

Curriculum Connections

Tying the library to the classroom through literature

- **4th Grade Jeopardy** - Have your students try and stump their classmates, while sharpening their research skills. Lesson Plan Attached pp, 2.
- ***Tricking the Tallyman: The Great Census Shenanigans of 1790*** by Jacqueline Davies– count up the justifications of implementing a census every ten years. Lesson Plan Attached pp, 5.
- ***What the World Eats*** by Peter Menzel – Blow your student away with the different diets throughout the world. I used a document camera to project an assortment of families from the book. I made sure we covered each continent. We discussed differences in packaging and processing form industrial countries to more agrarian societies. I also made a paper plate for each country, with some of the interesting facts and oddities found in each, listed on the back of the plates.
- ***If the World Were a Village: a book about the World's People*** by David J Smith – Boil the world down to a mere 100 people and see what it looks like. Lesson Plan Attached pp, 6.
- ***IF America Were a Village: a Book about the People of the United States*** by David J. Smith– Take a look at the diversity within our own country. Lesson Plan Attached pp, 7.
- **All Men are Created Equal** – A lesson plan using the Declaration of Independence, Rifles for Waite, and other great literature to explain the long road to making Thomas Jefferson words a reality. Lesson Plan Attached pp, 8.
- ***Grace for President*** by Kelly DiPucchio – Let's explain the complexities and frustrations of the Electoral College. For an explanation of this lesson plan see my blog: <http://webservices.davis.k12.ut.us/DSDblogs/servlet/BlogServlets.Home?EntryId=2043>
- ***Thunder-Boomer!*** By Shutta Crum – combine this with Tomie DePaola's *The Cloud Book* and take a look at what it takes to create a perfect storm. Create a rainstorm inside, directions on page 9.
- ***Redwoods*** by Jason Chin and ***One Small Place in a Tree*** by Barbara Brenner – Trees provide so much more than shade. Discuss all the animals and other living things that benefit from trees. I copied off pictures of different plants and animals mentioned in the books that make their homes in the trees. When we were finished reading both books the student brought up their pictures and we stuck them on a drawing of a tree I'd done on a whiteboard. For 1st and 2nd grades.
- ***A Book*** by Mordicai Gerstein – An excellent device to teach the parts of a book and Genre.

Lesson Plan for Research Jeopardy

4th – 6th Grades

Three, 20 minutes sessions

Objective: Using the task of creating Jeopardy questions for their grade, students will review basic research skills: looking up sources, choosing the best materials, skimming text to flush out relevant content.

Preparation:

- Before the week begins I like to ask the teachers to break up their class into 6 groups, and e-mail back the list. This way I don't end up with the know-it-alls in one group and the ADHD club in another.
- If possible have projector and computer set up, where everyone can see, to review catalog search techniques.
- Have 6 copies of the Research Hunt for each class.
- Choose 6 Social Studies and Science topic covered in the relevant grade's curriculum. If you are not sure you can ask the teachers. That's what I did. For 4th grade I used: Rocks, Weather, Fossils, Utah, Pioneers, and Native Americans. Have each topic on a separate slip of paper.

Procedure:

Day 1:

- Explain to the class that they will work together to create a Jeopardy game to be played by their entire grade in a few week.
- Assign the groups, handing out a Research Hunt paper, topic and a pencil to one person in each group. Direct them to gather around a table with their group.
- Have each group choose a scribe. Direct the scribe to write down their teacher's name on the paper. Each person in their group and the research topic.
- Using the projector review how books are looked up. It is wise to use one of the assigned subjects. Explain why is written on their paper: *All books should be found in the Dewey section and should NOT have the call numbers 398, 741 or 811.* Discuss good and bad choices and why.
- Send them to the computer by teams to write down the call numbers and titles of 3 to 5 books that they might be able to use. Tell them they won't find the books until next week.
- Collect each team's papers and hold them until next week.

Day 2:

- I begin this lesson by reading a paragraph from a non-related informational book and asking the students what kind of questions I could make from it. You also might suggest that a look through the glossary of many books may be wise. For instance in a book about rocks they could choose Sedimentary as their answer with the definition as the question.
(Question: *Rocks made from the broken pieces of other rocks.* Answer: *What are Sedimentary Rocks?*)
- Put the teams back together and hand out their papers.

