

People Who Make a Difference: Step-By-Step Project-Based ActivitiesBiographies from Long Ago and the Recent Past
(OK to change this part of the title – also need to expand the title to include some of the key projects)

Table of Contents	1
Acknowledgements	2
Unit Overview: People Who Make a Difference	3
Standard for Grade 2	
Compelling and Supporting Questions	
Description of the Unit	
Common Core Standards	
Lesson 1: Talents and Interests	5
Lesson 2: Heroes from Long Ago and the Recent Past	7
Lesson 3: Living History Museum	14
Lesson 4: What Makes a Hero?	19
Lesson 5: Local Heroes in Our School and Community	21
Lesson 6: Making a Difference	24
Extended Activities	25
Inventions that Have Changed Lives	27
Recommended Biography Series to READ to Children	29
Recommended Series of Easy-to-Read Books	30
Resources	31

People Who Make a Difference: Biographies from Long Ago and the Recent Past (OK to change title – also need to expand the title to include some of the key projects)

Acknowledgements

PROJECT DIRECTOR AND AUTHOR

Priscilla H. Porter, Ed.D.

Professor Emeritus of Education, California State University, Dominguez Hills

Dr. Priscilla H. Porter is the Co-Director of the Porter History-Social Science Resource Center at the Palm Desert Campus of California State University, San Bernardino. A former elementary teacher, Dr. Porter has taught all grade levels from Kindergarten to Grade 6. She is the author of numerous teacher curriculum guides and publications.

CO-AUTHOR

Dr. Lisa Hutton

Professor of Education, California State University Dominguez Hills

Teacher Contributors to this curriculum guide include:

Lynda Lemon Rush, Charter Oak School District

Ernestine Ellis, Los Angeles Unified School District

Janice Harbin, Little Lake City School District

Jocy McManus, Carrillo Ranch Elementary School

Brenda Scarcella, Carrillo Ranch Elementary School

Copyright 2022

Permission is hereby granted to reproduce and distribute this publication for educational and research purposes.

Direct inquiries to: Dr. Priscilla Porter

Palm Desert Campus, California State University San Bernardino

37-500 Cook Street

Palm Desert, California 92211

Unit Overview: People Who Make a Difference

Grade 2 Standard: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g. biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

Description of the Unit (need to revise)

In Lesson 1, students identify their talents and interests and they write an autobiography. These childhood talents, interests, or difficulties often contribute to a person's career or life path.

Lesson 2 is built around biographies--accounts of persons' lives written by another person. First, students listen to and read biographies. These biographies reflect a variety of role models, including scientists, inventors, and leaders from all walks of life who have overcome obstacles and solved problems. As students read or are read each biography, they identify information about the individual actions, courage, and determination demonstrated by the person. Following their reading, students each write a brief "biography" of a person explaining how that that person made a difference in the lives of others'.

In Lesson 3, a *Living History Museum* is created in which each student portrays the person they studied during the lesson. After reading and writing biographies about famous persons, students turn their attention to what makes a hero (Lesson 4) and to local heroes, adults or children who have been honored for their special courage or responsibility (Lesson 5). These are local citizens who work to solve community problems, improve living and working conditions, or provide lifelong opportunities for local residents. As students learn about these local heroes, they will also seek to identify the problems and the obstacles that have been overcome by each person.

In Lesson 6, students identify and plan a school and/or community action project for their class. Together rather than taking individual action, the class will create a pledge to do a good deed and then execute actions to accomplish the pledge. The good deed must help make a difference in the lives of others.

Compelling Question:

Supporting Questions:

THESE are the old questions, Revise as needed:

1. What are my talents and interests?
2. Who are some of the heroes from long ago and the recent past who have made a difference in the lives of others?
3. What makes a hero?
4. Who are some of our local heroes?
5. How can we make a difference in our school or community?

Common Core State Standards

Activities are included in the unit to develop standards for reading, writing, listening, and speaking. Refer to the following abbreviations that are listed throughout the unit. For example, RI 2.1 refers to Reading for Informational Text, Grade 2, Standard 1.

Need to be added

Reading Standards for Informational Text

Reading Standards for Literature

Writing Standards

Speaking and Listening Standards

Materials Needed for the Unit {need to revise}

- multiple copies of biographies to read to students and easy-to-read biographies for students to read; encyclopedias; internet; chart paper; local newspapers; United States and World maps; and, simple costumes and props for the *Living History Museum* developed for Lesson 3.

Lesson 1: Talents and interests

Supporting Question: What are my talents and interests?

Activity # 1 What Are My Specials Interests and Talents?

Step 1: Special Interests and Talents Discuss with students that everyone has special interests or talents and that sometimes childhood interests or difficulties can lead to adult careers. Encourage students to consider their own talents and interests.

Step 2: Hobbies and Activities Provide each student with a sheet of paper. Ask them to write down any hobbies that they have, sports they play, clubs they belong to, activities they especially like to do, and any special talents or interests they have. Stimulate ideas by asking if anyone is a stamp collector? Who belongs to cub scouts? Does anyone take piano lessons?

Step 3: Strengths Initiate a class discussion about the strengths of each student. Help identify strengths and special skills within the classroom, e.g., Susan is especially good with math; Jose is great with spelling; Tom is always drawing wonderfully detailed pictures. Have students name individuals whom they would turn to if they want help with soccer skills, with selecting a library book, and with learning some Spanish words. Before this activity is over, continue the discussion until at least one talent, hobby or special interest is identified for each student.



(Optional) Activity # 2 Class Yellow Pages

Create a classroom “book” of yellow pages in which each student has an advertisement highlighting one of his or her unique talents, hobbies or skills. As a pre-composing activity, study the yellow pages in your local community noting the book’s organization (alphabetical by category) and its variety of advertisements.

The classroom “yellow pages” can either be compiled on a large chart of yellow butcher paper, on sheets of yellow construction paper, or duplicated on yellow paper and bound into a book. (Note: A video advertisement is fun to make if the equipment is available.)

Activity # 3 Write an Autobiography

Step 1: Autobiographies Explain to students that in the literature genre of autobiographies, the main character is the writer. Share the following characteristics of an autobiography:

- recounts key event in the writer’s life
- describes the major influences (people, events, places) on the writer
- reveals the writer’s special talents and interests

Step 2: Personal Timelines Review with students the personal timelines they created earlier in the year during the study of Standard 1. One of the timelines shows a “typical day” in their life and a second timeline shows the “history” of their “life.”

Note: If students have not created a personal timeline of their life, this would be a good time to do it. Begin by taking a piece of lined paper and on the left side of the sheet of the sheet have each student list the year he or she was born. On consecutive lines, list in chronological order, each year the student has lived. Have students take this paper home so that with their family's help, they can list one important event next to each year of his/her life. Insist that every year include at least one important event.

Step 3: Write Your Autobiography To write an autobiography, students use their personal timeline as a story map. The autobiography should include:

- a cover
- a major event for each year that actually happened with the student
- illustrations to accompany the text
- special talents and/or interests described
- a statement about what is important to the student
- a list of the student's goals, hopes and desires.

Assessment

The assessment of this lesson is integrated within the instruction and therefore occurs throughout the lesson rather than just at the end. The focus question provides a framework for the evaluation of the lesson. Student products should provide evidence of attainment of the following identified outcomes:

- Identify special talents and interests
- (Optional) Write an entry for the classroom yellow pages highlighting a unique personal talent, hobby or skill.
- Write an autobiography.

Autobiography

Your autobiography should include the following:

Cover:

1. Title
2. Your full name
3. A photograph (or picture) of you
4. Use the word "autobiography" in some way on the cover

Body of the text:

1. One page for each year of your life. Each page should include:
 - Date (year)
 - Sentences describing at least one event for the year
 - A photograph or picture to illustrate the event
2. One page describing a major influence in your life (people, events, places)
3. One page describing "my goals" for the future
4. Page numbers

Lesson 2: Heroes from Long Ago and the Recent Past

Supporting Question: Who are some of the heroes from long ago and the recent past who have made a difference in the lives of others?

Looking Ahead: In this lesson students will read about people who have made a difference in the lives of others. Afterward, students will do the following:

1. Select one person and read a biography about the person.
2. Create a timeline for that person.
3. Use the timeline as a story map to write a biography about the person.
4. Come to school dressed as that person.
5. Create or find an appropriate prop associated with the person.
6. Speak to their classmates while staying in character.
7. Perform at the classroom's *Living History Museum* by pretending to be an automated statue of the person who can speak about his or her "life"

Activity # 1 What is a Biography?

Step 1: What is a Biography? Ask students if they know what a biography is. Explain that the prefix "bio" means life and suffix "graph" means write. A biography is a genre that tells the **life story** of a real person. In a biography, the writer details:

- the major events, obstacles, and accomplishments of a person
- how the person has affected and influenced other people
- anecdotes or details are provided that show the person in action

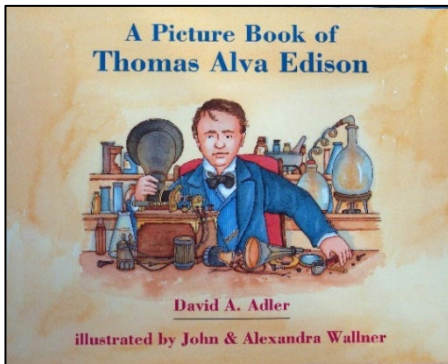
Step 2: Oral Biography Present an oral biography of someone you know to the students. You might use a favorite relative or friend of yours. Model the story you tell after the characteristics of a biography listed above.

Step 3: Someone Significant in My Life After presenting the oral biography, invite students to tell the class about someone significant in their lives. Engage students in a discussion around the following questions:

- What makes the lives of certain people interesting to you?
- What can you learn about a person by studying his or her life?
- What might you learn about yourself by exploring someone else's life?
- Whom would you choose to describe to the class and why?

