excellent way to integrate literature and cooperative learning into the curriculum. Finally, the use of cooperative learning allows teachers to equalize instruction, meeting the needs of all students rather than teaching to the majority but boring those at the higher end of the curve and frustrating those at the lower end. Designing a Flexogeneous Group Strategy

Once the teachers at Wagner understood the importance of incorporating young adult literature into the social studies classroom, I had my work cut out for me in designing a strategy that they could use to easily implement a differentiated approach to teaching young adult literature in the social studies classroom. I met with Marshall George at Fordham University, and he was very enthusiastic about the use of literature circles, especially for same book discussions. I, on the other hand, wanted to accommodate both same-book groups and different-book groups, as this approach would offer teachers the opportunity to incorporate many titles at various reading levels into their heterogeneous classrooms, thereby meeting the needs of all students. Specifically, this strategy requires using two different group settings: In other words, the first round of group discussions takes place among students reading the same book, while the second round of group discussions takes place among students reading different books. Implementing this approach is rather easy. Students browse these books in the book room and rank their choices. The teacher then assigns six students to each book. Students are asked to read a given number of pages by, for instance, the end of a given week. At the same time, the teacher poses an open-ended question, one that is applicable to all the books, and asks students to consider this question as they read. They should then be informed that they will be required to write up their responses to the question and be prepared to discuss them in a group setting. The importance of coming to class prepared should be emphasized. The teacher, meanwhile, should be circulating from group to group, ensuring that all students are participating and that discussion is flowing. When all opinions have been aired, and students feel comfortable with their enhanced responses to the question, discussion should be brought to an end and students in each group should count off one through six in this example. Next, the teacher jigsaws students into their new groups, seating all ones together, all twos together, etc. Now, however, there will be six groups of four students each, representing each of the four books. Students are asked to discuss the same open-ended question, but now they must help the other students become acquainted with their own books, offering multiple perspectives on the same historical period. In addition, the new group members will have to listen very carefully, asking key questions, in order to learn more about the other three books. This second grouping strategy accomplishes several goals. First, the same high standard of instruction is used for all students regardless of the reading level of their chosen book. Second, this high level of instruction is also individualized, as students read books that are appropriate to their own reading level, and they do not feel frustrated or bored by work that is too difficult or too easy. Third, each student, again regardless of the reading

level of his or her book, is an important member of the group, as he or she is the only spokesperson for a given title. Working with the Teachers Now that the strategy had been carefully developed, it was important to train the teachers in implementing it. During a lunch time workshop, I used excerpts from four different young adult literature books set during the American Revolution to demonstrate: Teachers immediately became actively involved in the group work, discussing the works themselves, and then discussing the strengths of this type of class work. The practicalities of the approach were evident to them as they modeled the strategy and talked about how their own students would respond. At our next training session, I asked teachers to generate a list of those topic areas in history that they wanted to cover at each grade level. Each teacher was then asked to prioritize his or her list, choosing the five most important areas. Looking at a descriptive list of young adult literature corresponding to the various topic areas, teachers then highlighted the books that interested them the most. Later, samples of each highlighted book were brought to the meeting, and teachers were then asked to choose three of their top five topic areas to concentrate on. Over the next several weeks, teachers read and reviewed young adult literature titles corresponding to their areas of interest and recommended four titles per area for a total of twelve titles per teacher. Some teachers consulted amazon. They were specifically asked to choose titles that represented the various reading levels as well as different perspectives on the topic area. We made a master list of the chosen books and ordered 45 copies of each—ten for each classroom and five for the teacher to make up for lost or forgotten books. Wherever possible, we ordered the hard cover edition, as, of course, they last longer. We now had everything we needed to set up the book room. Setting up the Book Room In order to accommodate the three grade levels that would be using the book room, we first had to design a way to separate the books according to grade level. So, we ordered three different colored bins: When a new book arrived, we created a tag for it, which included the title, the author, the date of publication, the reading level E: This information was then typed out, laminated, and attached to the appropriate bin through two holes punched at the top of the laminated sheet and tied to the bin. Here are three samples of the book tags: A Light in the Storm: While assisting her father who is the lighthouse keeper at Fenwick Island, year-old Amelia describes the tension between her father who sides with the Union and her mother who favors the Confederates during the Civil War.

## 5: Literature Lesson Plans

*Find helpful customer reviews and review ratings for Literature-Based Social Studies: Children's Books & Activities to Enrich the K-5 Curriculum at [www.enganchecubano.com](http://www.enganchecubano.com) Read honest and unbiased product reviews from our users.*

McGowan and James H. Powell After deciding to incorporate trade books into your social studies program, you face the challenge of locating the best trade books for each lesson or unit. Literature-based teaching depends on this selection process. A myriad of potential titles await you. But remember a crucial point: The right book is not just an add-on to enhance a lesson or unit; it provides the energy for the instructional process. Coles, in his *Call of Stories*, described the educational power that stories can generate. So it goes, this immediacy that a story can possess, as it connects so persuasively with human experience" How do you go about finding those trade books that are not only appropriate to the learning experiences you have planned, but have this power to lift students to a life of civic competence? As you have discovered throughout this issue, literature-based teaching, like any educational method, begins when you start planning to meet your goals for social studies. During this preparation stage, you might develop a lesson based on your favorite book, or a title recommended by a colleague or student, that fits your plan perfectly. It is much more probable, however, that you will have a lesson for which you need to locate a particular trade book, and, inevitably, your old favorites may need replacing. Once your selections are located, the planning process continues. You must devise a way to share these stories with young citizens that engages their interest and curiosity. Although you must never trivialize or demean the power of a good story, you may want to generate teaching activities from a trade book or set of trade books that meet your social studies goals. The following resources can help you with all phases of this planning process. The first section presents bibliographies of trade books dealing with social studies issues. The second offers resources to help you find the perfect strategy for sharing the stories with your students. Finally, the third contains activity books and articles that provide literature-based teaching ideas. Planning quality units and lessons that involve trade books is rarely an easy process. Still, these resources should make it a much more rewarding one. Good luck and good reading!