- Using the references they wrote down the week before have them use their shelf hunting skills to find their books.
- Working together they should come with two questions. Direct them to write their questions along with the answers, onto their team's paper.
- Once they are finished they should turn in their paper to you and return their books to the shelves.

Week 3:

- Plug the questions into a Jeopardy Power Point. (If you would like me to send you the one I have, email me at dleu@dmail.net.) Don't be shy about rewording what they give you to make it work better. Some of the question my students came up with were so broad that they couldn't be used at all, and I had to research my own.
- Play the game. I usually divide by boys and girls. I try and give ever student a chance to answer, but allow their team to help. I write their points down on a white without totaling them up. They know if they are too raucous when it is the other team's turn their bottom score will be erased.

4th Grade Jeopardy Research Hunt

Teacher _____

1. Form a team of 4 or 5 students, choose one to be the scribe

2. Write down the names of your team:

- _____
- _____
- _____
- _____
- _____

3. Your Research topic is: _____

4. At the computers search for books on your subject. All books should be found in the Dewey section and should NOT have the call numbers 398, 741 or 811.

Write down the Call numbers here: _____

5. Have team members find 3 or 5 of the titles on the shelf. Hint: books about the same subject will be found next to each other.

6. Work together to find interesting information about your topic.

7. As a team come up with two really good Jeopardy questions:

- _____

ANSWER: _____

- _____

ANSWER: _____

8. Return Books to Shelves in proper order.

Everyone Counts

Exploring the Census

2nd-6th Grades

20 minutes

Objective: To give an overview of the census, discuss the importance of counting each citizen, and a look at the historical necessity for the count.

Materials needed:

- Census maps available on-line: http://www.census.gov/schools/pdf/materials/cis_map_58US.pdf
http://www.census.gov/schools/pdf/materials/cis_map_k4US.pdf
http://www.census.gov/schools/pdf/CN_SCH_SS58_DIVMAP_ENG.pdf
- A copy of *Tricking the Tallyman: The Great Census Shenanigans of 1790* by Jacqueline Davies, ill. by S. D. Schindler. Alfred A. Knopf, 2009.

Procedure:

- Explain that because our current year ends in a zero there will be a census this year. Briefly explain that the Constitution mandate that a census, or a count of every person in the country take place every 10 years. Show them the maps. Highlight various interesting points especially relating to our state. We like the fact that age demographic Utah has lowest median age, also that we are one of 3 states with the largest families.
- With my older classes we did a quick mock censuses on family size. I used the Mean exercise from this lesson plan: <http://www.census.gov/dmd/www/pdf/58ch5.pdf> Although we just did it on a white board and I used a calculator. I made sure they knew only to count the actual people living in their house at the moment, not older siblings that had moved out.
- I read *Tricking the Tallyman* to my 2nd and 3rd grade, but only had time to summarize it with the older classes.

Conclusion:

- Talk about why it is important for governments to know the makeup of communities when it comes to allocating tax money for education, roads, parks, etc.

Other Sources:

Lesson Plans by grade: <http://www.census.gov/dmd/www/schmat1.html>

If the World Were a Village

Written by David J Smith, Illustrated by Shelagh Armstrong

Kids Can Press, 2002, updated 2007

6th Grade

15-20 minutes

Curriculum Tie: Explore issues of a modern globalized world

Objective: To help students understand that what they see in their own immediate community is not necessarily what one would see worldwide. To show them that the world as a whole is not on equal footing, and to help them realize the opportunities that are available to them because of where they live.

Materials Needed:

- A copy of *If the World were a Village* by David J. Smith. My copy was updated in 2007. I was unable to determine if this is done annually.
- Copies of grids. I made grids for each subjects and color coded the different data. If you would like me to e-mail them to you ask at dleu@dmail.net. I ran mine off on a color printer, laminated them, and attached them with a single binding ring. Naturally all this could be put in a PowerPoint.

Preparation: Read through book, I would plan on summarizing rather than reading it aloud word for word.

Procedure: Explain the concept of the book was to take then entire world's population and shrink it down to 100 people. Each person represents 65,000,000 actual people. For some of the charts I like to have the students guess before I show them, such as Language and religion. For the food card I put the rundown of what is available on the back of the card.

Conclusion: I assure the students that I didn't share this with them to make them feel guilty but to help them be informed. One day they will be adults in the world village and perhaps a few of them will be ready to look about and see what they can do to make their globe a better place for all to live.