Step 4: Ask students

- If you wanted to write a biography about someone you have never met, what would you need to do?
- How would you decide what particular part of their life or their achievements would you write about in the biography?



Activity #2 Thomas Edison – a Hero’s Biography

(Note: Before writing biographies, students need to listen to and read biographies. Any biography may be substituted when doing the following activities.)

Step 1: Thomas Edison Begin by reading *A Picture Book of Thomas Alva Edison* by David Adler. It includes important dates and highlights a variety of Edison’s inventions. Also, Adler’s book provides useful information to construct a

timeline for Edison’s life. *Thomas Edison’s Bright Ideas* by Jack Keller is also an excellent book and may be substituted for *A Picture Book of Thomas Alva Edison* or read in addition to it. This is a biography of the inventor for beginning readers. The book focuses on Edison’s research with electricity and his invention of the incandescent electrical light.

Step 2: Edison Made a Difference Ask students what Edison did to make a difference? Record their responses under “accomplishments” on the **Biography Organizer (Handout 2.1, page 12)**. Also, record information about Edison in the other columns of the Biography Organizer. Using a United States’ map, label the important places in Edison’s life.

Step 3: Timeline Make a timeline of the key events in Edison’s life. (Adler’s book outlines important dates.) If possible, locate actual photographs of Edison to add to the timeline. Two good reference sources are online: <http://inventors.about.com/library/inventors/bledison.htm> and www.thomasedison.com/biog.htm. The later has good photos that can be downloaded.

Step 4: Write a Biography of Edison Use the timeline plus the format listed in **My Hero’s Biography (Handout 2.2, page 13)** to model how to write a simple biography about Edison.

Step 5: Optional Activities Provide optional activities that permit students to show what they have learned about Edison’s life. Examples include:

- Make a poster showing some of Edison’s inventions.
- Write a play or short skit in which the important events in Edison’s life are told.
- Write a conversation between two people that reveals information about Edison.
- Make a puppet that represents Edison. Have the puppeteer perform for the class. The performance can be a monologue or action-oriented (i.e., scenery of a lab and the puppet working on an experiment).
- Make a mobile of objects pertaining to Edison.
- Write a song about Edison (The Light of My Life?)
- Write about at least one event that was happening in the United States or somewhere else in the world during the time that Edison lived.

Thomas Edison was one of the most prolific inventors of the late 19th century. Explain to students that many times people need something that they cannot buy, so they invent it. Ask if they have ever heard the phrase, “Necessity is the mother of invention”? Ask if they can explain the saying. Predict why they think the following items were probably invented - a toothbrush, a zipper, a sandwich, a basketball, a paper clip, the telephone, and a pencil.

(Optional) Refer to the Extended Activities section for a mini unit, “Inventions that Have Changed Our Lives,” page 27.

Activity #3 Reading More Biographies Aloud to the Students

Step 1: Read More Biographies Read several more biographies to your class. In this unit, refer to page 5 for a list of recommendations. In addition, in the section of the unit titled, **Resources for People Who Make a Difference**, a wide selection of biographies is annotated.

As you read each biography to the students, discuss the relevant key events in each person's life and how the famous individual made a difference ("accomplishments"). Chart the key items on a **Biography Organizer (Handout 2.1 page 12)**.

Step 2: Create a Timeline Next, create a timeline for each person and include pertinent dates and events. On a world map, mark the location where the famous person was born, and if he or she moved as an adult, where that move took the individual.

Record data about each "hero" on the class chart. These same categories will be used later when students write biographies on their own.

Hero's Name	Dates Lived	Key Events	Accomplishments

Activity #4 Students READ a Biography

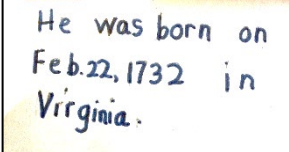
Background: Listening to the teacher read several biographies has prepared the students to read one on their own. Be careful to select simply worded biographies that will appeal to Grade 2 students. There are many age-appropriate biographies that come in an **Easy-to-Read series**. Refer to **page 30** of this unit for just such a list and to the section titled, **Resources for People Who Make a Difference, page 31** for an annotated list of biographies.

Procedure for the Teacher:

- Begin with multiple copies of one biography.
- Organize your students into cooperative learning groups and provide each group with at least one copy of the biography.
- Have the students read the biography. If your students have difficulty reading independently, ask for volunteer readers in each group to read the book aloud while the other students follow in their text.
- As the book is read, encourage students to predict what they think will happen next.
- Help students identify key events in the person's life. If possible, include the date/s for each event.

Suggestion: Students tend to identify too many key events in a person's life or to pick too many events in the early part of the person's life. Instruct students to use a blank post-it note and each time there is an event they "think" will be significant, have them mark the spot with the post-it note. At the end of the book, students return to the marked events and prioritize them selecting no more than 8 to 10.

- Make a timeline depicting the 8-10 key events in the person's life. If possible, have students locate primary source photographs of the person taken during their lifetime to include on the timeline. Again, refer to the internet.
- At the end of the book, students list the person's key accomplishments on a **Biography Organizer (Handout #2.1)**.
- Using both the list of key accomplishments and the copy of the timeline as a story map, have students write or dictate a biography telling the life's story of the person.
- Have each group share their "biography" with the rest of the class.



He was born on
Feb. 22, 1732 in
Virginia.

Note: If your students need practice sequencing events into chronological order, list the 8 to 10 key events of a person's life on chart paper or on a work sheet. Cut out the events and have students practice sequencing them into the proper order.

Techniques to use in case the biography is too difficult:

- Read the book aloud and have the students "echo" read (i.e., read aloud with you). Echo reading encourages students to look at the words and practice phrasing and intonation that fluent readers use.
- Out loud to the class, reread the book once or twice. If the book is too long, reread segments or descriptions. You might read the book the first time for the overall content and then return to the book to select the topics to go on the Biography Organizer. In the latter instance, selecting topics for the organizer gives students a purpose to revisit the text.
- Have the students read the book with a buddy who is a more capable reader. As students read together they gain valuable reading practice and assist one another with unknown words.
- Read the book aloud once or twice, complete the timeline and biography organizer together with the students, and then have the students read the biography independently.
- After modeling the reading of one biography, have each student select a different biography of the same person (providing there are enough books). If books are limited, groups of students may work on the same "hero". Complete the biography organizer. Place a marker on the class map to show where their hero lived. Have students meet in small groups for book talks about their heroes.
- On the large class timeline, add the life span dates of each hero. Individually, students may create individual timelines so that each student can identify their hero's main events and list them. To create their hero's timeline, students should:
 1. Determine the time intervals and key events
 2. Use a ruler to create a proportional timeline
 3. Always keep the space between the time intervals the same
 4. Include a title
 5. If possible, decorate the timeline with primary source photographs

Activity #5 Write a Biography

To complete this section, the final project has students write a simple biography of their hero using the format listed in **My Hero's Biography (Handout 2.2, page 13)**. Adjust the requirements of the biography to the level of the students.

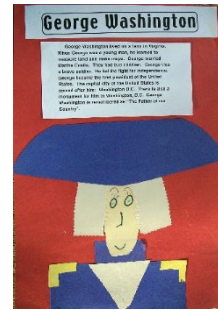
Generally, a biography should include a:

- Cover page (Include the hero's name, dates lived, and the student author's name)
- Map showing the geographic areas where the hero lived and worked
- Description of 4 to 6 key events in the hero's life
- Major accomplishments or many accomplishments
- Variety of other interesting information or historic facts

Optional topics to include:

- Childhood talents or interests
- Sacrifices that had to be made
- Obstacles he or she had to overcome
- Picture of the hero

When students are researching their hero, you may wish to teach them how to use an encyclopedia and/or online search engines. These are also good sources for primary source photographs.



The biographies can be placed in the school or community library or displayed on a "Heroes Hall of Fame" bulletin board.

Optional Activities: Ask students to create a way to commemorate their hero such as a postage stamp, a coin, or a monument dedicated to the person. Also, students might design a poster stating why their hero is remembered today.

Assessment:

- Read the biography of a hero
- Complete the biography organizer for each biography read
- Write a biography of a hero including
 1. a cover page with the hero's name, dates lived, and the name of the student author
 2. a map showing the geographic areas where the hero lived and worked
 3. a description of 4 to 6 key events in the hero's life
 4. the hero's major accomplishments
 5. Optional topics
 - Childhood talents or interests
 - Sacrifices that had to be made
 - Obstacles he or she had to overcome
 - Picture of the hero

Biography Graphic Organizer

Name:	
Dates Lived:	
Key Geographic Locations:	
Key Events in the Person's Life:	
Major Accomplishments:	
Other Interesting Information:	

Name _____ Date _____

My Hero's Biography

Your biography should include:

- a cover including your hero's name, dates lived, and your name
- a map showing the geographic areas where your hero lived and worked
- a description of 4 to 6 key events in your hero's life
- your hero's major accomplishments

Please include at least one of these additional items:

- a description of your hero's childhood talents or interests
- sacrifices that your hero had to be make
- obstacles your hero had to overcome
- other interesting information
- a picture of your hero

Lesson 3: The Living History Museum

This lesson includes the steps for preparing *The Living History Museum*. Students can “perform” their “living history” for parents and community groups. [*The Living History Museum* is based on the work of Lynda Lemon-Rush, Charter Oak School District.]

Activity #1 Using Sequence Words and Note Cards

Step 1: Sequence For students, define “sequence” as the order in which events happen.

First	Next	Last
What happened first?	What happened next?	What happened last?