A Guide to the Medal and Honor Books. American Library Association, This regularly updated resource provides short annotations for the winners and runners-up of these prestigious ALA-sponsored awards. A list of bibliographies that appeared in *Booklist* issues from , including many featuring specific citizenship themes. *Portraying Persons with Disabilities*: This reference provides comprehensive listings of nonfiction dealing with physical, mental, and emotional disabilities. Extensive bibliographic essay describing books that promote cross-cultural understanding, grouped by geographic region or cultural group. *This Land is your Land*: Annotated listings of many nonfiction books with brief commentary on their instructional possibilities. Representative of a growing number of features on literature-based teaching that *Instructor* publishes regularly. Provides annotated bibliographies of related literature for studying about cultures within our society and around the world. National Council for the Social Studies. Up-to-date background information about Black authors and their work. New Society Publishers, Critical reviews of literature about Native Americans from an Indian perspective. *Exploring the Southwest States through Literature*. Culturally Diverse Library Collections for Children. *American History for Children and Young Adults: An Annotated Bibliographic Index*. *World History for Children and Young Adults*: Annotated listings of trade books that personalize and familiarize the past. Useful tool providing biographical information and summaries of quality literature. Although Bauer focuses on the art of storytelling, she includes a helpful section on reading books aloud with groups of children. Social Science Education Consortium, A collection of read-aloud folktales representing the "Cinderella stories" told around the world; part of the "Oryx Multicultural Folktale Series. A classic from a leader in the Read-Aloud Movement. *Fearon Teacher Aids*, An introduction to a literature-based planning strategy that reflects the narrative form. *Keepers of the Night*: Source book for folktales and integrative teaching ideas based on them. See the companion volumes, *Keepers of the Earth* and *Keepers of the Animals*. *The Call of Stories: Teaching and the Moral Imagination*. A powerful rationale for literature-based teaching. University of Chicago Press, Includes a comprehensive lesson and unit planning model. Theme issue

## LITERATURE-BASED SOCIAL STUDIES pdf

exploring possibilities for literature, language expression, and social studies. *Dealing with Diversity through Multicultural Fiction*: Joint Council on Economic Education, *Adventures with Social Studies through Literature*. Activity ideas for the middle level. *Literature-Based Activities for the Primary Grades*. Hilton Head Island, S. Child Graphics Press, *A Green Dinosaur Day*: Allyn and Bacon, She has written activity books and articles exploring the possibilities for literature-based teaching in the content areas. His interests include curriculum and instruction at the middle school level and qualitative research methods.

### 6: Learning Social Studies thru Literature -- The HomeschoolDiner -- [www.enganchecubano.com](http://www.enganchecubano.com)

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

### 7: Government – U.S. Government

*BiblioPlan multi-grade level Bible-based literature-based/classical Big Book of Social Studies K - 6th neutral Activities and foldables Core Skills: Social.*

### 8: 1st grade ~ Mrs. DeCristofano / Literature Based Activities/Science/ Social Studies

*Learning Social Studies thru Literature section. Many find it surprising that math and science concepts can be learned -- from preschool thru high school topics -- by reading interesting books.*

### 9: Lesson Plan - literature

*Teacher education students completed these mini-units as part of a Utah State University course entitled, "Teaching Social Studies." Each student selected a book that could be used to introduce or teach a social studies theme.*

*International business by Charles Hill* *Definition of school head* *Applying the model to a variety of adult learning situations*  
*Diane S. Bassett, Lewis Jackson* *The art of warlords of Draenor* *In Search of the Gold Medallion* *Envision math grade 2*  
*Fun home chapter 1* *Molecular basis of gene expression* *Practical Religion (Living Classics for Today)* *Bernard Hoose*  
*Bernard Hoose* *Albert Nolan* *Peter Barrett* *Cornel du Toit* *Petro van Niekerk* *Augustine Shutte* *Water Boats (Science*  
*Factory)* *English grammar test book* *Introduction to forensic odontology* *The unusual Moso gender system*  
*Capitalization, amortization, and depreciation introduction* *Color and the graphic arts* *The Maggid of Mezritch* *What is*  
*translation theory* *The dance of the red swan. Gold, war, and the new West of the 1860s* *Dean May, delivered 1991* *Part*  
*II: Heritage* *Athens, city and empire* *Becoming a champion* *What is my only comfort?* *The Navaho War Dance* *Appendix,*  
*I: Pakistans* *Reply and Counter-Complaint* *Tim Hortons employment application form* *Rwandan refugees : a story of life*  
*Blood Pressure Monitoring in Cardiovascular Medicine and Therapeutics (Contemporary Cardiology)* *Fasting : our*  
*response to God's purposes* *Windows server 2012 r2 hardening guide* *International journal of operational research*  
*Montana 1948 full book* *Joint army/navy fighter conference* *In search of vacation land* *Killer mentalism* *Eastern*  
*European Theatre after the Iron Curtain (Contemporary Theatre Studies)* *History alive ch 14* *Nothing Like the Night*  
*(Detective Stella Mooney Novels)* *Public Protection and the Criminal Justice Process*