If America Were a Village

Written by David J Smith, Illustrated by Shelagh Armstrong

Kids Can Press, 2009

5th Grade

15-20 minutes

Curriculum Tie: Investigate America's role in the World

Objective: To help students

Materials Needed:

- A copy of *If America were a Village* by David J. Smith.
- Copies of grids. I made grids for each subjects and color coded the different data. If you would like me to e-mail them to you ask at dleu@dsdmail.net. I ran mine off on a color printer, laminated them, and attached them with a single binding ring. Naturally all this could be put in a PowerPoint.

Preparation: Read through book, I would plan on summarizing rather than reading it aloud word for word.

Procedure: Explain the concept of the book was to take the population of the United States and shrink it down to 100 people. Each person represents about 3,000,000 actual people. For some of the charts I like to have the students guess before I show them, such as which state have the most people, what countries did most of our families come from. I also make notes on the back for information that didn't chart easily, such as: the amount of things that are thrown away in a day, and which 5 states make up one square of population. (Utah has about 3 million people = 1 square)

Conclusion: I remind them that they are very lucky to live in such a prosperous country and one with so much diversity.

ALL MEN ARE CREATED EQUAL

A LESSON PLAN

5th Grade

15-20 minutes

Curriculum Tie: US History.

Objective: Students will explore the history of the civil rights movement through Historical Fiction and Biographies

Materials Needed: A copy of *Rifles for Watie* by Harold Keith, a copy of *Rosa* by Nikki Giovanni or *Martin's Big Words* by Doreen Rappaport, or other relevant civil rights text. White/chalk board. A copy of the Declaration of Independence if possible.

Preparation: Write the following dates on the board:

- July 4, 1776
- January 1, 1863
- December 1, 1955

Procedure:

- Point to the first date and ask if anyone knows what happened on that date.
- When the correct answer is given have someone read, or quote the line, *"We hold these truths to be self-evident, that all men are created equal"*
- Make the statement: Since the Declaration of Independence stated that all men are created equal, then naturally the practice of slavery was outlawed several years later when the Constitution was written, true or false? Explain that the constitution did indeed allow slavery.
- Pull out *Rifles for Watie*. Read from Chapter 14, *The Cow Lot*. Starting with the sentence *"But why won't Lincoln let the South have slavery in the new Western territory? . . ."* (p.169 in my copy) and end with, *" . . . And that's why President Lincoln didn't want to see slavery started in the new territories."* It will help if you can describe the setting of the novel and give a little back story on the two characters.
- Explain that on January 1, 1863 Abraham Lincoln signed the Emancipation Proclamation. Once the Civil war was over the US Congress ratified the 13th amendment abolishing slavery permanently. Let some precocious child do the math between the two dates.
- Make the next statement: Naturally once slavery was abolished African-Americans were treated with equal respect as white citizens throughout the country, true or false? They all know better.
- Point to the final date and ask if anyone knows what happened on this date. Talk about the Montgomery Bus Boycott. Read *Rosa*, or other civil rights book. Have a brief discussion about their knowledge of the movement throughout the next two decades.

Conclusion: I like to ask if anyone of them thinks that slavery was ever a good idea. Compliment them on their intelligence and compassion and reassure them that one day they may grow up to be a person like, Lincoln, Rosa Parks, or MLK who will see an injustice and do something about it. It is also a good time to put a plug in for historical fiction.

Rainstorm

RUB/SNAP/CLAP/STAMP/CLAP/SNAP/RUB

From *Once Upon a Time* by Judy Freeman

Libraries Unlimited, 2007

- Either place in a big circle or divide students into 4 groups – left, left middle, right middle, right.
- Instruct participants that they must be very quiet and still. Tell them that you will be showing each group what they should be doing rather than telling them, as it would spoil the effect if you were to talk.
- Go over each of the sounds they will be making.
- Beginning with the person in the circle or first group have them start rubbing their hands together.
- Once the last of the group is rubbing, begin at the beginning and have the first group start snapping their fingers. The last in line should keep rubbing until you motion for them to begin snapping, ensuring that two sounds are happening at all times.
- Once the snapping has moved through the entire group start the clapping, it should be erratic, not like applause.
- The crescendo in the middle will be the stamping of feet.
- Now reverse the actions: clapping, snapping and ending with rubbing.