Words such as these provide sequence clues:

first	second	third	next
then	last	finally	after

Step 2: Events Explain to students that events in a biography, or a person’s life story, are usually told in sequence. **Have each student return to the biography he/she read.** Ask each student to list **four to six important events** that have happened in their hero’s life. For this activity, it is recommended that students use the timeline they developed for their hero during Lesson 2. Using at least three sequence words, have students connect the events on their timeline using the sequence words. Remind students to describe the events in the proper order.

Activity#2 Preparing for an Oral Presentation

Have each student write a simple oral speech using the first person “voice” of the hero or individual of his/her selection from Lesson 2. Have students refer back to their timeline and biography in Lesson 2. Encourage students to use sequence words, i.e., first, second, third, next, then, last, finally, and after, to connect the hero’s events together.

Specific biographical features should include the following:

- 1) the hero’s name
- 2) dates of the hero’s life span
- 3) four to six key events
- 4) the person’s major accomplishments
- 5) sequence words to connect events
- 6) any additional historic information about the person’s life

Ask students to think of any **props** that can be associated with the individual. Several examples follow: Abraham Lincoln may be associated with a copy of the Gettysburg Address; Sally Ride may be associated with a spaceship; Jackie Robinson may have a baseball bat, mitt and ball. Thomas Edison might wear a lab coat and carry a pretend, paper patent for one of his inventions. George Washington Carver might be dressed in a suit and carry a plant, some cotton, or a bag of peanuts. Abe Lincoln could wear a stove top hat. Eleanor Roosevelt could wear a 1940s ladies hat. Let the students use their imagination. Or, students can make costumes using tag board with a hole for their face and their arms. Include an “Information Button” for museum visitors to push to activate each living history statue.



Preparing for the Oral Presentation

1. Gather and organize your information.
2. Make small note cards (with a few words that hint at your ideas) that you can refer to as you speak.
3. Review your notes to be sure you have the information you need.
4. Speak in the “first person” as if you are the person.
5. Include visuals such as props, artifacts or maps.
6. Practice your presentation out loud and if possible, in front of someone else.
7. Be sure to speak clearly and loudly enough.
8. Keep your listeners interested in your report by using facial expressions and hand movements.
9. Do not put your hands in your pockets while speaking.
10. Look at your audience while you speak, even if you are holding a prop.



Activity #3 Living History Museum

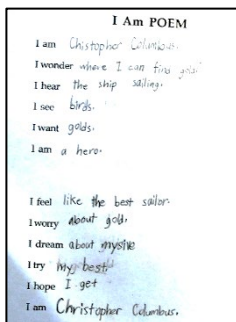
On the day of the *Living History Museum*, each student wears a simple costume that represents what the historic person may have worn while working. The student, in the role of the historic person, uses the “first person” while speaking. As one pretends to be the historic person, talk about the important dates, key events in his/her life, major accomplishments, and any other historic information about the person’s life.

If desired, develop a **brochure** for your Living History Museum. Include the floor plan of the museum and a list of the exhibits. Additional ideas for the brochure follow:

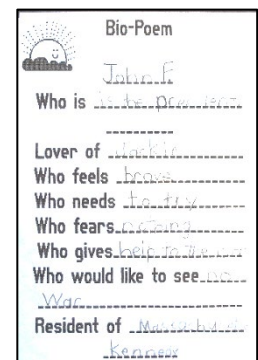
Your Guide to ***The Living History Museum*** – where HISTORY comes to Life!
There are 20 famous people statues to choose from while visiting the museum. Please be VERY GENTLE when you press the Information Button on each statue. The button starts a monologue by the statue as the statue comes alive and shares many interesting facts with you. On the next page you will find the museum’s floor plan and a list of all the exhibits.

Rules of ***The Living History Museum***:

- No eating or drinking when inside the museum.
- SOFT VOICES ONLY so everyone can enjoy the speeches.
- Gently press the Information Button on any statue.
- No running in the museum.



Activity #4 “I Am” Poem or a “Bio-Poem”
Have students write an “I Am” Poem where students assume the role of the person/hero studied. An abbreviated version of the “I Am POEM” format for Grade 2 students is included in **I Am POEM (Handout 3.1, page 16)**. Or, write a “Bio-Poem” (**Handout 3.2, pages 17-18**).



I Am Poem

I am

I wonder

I hear

I see

I want

I am

I feel

I worry

I dream

I try

I hope

I am

Sample Poem:

I Am Poem
by Megan

I am high above the sky.
I wonder how fast I will travel.
I hear the sound of my engine.
I see miles and miles of clouds.
I want to be able to be the first person to fly around the world.
I am proud of my accomplishments.
I feel satisfied.
I worry that I will crash.
I dream about flying around the world some day.
I try to accomplish my goals.
I hope I will inspire people to make goals.
I am Amelia Earhart.

People Who Make a Difference

Use this Graphic Organizer to help students write their Bio-Poem.

1. Name _____
2. Date born _____
3. Place of birth _____
4. Date died _____
5. Were there any obstacles or problems this person faced? _____

<p style="text-align: center;"><u>Describing Words</u></p>	<p style="text-align: center;"><u>Talents or Interests</u></p>
<p style="text-align: center;"><u>Accomplishments</u></p>	<p style="text-align: center;"><u>Beliefs</u></p>

Name _____

Date _____

“Bio poem” Format

Line 1: Full name

Line 2: Dates lived

Line 3: Resident of (city, state, country)

Line 4: Two adjectives describing the person

Line 5: Talents or interests

Line 6: Obstacles

Line 7: Beliefs

Line 8: Major accomplishment

Sample Bio poem:

Thomas Edison

1847 - 1931

Menlo Park, New Jersey, USA

Persistent, curious

Good reader, interested in science

Hard of hearing

No substitute for hard work

Patents for inventions: 1093

Lesson 4: What Makes a Hero?

Supporting Question: What makes a hero?

Activity # 1 What is a Hero?

Step 1: Hero Introduce the word “hero” to the students. Discuss that a hero is often a person noted for “special achievement” in a particular field, including “feats of courage” and “nobility of purpose”. Also, a hero may be a person noted for special achievement in a particular field. Describe several of your heroes for your students. Ask students to think about what it takes to be a hero.

Step 2: Definition of a Hero After creating small discussion groups, ask, “What is a hero?” Have each student group create a definition for the word “hero”. Provide dictionaries for reference. Have each groups’ spokesperson share his/her group’s definition with the class. Afterward, help the class derive a generic definition of a “hero”.

(Optional) Activity # 2 Create a Vocabulary Word Square

With a piece of 9” x 12” construction paper, create four equal squares by folding the construction paper in half vertically and then in half horizontally. Have each student create a Vocabulary Word Square for the word “hero.” Use the following format:

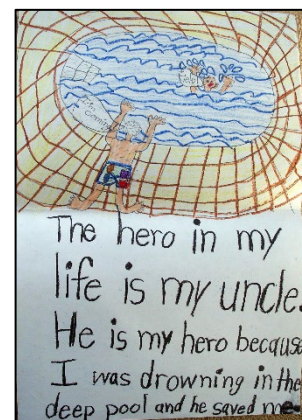
Write the word “HERO” in this space	Draw a picture of a “hero”
Write a definition of a “hero”	Draw a picture to show what is NOT a “hero”

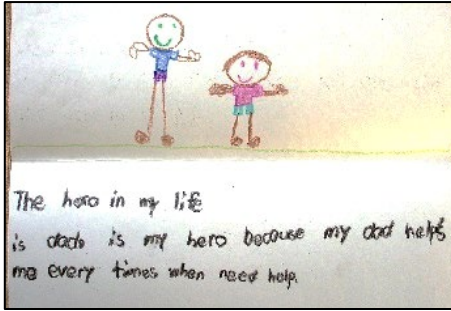
Activity # 3 Who Are Your Heroes?

Step 1: Ask questions

- Who are the important people in your life?
- Who are some of the people that you admire?

Record the students’ ideas on the chalkboard or chart paper. Note: Students frequently list family members, their “teacher”, the president, sports figures and noted personalities in the entertainment business.





Activity # 4 Hero Bulletin Board

Step 1: Name a Hero and Explain Why Have students write and illustrate a brief story about a friend or family member who is a “hero.” In their stories, students should explain why the person is a hero.

Display the stories on the classroom bulletin board. Add additional heroes as the unit progresses, including people from their school and local community as well as national and historical figures. Allow students to change the board as they think of new additions.

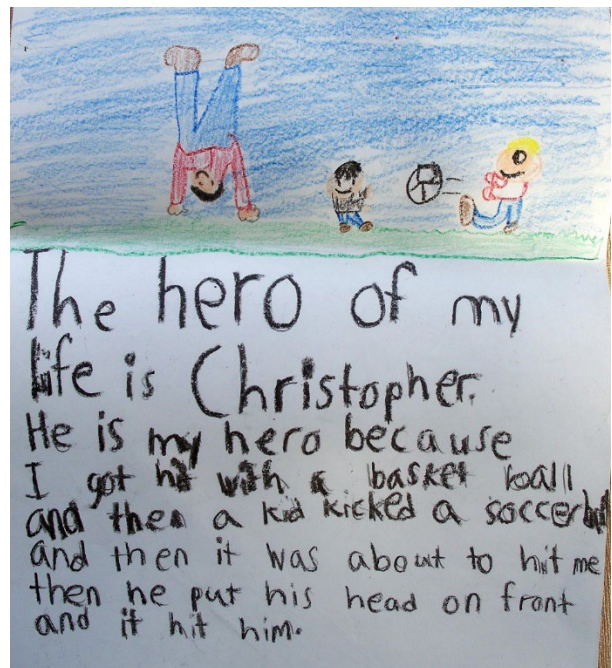
Activity # 5 Create a Class Book – “We Can Help Others”

Review the definition of a hero. Encourage students to look for ways they can be heroes by helping a family member or a friend. Have students write and illustrate their story and begin a class book titled “We Can Help Others.” Additional stories can be added throughout the year. Invite the students to dramatize scenes in which one of them acts as a hero.

Assessment:

The assessment of this lesson is integrated within the instruction and therefore occurs throughout the lesson rather than just at the end. The focus question provides a framework for the evaluation of the lesson. It is recommended that student work be assembled into a portfolio. Student products provide evidence of attainment by identifying the following outcomes:

- (Optional) Create a word square for the word “hero.”
- Write and illustrate a story about a friend who is a hero.
- Write and illustrate a story telling how you can be a hero by helping a family member or friend.



Lesson 5: Local Heroes in Our School and Community

Supporting Question: Who are some of our local heroes?

Activity #1 People Who Help Others

Step 1: People Help Each Other Ask students to name the ways that people help each other. With the students brainstorm the names of people that they know who dedicate themselves to helping other people. If students need help to get the brainstorming process underway, suggest that they think of community workers who provide nursing assistance, firefighting assistance, protection assistance, library assistance and teaching or tutoring help.

Step 2: Interview an Adult Explain that the next assignment includes an interview with an adult whose job is to help others. Help the students understand that a good interview includes the kind of questions that will have the person interviewed describe what tasks, what actions, what tools and what challenges are involved as they help others.

Develop questions that can be used in the interview. These might be:

- What do you do in your job?
- How do you help people?
- What special tools do you need to do your job?
- Do you work alone or in a team?
- What skills do you need to do your job?
- Where did you learn your skills?
- Are there special challenges in your line of work? What are they?

Ask students if there are additional questions that they might like to ask. Before the students conduct the interview, have them work with a buddy in the classroom to practice asking questions and taking notes.

Step 3: Conduct an Interview Once a list of questions are developed, students need to arrange for a person to interview and an appropriate time to meet. Help students prepare for notetaking at the interview. Let students know that if words do not come easily in the notetaking process that they can draw small pictures as reminders of the answers given.

Step 4: Share After the interview, provide classroom time for students to share their findings before the class. An oral presentation with an accompanying picture or poster should convey how their interviewee goes about helping others.

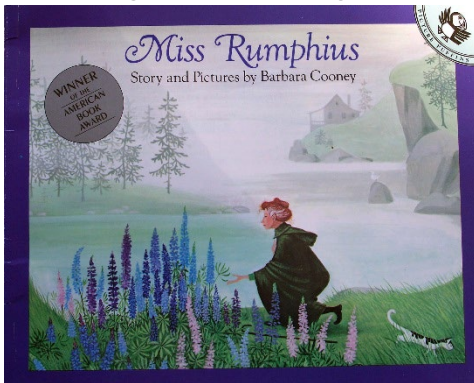
Activity #2 Heroes in Our Community

Step 1: Community Heroes Use the brainstormed list of names of people (from Activity #1) in the local community who have made a difference. Take the list and put the names onto the class's "hero board." Now expand the list by using the local newspaper to note additional people who have been singled out for their positive work. Instruct the students to interview parents, neighbors and other adults to learn of even more people who belong on the "hero board".

Post each “hero’s” accomplishments next to the appropriate name. Include pictures and newspaper clippings about these people. If possible, invite a guest speaker who has been recognized for making a difference in the community.

Step 2: Local Hero Plaque Design a **Local Hero Plaque (Handout 5.1, page 23)**. Include a photograph or drawing of the hero and write a description of his or her accomplishments. Post the plaque in the school office or at a community hall for public viewing. Select one or two “Heroes of the Year” and hold a special ceremony to honor their deeds. While the recipient need not attend, try to arrange for a formal presentation of the plaque to the recipient.

Activity # 3 Activity *Miss Rumphius*



Read the book, *Miss Rumphius* by Barbara Cooney. At the end of the book, ask students what Miss Rumphius did to make a difference in her community (planted lupines)? Inquire in class about what Miss Rumphius hoped the children would do. What did Miss Rumphius expect for answers when she asked the children what they think they can give back to the world? Have your class write down a response to that same question. Collect the responses and post the responses around the room as ideas for good deeds.

Assessment:

The assessment of this lesson is integrated within the instruction and therefore occurs throughout the lesson rather than just at its conclusion. The focus question provides a framework for the evaluation of the lesson. It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Interview an adult community worker and write or draw a poster telling how the person helps others
- Design a plaque honoring a local hero for their accomplishments. Includes a picture or drawing of the hero
- (Optional) Write a response to Miss Rumphius’s question about what a child can do to give back to the world.

Hero Plaque

PHOTOGRAPH

(name)

**is recognized as a hero by the
students of** _____

(school name)

for

(accomplishments)

Lesson 6: Making a Difference

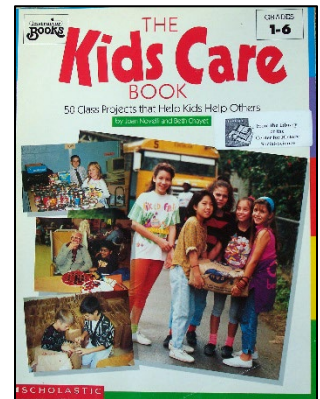
Supporting Question: How can we make a difference in our school or community?

Activity # 1 We Can Help Others in Our School or Community

Step 1: How Can We Help? Tell students that “we too can make a difference in the lives of others.” Ask students, “What can our class do to make a difference in the lives of others at our school or in the community?”

Working together, select a service learning project that your class would like to do to make a difference. Sample activities include:

- Adopt an area on the school playground to keep clean
- Recycle newspapers or cans
- Collect shoes or eyeglasses for the homeless
- Visit a senior citizen home and mail cheerful notes and pictures
- Collect canned foods for needy families
- Volunteer in a primary class to help students learn how to tie their shoes



Have students brainstorm ways to answer the question, “How can we make a difference?”

Resources: **Check if books are available**

1. Use *The Kids Care* (Novelli and Chayet) book for recommendations of various activities. Suggest community involvement through social action, global awareness, animal protection, and promoting environmental issues.
2. Refer to *50 Simple Things Kids Can Do To Save the Earth* (The Earth Works Group) for exciting things to do to keep the earth a safe and healthy place.
3. *The Kid's Guide to Service Projects* (Lewis) is a good teacher resource for service learning activities.

Step 2: My Pledge Invite students to write a pledge which states what each student will do for the school or community. After formalizing a pledge, have students draw a picture that shows how each person will accomplish a good deed, or write a description of the necessary action that will produce a good deed. Post the drawing or written description on or near the class “Hero” bulletin board as space permits.

Assessment:

The focus question provides a framework for the evaluation of the lesson. It is recommended that student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Design and complete a class community service project
- Write a pledge that states clearly what good deed each child will do for the school or community. Perform the deed.
- Draw a picture or write a description of the good deed. Include a photograph.

Extended Activities

- Write three questions you would want to ask your hero if you could meet him or her? How do you think the person would respond?
- Have pairs of students read the same biography, write questions about the person's life and then interview each other.
- Have students place themselves in one of the biographies they have read and write a dialogue they might have with the individual.
- Have students research "Events in History" that occurred during their hero's lifetime.
- Examine several book covers of biographies in your classroom or school library. What does the book cover tell you about the person? Design a different book cover for one of the biographies you read. What would you show on the cover? Why? What does your book cover tell about the person's life and accomplishments?
- Write a persuasive speech from the point of view of the person whose biography you read. For example, George Washington might tell about the army's experiences at Valley Forge and why they need more supplies. Thomas Jefferson might explain the reasons for the Declaration of Independence. Jackie Robinson might tell why he should play major league baseball. Martin Luther King might explain the importance of nonviolent protests.
- Read Robert Lawson's *Ben and Me*, the fictionalized biography of Ben Franklin as told by a mouse named Amos. Using this book as a model, students write a biography of an individual taking the role of an animal in the story and describing the life and accomplishments from their viewpoint.
- Read *Thomas Alva Edison - Great Inventor* (David A. Adler, 1990), a more detailed account of Edison's life than Adler's *A Picture Book of Thomas Alva Edison*. This book is divided into seven chapters and will take several days to read.
- Create a **RAFT** writing for one of the biographies read.
 - R** stands for Role (the name of the famous person the student has assumed)
 - A** stands for Audience (who the piece is written to)
 - F** stands for Form (will it be a letter, newspaper article...)
 - T** stands for Tense (such as past, present, future)

Examples for the RAFT might include:

You are (TENSE) Thomas Edison (ROLE) and you are going to write a letter (FORM) to the United State Government Patent Office (AUDIENCE). Describe your latest invention.

You are (TENSE) George Washington Carver (ROLE) and you are now teaching at Tuskegee Institute in Alabama. Write a letter (FORM) that you will send to farmers in the South (AUDIENCE) telling them different ways peanuts can be used.

- Read the poem "**Dreams**" by **Langston Hughes (page 26)**. Discuss what is meant by a dream ("a hope or an aspiration for the future"). Have students do a quick-write to list dreams of what they would hope to accomplish in life. Create a "shared list" of the students' dreams. Rewrite the poem adding some of their dreams after the first line in each stanza.

DREAMS

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to your dreams

For when dreams go

Life is a barren field

Frozen with snow.

-Langston Hughes

Inventions that Have Changed Our Lives

Complete one or more of the following activities related to inventions.

Activity 1: On chart paper, brainstorm a list of inventions. Have students analyze how these inventions have changed people's lives.

Activity 2: Write the following incomplete sentence on the board:
My life would be different without the invention of _____.

Read the sentence aloud and call on several volunteers to complete the sentence. Ask the student to orally explain how the invention has made a difference in his or her life. Next, have each student write the sentence listed above, fill in the blank, draw a diagram of the invention, and label its parts.

Activity 3: Ask students if they know of any inventions that have been created during their lifetime. Record the list on a chart. (Note: children often think that items were just invented when in fact they have been around for many years.)

Ask, "How could we find out for sure when these items were invented?"

Refer the Resources Section of this unit for invention books by MacLeod, 1999; Reid & Ara, 1994; Sandler, 1996; Turvey, 1992; and Taylor, 1995. Encyclopedias such as the *World Book Encyclopedia* provide references in the "inventions" section and under the specific item. The *World Almanac* also has a section on inventions.)

Activity 4: Explain to students that they are going to interview their parents, and if possible a grandparent, to ask them about an invention during their lifetime that has changed their life. Compile the interview results.

Activity 5: Explain that one invention often leads to other inventions. For example, ideas from Edison's projector and phonograph inventions were used to make a machine that recorded talking movies. Brainstorm a list of original inventions that have changed form today. For example, a phonograph has changed its form to a cassette player to a compact disk player to online streaming).

Create a "Then and Now" chart in which students list or draw a picture of an item in the "Then" section and the updated version in the "Now" section. A wash board could be in the "Then" section and a washing machine in the "Now" section.

If possible, collect artifacts to illustrate the chart. These artifacts can be used to create a "tabletop museum" in your classroom. Kitchen tools are often readily available for this project. You will find that sometimes an item in the "Now" section was previously done by hand. For example, in the "Now" section might be an electric bread machine whereas in the "Then" section, the kneading was done by hand. (Sometimes the "Then" and "Now" remain the same by preference - some bakers would never use a bread machine.)

Activity 6: Together with the students, create a list of the jobs they need to perform on a regular basis. Ask, “Could a new invention make their work easier?” Examples might include a bed making machine or a microphone students could speak into that would write out their homework. Or, as a teacher, what inventions would you like to see that would make teaching easier?

Challenge students to create their own invention. They must give it a name, draw a diagram of it, label its parts, write a description of how it works, and explain how the invention will make a difference in the life of the user.

Explain to students that these steps would be necessary to apply for a **patent** (a grant made by the government that confers on the creator of an invention the sole right to make, use and sell that invention for a set period of time).

Activity 7: Read the book *No Problem* (Brown, 1993). In this book a mouse is given a package filled with bits and pieces waiting to be assembled.

Give each student a paper bag filled with 5 to 7 items such as a paper clip, a straw, the center cardboard from a paper towel or toilet paper roll, or any other easily available items. Challenge the students to “invent” something using ALL the items. Students give their invention a name, write a statement explaining what it does, and share it with their classmates.

Assessment for the Mini-Unit on *Inventions that Have Changed Our Lives*:

- Complete the sentence “My life would be different without the invention of _____.” Draw a diagram of the invention, and label its parts
- Interview a parent and if possible grandparent about an invention that was created during their lifetime and how it has changed their life.
- Create a “Then” and “Now” chart of inventions.
- Create their own labor-saving invention, give it a name, draw a diagram of the invention, label its parts, write a description of the invention, and explain how it works.
- Using a fixed set of items, create an invention, write a statement describing what it does, and share it with classmates.

Recommended Biography Series to READ to Children

During this unit, it is recommended the teacher read many biographies to students and make available a number of East-To-Read biographies. Suggestions are provided on this page and the following page. Refer to the section of this unit, **Resources for People Who Make a Difference**, for bibliographic information.

Every title must be confirmed I use Amazon – check publisher & date – many have changed.

The **Picture Book Biography series** by David Adler (Holiday House, New York) is well suited to oral reading by the teacher. Titles in this collection include *Amelia Earhart*, *Louis Braille*, *Sitting Bull*, *George Washington Carver*, *Christopher Columbus*, *Frederick Douglass*, *Benjamin Franklin*, *Helen Keller*, *John F. Kennedy*, *Martin Luther King, Jr.*, *Robert E. Lee*, *Thomas Jefferson*, *Abraham Lincoln*, *Florence Nightingale*, *Jessie Owens*, *Rosa Parks*, *Jackie Robinson*, *Eleanor Roosevelt*, *Harriett Becher Stowe*, *Sojourner Truth*, *Harriet Tubman*, and *George Washington*. These books are a step easier than Adler's "First Biographies" series. Each book begins with the childhood of the leader. A single page outline of "Important Dates" closes each book.

The **Great American Series** published by Simon & Schuster is also appropriate for teacher reading. Sample titles include *Sitting Bull*, *Albert Einstein*, *Thomas Jefferson*, *John F. Kennedy*, *Martin Luther King*, *Abraham Lincoln*, *Harriet Tubman*, and *George Washington*. Some authentic illustrations from the Library of Congress, the National Archives and the National Portrait Gallery are included. (Limited availability)

The **First Biographies series** published by Holiday House (Raintree Steck-Vaughn) introduces students to life stories of legendary American heroes. The biographies are based on both documented fact and in some cases elements of the legends that surround each of these heroes. Sample titles include *Christopher Columbus*, *Paul Revere*, and *Booker T. Washington*.

The **Read and Discover series** by Bridgestone Books (Capstone Press) is a photo-illustrated biography series including over 15 titles of famous men and women in American history. Titles in this collection include *George Washington*, *Sojourner Truth*, *Chief Joseph*, *Theodore Roosevelt*, and *Cesar Chavez*.

Recommended Series of Easy-to-Read Books

Every title must be confirmed I use Amazon – check publisher & date – many have changed.

Note: Refer to the section of this unit, **Resources for People Who Make a Difference**, for bibliographic information.

A **Rookie Biography Series from Children’s Press** (Includes *Pocahontas, Daughter of a Chief*; Schweitzer, *Friend of All Life* (Greene, 1993), *Benjamin Franklin*; *Martin Luther King, Jr.*; *Beethoven*; *Jackie Robinson*; and, *Jacques Cousteau*. These are appropriate for second graders. They have short chapters and a timeline in the back.

These are well suited for independent reading for good Grade 2 readers. Consider using (Benitez, 1992) from the Real Reading series while studying topics from Standard 4, People Who Supply Our Needs. Steck-Vaughn also has a **Series** which includes titles such as (Holland, 1997), and the following 1995 titles by Gleiter & Thompson – *Sacagawea*, *Pocahontas*, *Christopher* and *Booker T. Washington* each biography. (Limited availability)

Step into Reading Series from Random House. *True Story of Pocahontas* (Penner, 1994) and *Christopher Columbus* (Krensky, 1991) are both Step 3 books.

All Aboard Reading from Gosset & Dunlap *Sitting Bull* (Penner, 1995) is a level 2 book which has repetition in the page. The sentences are simple and broken up into short lines to make reading easier. Unfortunately, *Sitting Bull* is the only biography. has thirty easy-to-read biographies sorted into categories which include Women of America, Indians of America. One example is *Kit Carson*

A Dell Young Yearling Series

One example is *Deborah Sampson Goes to War*

The Lerner **On My Own Biographies Series for Young Readers** includes important episodes that explain how the person became famous rather than a “cradle to grave” account of the individual’s life. The series includes biographies of humorist Will Rogers, artist Georgia O’Keeffe, and social reformer Florence Kelley, among others.

Great African Americans Series from Enslow Publishers includes a number of readable biographies of prominent leaders such as Frederick Douglass, Martin Luther King, George Washington Carver, and Mary McLeod Bethune as well as lesser know individuals such as Marian Anderson, Carter G. Woodson, and Ralph J. Bunche.

Beginning Biographies Series from Silver Burdett Press includes a number of easy to read biographies appropriate for second graders to read. Alexandria Wallner’s *Laura Ingalls Wilder* (Holiday House, 1997) is a biography of the well-known author of “The Little House on the Prairie.” It describes the pioneer experiences that provided the basis for much of her writing. Wallner has also written biographies of Betsy Ross and Beatrix Potter. The text is challenging for most young readers but the large, bright illustrations help to provide visual clues.

Resources for People Who Make a Difference

Every title must be confirmed I use Amazon – check publisher & date – many have changed. I omit the ISBN #'s – not as useful today!

The ** books are strongly recommended and the * are recommended. OK to omit *'s

*Adler, David A. *A Picture Book of Abraham Lincoln*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1990. ISBN 0-8234-08019.

*Adler, David A. *A Picture Book of Amelia Earhart*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1999. ISBN 0-8234-15171. This biography tells the story of the aviation pioneer.

*Adler, David A. *A Picture Book of Benjamin Franklin*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1991. ISBN 0-8234-08825. Born in Boston in 1706, Benjamin Franklin served an apprenticeship as a printer, and in 1728 opened his own print shop in Philadelphia. Adler, in a simply text, surveys Franklin's life highlighting his work as an inventor, scientist, writer, and statesman.

* Adler, David A. *A Picture Book of Christopher Columbus*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1992. ISBN 0-8234-08949X. Beginning with his youth in Genoa, the biography helps students understand the difficulties Columbus faced in attempting to get support for his first voyage across the Atlantic to reach the Indies. The book provides a good survey of the navigator's life and accomplishments.

* Adler, David A. *A Picture Book of Eleanor Roosevelt*. Illustrated by Robert Casilla. New York: Holiday House, 1995. ISBN 0-8234-11575. In this brief account of the life and accomplishments of Eleanor Roosevelt, Adler emphasizes her humanitarianism and efforts to secure world peace.

*Adler, David A. *A Picture Book of Florence Nightingale*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1997. ISBN 0-8234-12849. A simple biography of how Nightingale revolutionizes the nursing profession.

Adler, David A. *A Picture Book of Frederick Douglass*. Illustrated by Samuel Byrd. New York: Holiday House, 1995. ISBN 0-8234-12059. This is a well illustrated biography of a man who after escaping slavery, became an orator, writer, leader in the abolition movement, and a diplomat.

* Adler, David A. *A Picture Book of George Washington*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1990. ISBN 0-8234-08000. This illustrated biography includes a brief account of the life of the "Father of Our Country."

Adler, David A. *A Picture Book of George Washington Carver*. Illustrated by Dan Brown. New York: Holiday House, 2000. ISBN 0-82341633X. A picture biography focuses more on Carver's life than on his work. The references to vigilante activities make this for a somewhat older audience.

* Adler, David A. *A Picture Book of Harriet Tubman*. Illustrated by Samuel Byrd. New York: Holiday House, 1993. ISBN 0-8234-1065X. The life story of Harriet Tubman from her youth as a slave to becoming the most celebrated “conductor” on the Underground Railroad. This is a simply written story with vivid illustrations.

* Adler, David A. *A Picture Book of Helen Keller*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1992. ISBN 0-8234-09503. A picture biography that clearly shows the challenges that confronted a young blind and deaf girl. In a simple text, Adler tells the important accomplishments of Helen Keller’s life and describes the dedication of her teacher and life-long friend, Anne Sullivan.

*Adler, David A. *A Picture Book of Jackie Robinson*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1997. ISBN 0-8234-13047. This is a simple biography of the first African American to play in the major leagues.

Adler, David A. *A Picture Book of Jesse Owens*. Illustrated by Robert Casilla. New York: Holiday House, 1992. ISBN 0-8234-0966-X. A simple biography of James Cleveland Owens, the celebrated track-and-field star who competed in the 1936 Olympics in Berlin.

* Adler, David A. *A Picture Book of John F. Kennedy*. Illustrated by Robert Casilla. New York: Holiday House, 1992. ISBN 0-8234-09767. This pictorial biography surveys the life and career of thirty-fifth President of the United States.

* Adler, David A. *A Picture Book of Louis Braille*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1998. ISBN 0-8234-14132. The life story of how a childhood accident caused Braille to lose his sight. Braille used determination to develop a new alphabet/code. Readers can feel the alphabet and numbers on the final page.

* Adler, David A. *A Picture Book of Martin Luther King, Jr.* Illustrated by Robert Casilla. New York: Holiday House, 1995. ISBN 0-8234-08477. This illustrated biography introduces readers to the life and ideals of this prominent civil rights leader whose philosophy of non-violence and civil disobedience helped bring down barriers that divided white and black Americans.

* Adler, David A. *A Picture Book of Rosa Parks*. Illustrated by Robert Casilla. New York: Holiday House, 1995. ISBN 0-8234-1177X. A picture biography that tells how Rosa Parks helped spark the civil rights movement by keeping her seat on the bus.

*Adler, David A. *A Picture Book of Sojourner Truth*. Illustrated by Gershon Griffith. New York: Holiday House, 1996. ISBN 0-8234-12628. Born into slavery in New York in 1782, Isabella Bumfree--better known as Sojourner Truth—spent most of her life working to end slavery and insure equal rights for all persons. During the Civil War Sojourner raised money to help African American soldiers and to care for slaves escaping to freedom.

* Adler, David A. *A Picture Book of Thomas Alva Edison*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1999. ISBN 0-8234-14140. An introduction to the genius with a curious mind who loved to experiment and who invented the phonograph, light bulb, movie camera, and numerous other items.

*Adler, David A. *A Picture Book of Thomas Jefferson*. Illustrated by John Wallner and Alexandra Wallner. New York: Holiday House, 1991. ISBN 0-8234-08817. This illustrated biography of Thomas Jefferson traces his life from boyhood to the presidency. Adler describes Jefferson's achievements as architect, author of the Declaration of Independence, diplomat, and President of the United States.

Adler, David A. *Thomas Alva Edison, Great Inventor: A First Biography*. Illustrated by Lyle Miller. New York: Holiday House, 1990. ISBN 0-8234-0820-5. A read aloud biography of an inventive genius who developed the incandescent light bulb and received patents for over 1000 inventions. Limited availability

Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York: Aladdin, 1988. ISBN 0-671-66490-5. This read aloud biography tells of the obstacles that George Washington Carver overcame to become a prominent scientist and plant specialist. The economic impact of Carver's work is clearly illustrated throughout this book. Hardcover

Benitez, Mirna. *George Washington Carver: Plant Doctor*. Illustrated by Meryl Henderson. Austin, TX: Steck-Vaughn, 1989. ISBN 0-8114-6719-8. A chronicles of the life and work of George Washington Carver for beginning readers. The biography describes his curiosity about plants as a young child, his education, and career as a teacher and scientist. Limited availability

Bradbury, Pamela Zanin. *Albert Einstein* (Great Americans Series). Illustrated by James Seward. New York: Julian Messner, 1989. ISBN 0-671-675141. A fascinating life story of one of the world's most famous scientists. The book includes a number of illustrations from the Library of Congress and National Archives. This read aloud and shared reading book provides both story and background information on this great America. Other biographies in the series are: *George Washington* (ISBN 0-671-63632-4); *Abraham Lincoln* (ISBN 0-671-62982-4); *Martin Luther King, Jr.* (ISBN 0-671-63632-4); *John F. Kennedy* (ISBN 0-671-64025-9); *Harriet Tubman* (ISBN 0-671-64026-7); and, *Sitting Bull, Tatanka Yotanka* (ISBN 0-671-64027-5). Limited availability

Brandt, Keith. *Marie Curie: Brave Scientist*. Illustrated by Karen Moline. Mahwah, New Jersey: Troll Associates, 1983. ISBN 0893758566. This brief biography focuses on the youth of the scientist who twice received the Nobel Prize for her work with radium. This is a good read aloud or cross age tutoring book. Other books in the series are: *Elizabeth Blackwell, First Woman Doctor* (Greene, ISBN 0-516-44217-1); *Davy Crockett, Young Pioneer* (Santrey, ISBN 0-89375-848-5); *John Adams, Brave Patriot* (Santrey, ISBN 0-8167-0560-7); *Andrew Jackson, Frontier Patriot* (Sabin, ISBN 0-8167-0548-8); *Teddy Roosevelt, Rough Rider* (Sabin, ISBN 0-8167-0556-9); *Thomas Alva Edison, Young Inventor* (Sabin, ISBN 0-89375-842-6); *Patrick Henry, Voice of the American Revolution* (Sabin, ISBN 0-89375-769-9); *James Monroe, Young Patriot* (Bains, ISBN 0-8167-0558-5); *Paul Revere, Son of Liberty* (Brandt, ISBN 0-89375-767-5); and, *Jackie Robinson, A Life of Courage* (Brandt, ISBN 0-8167-2506-3).

Burleigh, Robert. *Flight*. Illustrated by Mike Wimmer. New York: Putnam Juvenile, 1997. ISBN 0-698-11425-6. Burleigh describes Charles Lindbergh's remarkable solo flight across the Atlantic from New York to Paris in 1927.

Cooney, Barbara. *Eleanor*. New York: Puffin, 1999 (Picture Puffin). ISBN 0-140555838. The story of the childhood life of Eleanor Roosevelt who, at an early age, showed the compassion and strength of character that was to make her one of the 20th century's most remarkable women. Although difficult reading for most second grade students, this is a good read aloud book.

** Cooney, Barbara. *Miss Rumphius*. New York: Viking Press, 1985. ISBN 0-14050539-3. Great-aunt Alice Rumphius was once a little girl who loved the sea, longed to visit faraway places, and wished to do something to make the world more beautiful. When speaking to children she reminded them, "You must do something to make the world more beautiful." This is a good source to use to introduce students to community service projects.

Davidson, Margaret. *Louis Braille: The Boy Who Invented Books for the Blind*. Illustrated by Janet Compere. New York: Scholastic Biography, 1971. ISBN 0-590045245. The story of Louis Braille who discovered a way for the blind to read and write using a series of raised dots for the letters of the alphabet. Today nearly all books for the blind are printed in an alphabet called "braille." This is a good read aloud or independent reading book. A braille alphabet is included. Limited availability. By the same author, *Helen Keller*, illustrated by Wendy Watson. 1989. ISBN 059042404,

Demarest, Chris L. *Lindbergh*. New York: Knopf, 1993. ISBN 0-517-58719X. From his boyhood interest in gadgets and machines, this biography of Charles Lindbergh examines the life of the world's most famous aviator. Demarest dramatically recreates Lindbergh's solo crossing of the Atlantic from New York to Paris in 1927. Limited availability

** The Earth Works Group. *50 Simple Things Kids Can Do To Save the Earth*. Kansas City: Andrews and McMeel, 1990. ISBN 0-8362-2301-2. You don't have to be grown up to save the earth! This book shows students how to keep the earth a safe, healthy place with experiments, facts, and exciting things to do.

Fernandez, Mayra. *Antonia Novello: Doctor*. Illustrated by Rick Villarreal. Cleveland, OH: Modern Curriculum Press, 1995. ISBN 0-8136-77831. Antonia Novello was the first Hispanic and first woman to be named U.S. Surgeon General, the nation's chief doctor. A specialist in pediatrics, she also served as the deputy director of the National Institute of Child Health and Human Development. This is a read aloud and shared reading book.

Ferris, Jeri. *What Are You Figuring Now? A Story About Benjamin Banneker*. Illustrated by Amy Johnson. Minneapolis, MN: Carolroda (Creative Minds Biography), 1990. ISBN 0-87614-5217. This is a good read aloud biography of an African American farmer and self-taught mathematician and astronomer. Banneker also was the surveyor for the new capital, Washington, D.C., in 1791.

Finchler, Judy. *Miss Malarkey Doesn't Live in Room 10*. Illustrated by Kevin O'Malley. New York: Walker Books for Young Readers, 1996. ISBN 0-8027-74989. How many children

worship their teachers? How many think their teacher lives at school? The children in room 10 believe that Miss Malarkey has a permanent residence in their classroom. What a surprise to find out differently! This is a fun book for both students and teachers.

Fisher, Leonard Everett. *Gandhi*. New York: Atheneum, 1995. ISBN 0-689803370. A biography of Mohandas K. Gandhi illustrating how, as a young boy, he was influenced by his father's politics and his mother's religious beliefs. Although too difficult for second grade readers, this book can be read aloud using maps and pictures to help tell the story of Gandhi's stand against discrimination in South Africa and his work to win independence for his native India. Hardcover, Limited availability

Fisher, Leonard Everett. *Marie Curie*. New York: Macmillan, 1994. ISBN 0-02-735375-3. The story of the scientist who, with her husband, discovered radium and changed the world. This read aloud book tells the story of a great scientist who won Nobel prizes in physics and Chemistry.

Greene, Carol. *Laura Ingalls Wilder: Author of the Little House Books* (Rookie Biography Series). Chicago: Childrens Press, 1990. ISBN 0-516442120. A biography of Laura Ingalls Wilder, who actually lived in the little houses about which she wrote. Limited availability

Greene, Carol. *Mother Teresa: Friend to the Friendless*. (Picture-Story Biographies), Chicago: Childrens Press, 1983. ISBN 0-516-03559-2. Beginning with her childhood in Skopji, Yugoslavia, the author explains how young Agnes Bojaxhau came to devote her life to helping the poor as a Roman Catholic nun. This is an inspiring story of the devotion of Mother Teresa. Limited availability

Greene, Carol. *Albert Schweitzer, Friend of All Life*. (Rookie Biography) Chicago: Childrens Press, 1994. ISBN 0-516-44258-9. This biography examines the life of a humanitarian who pursued medical missionary work in Africa while developing his spiritual beliefs about the value of all life. Limited availability

Greene, Carol. *Daniel Boone, Man of the Forests*. (Rookie Biography) Chicago: Childrens Press, 1990. ISBN 0-516-44210-4. Greene's biography examines the life of Daniel Boone, one of America's most famous explorer and pioneer. Limited availability

Greene, Carol. *Pocahontas: Daughter of a Chief*. Chicago. (Rookie Biography) Children's Press, 1989. ISBN 0-516442031. More than the story of Pocahontas, this book examines the early history of the Jamestown colony. It is an independent reading book for story and empathy. Limited availability

Greene, Carol. *Roberto Clemente: Baseball Superstar* (Rookie Biography) Chicago: Childrens Press, 1991. ISBN 0-516-44222-8. The story of one of baseball's greatest players and National League batting champion and member of the Baseball Hall of Fame. Clemente however was more than a baseball hero, he was noted for his service to others and presents a good role model for students. This is a read aloud book. Limited availability

Harness, Cheryl. *Young Abe Lincoln: The Frontier Days, 1809-1837*. Washington, DC: National Geographic Children's Books, 2003. ISBN 0-792269047. A beautifully illustrated

biography of Lincoln's early life from his birth in Kentucky to the establishment of his law practice in Springfield, Illinois.

Jackson, Garnet Nelson. *Benjamin Banneker, Scientist*, Illustrated by Rodney Pate. (Beginning Biographies) Cleveland, Ohio: Modern Curriculum Press, 1992. ISBN 0813657016. This is the story of an inventor, map maker and astronomer who played an important role in developing the new capital of the United States. See also *Charles Drew, Doctor*, *Garrett Morgan, Inventor*, *Elijah McCoy, Inventor*, *Maggie Walker, Business Leader*, *Mae Jemison, Astronaut*, and *Rosa Parks, Hero of Our Time* by the same author. The books in this series may be used for independent reading.

Jones, Charlotte Foltz. *Accidents May Happen: Fifty Inventions Discovered by Mistake*. Illustrated by John O'Brien. New York: Delacorte Books for Young Readers, 1996. ISBN 0-385322402. The author describes how a wide variety of things such as nursery rhymes, the national anthem, anesthesia, cellophane, raisins, and dynamite came into being.

Jones, Charlotte Foltz. *Mistakes That Worked: Forty Familiar Inventions and How They Came to Be*. Illustrated by John O'Brien. Doubleday Books for Young Readers. ISBN 0-385-32043-4. Stories behind forty things that were invented or named by accident, including aspirin, X rays, Frisbees, Silly Putty, and Velcro.

* Keller, Jack. *Tom Edison's Bright Ideas*. Illustrated by Lane Yerkes. Austin, TX: Heineman Library, 1992. ISBN 0-817235329. This biography of inventor Thomas Edison, for beginning readers, focuses on his research with electricity and his invention of the incandescent electric light. Limited availability

* Krensky, Stephen. *Christopher Columbus*. Illustrated by Norman Green. New York: Random House for Young Readers, Step Into Reading, Step 3, 1991. ISBN 0-679-80369-6. A simple account of Christopher Columbus first voyage to America and his return to Spain in 1493.

Langley, Andrew. *Amelia Earhart*. Illustrated by Alan Marks. New York: Oxford University Press, 1997 (Oxford Picture Book Biography series). Amelia Earhart flew into history through her courage and skill as a pilot. Her story is one of triumph and tragedy.

Lawson, Robert. *Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by His Good Mouse Amos*. Boston: Little, Brown, 1988. ISBN 0-316-51730-5. Benjamin Franklin's companion, Amos the mouse, recounts how he was responsible for Franklin's many inventions and discoveries. The book, originally published in 1939, could be read aloud to the class.

Legunn, Joel. *Famous Americans, Books 1 and 2*. Illustrated by Paul Anderson. Hayward, CA: Janus Book Publishers, 1980. ISBN 0-915510-44-8 (Book One, Before 1860) and 0915510-45-6, Book Two, After 1860). This two volume work covers famous Americans who have appeared on U.S. postage stamps at one time or another. There are activities that follow each brief biography. These are good teacher resource books.

Levinson, Nancy Smiler. *Snowshoe Thompson*. New York: HarperCollins, 1992. ISBN 0-06-023802-X. The true story of John Thompson, a Norwegian immigrant who came to California

to search for gold in the 1850s. Although he never struck it rich, he won fame as a guide and mail carrier traveling across the Sierra Nevada during the winter snows.

* Lewis, Barbara A. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. Minneapolis: Free Spirit, 1995. In an era of service learning and volunteerism, this is an indispensable guide for teachers suggesting hundreds of ways that students can make positive contributions to their communities.

Lindbergh, Reeve. *Nobody Turns the Sky*. Illustrated by Pamela Paparone. Cambridge, MA: Candlewick Press, 1996. ISBN 1-56402-533-0. A rhymed telling of the life of Bessie Coleman, the first African American aviator, written by the daughter of aviator Charles Lindbergh. This is the story of a girl who dreamed of flying as a child working the cotton fields of Texas. An inspiring tale of perseverance to achieve a dream. Use the book with Langston Hughes' poem "Dreams."

Littlechild, George. *This Land Is My Land*. Chicago: Childrens Press, 1993. ISBN 0-89239-119-7. One page vignettes accompanied by childlike pictures document segments of the American Indian experiences. The stories are a tribute to the author's ancestors and are told with courage, strength, and humor.

* Lundell, Margo. *A Girl Named Helen Keller*. Illustrated by Irene Trivas. New York: Scholastic, 1995. ISBN 0-590-47963-6. A moving story of Anne Sullivan's firm but loving training of young Helen Keller.

*MacLeod, Elizabeth. *Alexander Graham Bell – An Inventive Life*. Buffalo, NY: Kids Can Press. 1999. ISBN 1-55074-456-9. When Alexander Graham Bell sent the first message over the telephone in 1876, he changed the way we communicate. This book chronicles his life. It is filled with so many primary source photographs that you feel as if you are there. The timeline at the end of the book is useful for young biographers.

McKissack, Patricia, and Frederick McKissack. *George Washington Carver, The Peanut Scientist*. Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-308-X. This easy to read biography explores the life and accomplishments of Dr. Carver, a highly respected American scientist.

McKissack, Patricia, and Frederick McKissack. *Marian Anderson, A Great Singer*. Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-303-9. This biography tells the story of an African American singer who struggled against prejudice to become one of the world's great opera performers of the century.

McKissack, Patricia, and Frederick McKissack. *Ralph J. Bunche, Peacemaker*. Hillside, New Jersey: Enslow, 1991. ISBN 0-89490-300-4. The biography of a statesman and diplomat who was one of the founders of the United Nations and who received the Nobel Peace Prize for his efforts to end the Arab-Israeli War of 1948.

Middleton, Haydn. *Thomas Edison*. Illustrated by Anthony Morris. New York: Oxford University Press, 1997 (OXFORD PICTURE BOOK BIOGRAPHY series). More than any other individual, Edison was responsible for introducing the modern age of electricity. This is

the story of Edison pioneering the first commercial electric light and power system as well as other inventions including the phonograph, microphone, and an early movie camera. See also *Henry Ford* (Oxford, 1997) by the same author.

Miller, Robert. *Buffalo Soldiers: The Story of Emanuel Stance*. Illustrated by Michael Bryant. Morristown, NJ: Paramount Publishing, 1995. ISBN 0-382-24391-9. Emanuel Stance was a member of the United States Army's Ninth Cavalry, one of four all-black units, called Buffalo Soldiers by the Indians. Nineteen-year-old Emanuel Stance was the first Buffalo Soldier to win the Medal of Honor. This is a good read aloud and shared reading book. It provides story and historical background information.

Miller, Robert. *The Story of Nat Love*. Illustrated by Michael Bryant. Morristown NJ: Paramount Publishing, 1995. ISBN 0-382-24389-7. Young Nat Love was a freed slave who followed his instincts and moved west. He became known as a champion roper and the best shot of the western cattle country. Nicknamed Deadwood Dick, Nat became the most famous of all the eight thousand African Americans who drove cattle up the Chisholm Trail. This can be used as a read aloud, shared, or independent reading book.

Miller, Robert. *The Story of Stagecoach Mary Fields*. Illustrated by Cheryl Hanna. Morristown, New Jersey: Silver Press, 1995. ISBN 0-382-24394-3. The story of a 60 year-old first African American woman stagecoach driver who braved the elements and fought bandits as she carried the U.S. mail and passengers in Montana.

Mitchell, Barbara. *The Wizard of Sound: A Story about Thomas Edison*. Illustrated by Hetty Mitchell. Minneapolis: Carolrhoda Books, 1991. ISBN 0-87614-445-8. A chronicle of the life and contributions of the Thomas Edison, from his sickly childhood to the creation of his own favorite invention, the phonograph.

Monjo, F. N. *The Drinking Gourd*. Illustrated by Fred Brenner. New York: Harper and Row, 1970. ISBN 0-440-84157-7. A fictional story that reveals the courage of runaway slaves who followed the Big Dipper (drinking gourd) north to freedom. This is an easy to read book that may be used for shared reading or can be read independently.

Moore, Eva. *The Story of George Washington Carver*. New York: Scholastic, 1971. ISBN 0-590-09271-5. This biography explores the life and work of George Washington carver from planting a secret garden in the woods at age seven to his fame as a research scientist.

** Novelli, Joan, and Beth Chayet. *The Kids Care*. New York: Scholastic Professional Book, 1991. ISBN 0-590-49141-5. This practical book includes 50 class projects that help students help others. Topics include people partnership, Community Involvement, Social Action, Environmental Issues, Animal Protection, and Global Awareness.

* Penner, Lucille Recht. *Sitting Bull*. Illustrated by Will Williams. New York: Grosset and Dunlap, 1995. ISBN 0-448-40937-2. A moving story of a boy named Slow who proved himself a brave warrior and was given a new name-Sitting Bull. The biography traces Sitting Bull's life and accomplishments as a brave hunter, strong warrior, and wise chief.

* Penner, Lucille Recht. *The True Story of Pocahontas*. Illustrated by Pamela Johnson. New York: Random House, 1994. ISBN 0-679-86166-1. The story of a brave Indian princess who saved the life of John Smith, married John Rolfe and lived in England until her death in 1617.

Platt, Richard. *Smithsonian Visual Timeline of Inventions*. New York: Korling Kindersley, 1994. ISBN 1-56458-675-8. From the first prehistoric tools and weapons to videophones and virtual reality, this book charts the history of human ingenuity. Each page includes a running chronology of world events, placing each invention in its social and historical context.

Reid, Spruan, and Patricia Ara. *Inventors From Da Vinci to Biro*. Tulsa, OK: Osbourne, 1994. ISBN 0-746-00705-1. This book looks at the men and women whose ideas and creations have changed our lives. It includes an index, key dates, and lots of photographs and diagrams.

St. Andre, Ralph. *Simple Book of Machines*. Inglewood, CA: Teachers Idea's Press, 1993. Essential mechanics on how to build simple machines, including step by step directions. This resource book is available from the publisher or social studies supply houses.

Sandler, Martin W. *Inventors* (A Library of Congress Book). New York: HarperCollins, 1996. ISBN 0-060-24923-4. An examination of great minds and ground-breaking inventions in our country's history through over 100 primary source pictures, posters, and paintings in the Library of Congress collection. Although too difficult for second grade readers, the illustration can be effectively used in class.

* Schroeder, Alan. *Minty--A Story of Young Harriet Tubman*. Illustrated by Jerry Pinkney. New York: Dial Books for Young Readers, 1996. ISBN 0-8037-1888-8 (trade book). A fictionalized biography of young Harriet Tubman, who was called Minty as a child, dreams of escaping from slavery. The book is set in the late 1820s.

Schroeder, Alan. *Stachmo's Blues*. Illustrated by Floyd Cooper. New York: Doubleday Books for Young Readers, 1996. ISBN 0-385-32046-9. Alan Schroeder has written a fictional recreation of the young Louis Armstrong growing up in New Orleans. Although too difficult for most second grade students, this is a good read aloud book.

* Smith, Barry. *The First Voyage of Christopher Columbus, 1492*. New York: Viking/Penguin, 1992. ISBN 0-670-84051-3. Illustrated with fanciful drawings, this step by step journey brings the excitement of the voyage alive. A large fold-out map along with smaller maps throughout the text help students trace Columbus's first voyage.

* Stevens, Bryna. *Deborah Sampson Goes to War*. New York: Dell, 1984. ISBN 0-440-40552-1. Desiring to serve in the military during the American Revolution, Deborah Sampson disguised herself as a man and joined the army in 1781. Shot in battle, she lied about her wounds to avoid being discovered. This is a story of courage and determination.

Taylor, Barbara. *Zippers Have Teeth and Other Questions About Inventions*. New York: Kingfisher, 1995. ISBN 1-856-97670-X. This book, in the I Wonder Why series, is full of lively answers to all those tricky questions about how the world works including common household inventions.

Turvey, Peter. *Inventions, Inventors and Ingenious Ideas* (Timeline Series). New York: Franklin Watts, 1992. ISBN 0-531-15713-X. Tracing the story of inventions from the making of fire to microprocessors, the book includes an index, glossary, and timeline.

Winter, Jeanette. *Follow the Drinking Gourd*. New York: Knopf Dragonfly Books, 1988. ISBN 0-679-81997-5. Drawn from historical records and the words of a folk song that relayed directions for an escape route, this moving story describes a brave groups of slaves who followed the drinking gourd--the Big Dipper--to freedom. A good read aloud and shared reading book that can be paired with Monjo's *The Drinking Gourd*.

Wright, Courtni C. *Journey to Freedom: A Story of the Underground Railroad*. Illustrated by Gershom Griffith. New York: Holiday, 1994. ISBN 0-8234-1096-X. A fictionalized account of Harriet Tubman leading eight slaves to freedom on the underground railroad. This story will captivate a young audience.

* Zadra, Dan. *Kit Carson: Trailblazer of the West* (We the People Series). Illustrated by John Kelly and Dick Brude. Mankato, MN: Creative Education, Inc., 1988. ISBN 0-88682-189-4. An easy-to-read biography of Kit Carson, who ran away from home at the age of fifteen to begin a career as a hunter, explorer, and mountain man. Biographies in the We the People Series are divided into the following categories, Women, Frontiersmen, Explorers, Indians, and War Heroes. Some of the titles are: *Clara Barton* (Klingel & Zadra, ISBN 0-88682-168-1); *Davy Crockett* (Zadra, ISBN 0-88682-195-9); *Leif Ericson* (Zadra, ISBN 0-88682-180-0); *Osceola* (Ropthaus, ISBN 0-88682-162-2); and, *Sam Houston* (Zadra, ISBN 0-88682-187-8).

Visual and Performing Arts Resources

Ada, Alma Flor, Violet S. Harris, and Lee Bennett Hopkins. *A Chorus of Cultures: Developing Literacy through Multicultural Poetry*. Illustrated by Morissa

Lipstein, Jane McCreary, Christine McNamara, and D. J. Simi. Carmel, Calif.: Hampton-Brown, 1993. ISBN 1-56334-325-8. An anthology of American poetry including hundreds of poems, songs, sayings, and folklore. It includes scores of themes and dozens of whole-language activity ideas to develop literacy and extend concepts across the curriculum. This teacher resource includes poems and strategies to use with students.

Altman, Susan, and Susan Lechner. *Followers of the North Star: Rhymes about African American Heroes, Heroines, and Historical Times*. Illustrated by Byron Wooden. Chicago: Childrens Press, 1993. ISBN 0516-45151-0. A collection of poems about some of the historical experiences of African Americans and about such prominent people as Benjamin Banneker, Matthew Henson, Rosa Parks, Jackie Robinson, Leontyne Price, George Washington Carver, and Harriet Tubman.

Ashley, Bryan. *All Night, All Day: A Child's First Book of African-American Spirituals*. New York: Atheneum, 1991. ISBN 0-689-31662-3. A selection of twenty spirituals including piano accompaniment and guitar chords. This is a good teacher resource for performing arts activities.

Finch, Spencer, and Mary Beth Spann. *Interactive Picture Series: Famous Americans* (Teaching Guide, Reproducible pages and Activities). New York: Scholastic, 1995. ISBN 0-

590-53556-0. The series starts with a picture a great American and expands through a written biography, a reproducible, a timeline, activities, and a poem to provide a fuller understanding of each person and how he or she contributed to our country. This is a good visual arts resource.

Teacher Evaluation Form

Dear Teacher:

We hope that you enjoyed this curriculum guide! We'd like to hear from you about what worked for your class and what did not. What would you like to see changed? Please take a minute to fill out this form and mail it to the address below, Attn: Dr. Priscilla H. Porter. Thank you for your time.

1. Which parts of the Teacher Guide did you find the most useful? (Check all that apply.)
- | | |
|--|---|
| <input type="checkbox"/> Lesson Activities | <input type="checkbox"/> Background Information |
| <input type="checkbox"/> Handouts | <input type="checkbox"/> Extended Activities |
| <input type="checkbox"/> Relation to Content Standards | <input type="checkbox"/> Resources |

2. Did you use this material as__ part of an institute or __ on your own?

3. What should be added in future guides? _____

4. What should be deleted in future guides? _____

5. Will you keep this guide for future reference? Pass it to another teacher? _____

6. Did the guide meet your expectations? Suggestions for improvement are welcome. _____

7. Which grades would most benefit from this guide? _____

8. For which subjects are these materials most appropriate? _____

(Optional) Teacher's Name _____
Grades you Teach _____ Subjects _____
School Name and District _____

We appreciate your opinions. Please return this form to:
Dr. Priscilla H. Porter
Palm Desert Campus
California State University San Bernardino
37-500 Cook Street
Palm Desert, California 92211