

Reading and Portfolios Let's Make a Connection

*Ellen Connelly
Pittsburgh Mifflin PreK-8*

Contents of Curriculum Unit

Overview

Rationale

Objectives

Strategies

Classroom Activities

Annotated Bibliography/Resources

Appendices/Standards

Overview

The curriculum unit I have chosen to write, Reading and Portfolios, Let's Make a Connection, is designed for students at the middle school level. My specific target audience is sixth grade Communications students. The main goal of this unit is to strengthen the connection between reading in the classroom and the completion of the student required portfolio. This is done by further exploring the setting and theme of several required classroom novels. In order to meet this objective my curriculum unit is divided into five interconnected sections.

The first section of my unit examines the portfolio. If the students you teach are very familiar with what a portfolio is, why it is so important, and how it is connected to reading and the other content areas, you might want to skip this section of the unit. From my own experience, I find that students are far less familiar with the portfolio and its uses than we think. Providing students with three different activities in this section of the unit lays the groundwork for connecting the remaining sections of the paper.

The second section of the unit examines slavery during the Civil War. Students in the sixth grade are required to read the novel *I Thought My Soul Would Rise and Fly* by Joyce Hansen. This novel chronicles the thoughts and feelings of a newly freed slave in a diary format. This section of my unit includes eleven activities. These activities range from something as simple as a book read to something as detailed as an informational paper and accompanying speech. Students are given many opportunities to expand their portfolios during this section of the unit.

The third section of my unit explores the Great Depression. This time period was chosen in response to the novel *Bud Not Buddy*, by Christopher Paul Walker. Sixth graders are introduced to the Great Depression during this novel reading. The seven activities I have included in this section of my unit expand on students' prior knowledge of this time period in our country's history, while providing several opportunities for additional portfolio pieces. Student activities include the completion of required book proofs and a narrative writing piece.

Section four of my unit shifts slightly and deals with the theme of a novel as opposed to the setting. Sixth graders read the novel *Holes* by Louis Sachar. The novel points out the main character's struggles with self-esteem. My goal in this section of the unit is to focus on self-esteem and include six activities to open dialogue on the subject while at the same time encouraging student writing. Students complete journal writings and a free choice option for their portfolios in this section of the unit.

The fifth and final section of my curriculum unit is really a group of three culminating activities provided to tie the entire unit together. Students write a persuasive essay during this final phase of the unit as well as pen their thoughts and feelings regarding the entire unit in the form of student reflections.

Each of these sections, or areas of study, require students to read, write, and explore different settings or story themes while at the same time completing required portfolio pieces. Obviously teachers have the option of picking and choosing among the various activities offered in each section. The activities are designed to provide flexibility so teachers can decide which sections suit their specific educational needs, interests, and objectives.

Rationale

The rationale behind the development of this unit is directly related to the students I teach. Simply put, this unit enables me, as a teacher, to have students meet many of the requirements for completion of their standards based portfolio. Throughout the School District of Pittsburgh, students at all grade levels are required to maintain a cross curricular portfolio. The areas of Communications, Math, Science, and Social Studies all contribute pieces to the portfolio. The Communications component is the most detailed. The three components of the Communications portfolio include a reading section, a writing section, and a speaking, listening and viewing section. Students at the middle school level must complete minimum annual requirements. These include: two Literature responses, one narrative, one persuasive, one informational, one free choice assignment, a

twenty-five book log, a speech, and an end of the semester portfolio reflection. The activities in this unit easily allow my students to meet the majority of the writing requirements. This unit also assists students in meeting the twenty-five-book requirement mandated by the school district. I have specifically chosen three sections for my curriculum unit because they correspond to specific required novels in the sixth grade curriculum. Teachers at other grade levels can easily use this unit as a template for their own needs. Simply substituting the novels required at their particular grade level and adapting the activities included in this unit, allows teachers at other grade levels to fulfill student portfolio requirements. By following this curriculum unit, students acquire new information and insights, while never straying far from the mandated curriculum. This unit is fun, interesting, and educational for everyone.

The seminar that I participated in, which led to the development of this unit, was titled *What Are They Reading?* My seminar leader, Elizabeth Claytor, is a professor at Chatham University. The seminar focused on the examination of oral traditions such as storytelling, and considering ways to engage all students in a love of reading. Being a Communications teacher I was eager to participate in this particular seminar.

As this seminar developed I saw an opportunity to merge two vital components of my Communications curriculum, reading and the completion of the student portfolio. Over the years it seems as though the Communications curriculum and the annual portfolio requirements were separate entities as opposed to complementary components of a whole curriculum. This unit establishes a simple way to merge reading and portfolio writing.

In order to begin a successful reading and writing unit, it is important to understand the portfolio and how to successfully use it in the classroom. The portfolio itself is not a recent invention. The concept of using a portfolio has existed for many years outside of the Communications classroom. Photographers, artists, and architects have long used portfolios to illustrate their work to potential clients. Portfolios are a relatively recent phenomenon, however, in the field of education. The uses of portfolios in education are sometimes unclear.

The first question that should be answered when discussing portfolios in the classroom is what is a portfolio? Although many definitions exist, there are certain common characteristics that define a portfolio. First, portfolios are collections of student work. Second, the student work must be purposeful rather than random. The collection of student work needs to be assembled for a particular purpose. Finally, most portfolios include the opportunity for students to reflect on their work. Portfolios are very useful in the monitoring of student growth across a period of time.

The next question often asked with regards to the portfolio is how can a portfolio be successfully used in the classroom? The answer to that question can be simplified to a degree. First, portfolios are used to tell the story of student effort, progress, or achievement. Second, the portfolio is used by both the student and the teacher to determine a student's knowledge, skills, and aptitudes in a specific subject area. Finally, portfolios are used across the content areas and across the school district to validate growth and abilities.

More and more school districts are using portfolios in order to drive instruction in the classroom. The different types of portfolios may confuse teachers and other educators. The three major types of portfolios are: working portfolios, display portfolios, and assessment portfolios. In theory these types of portfolios are quite different. In practice, there tends to be overlap which highlights the importance of maintaining clear goals where portfolios are involved.

A working portfolio is a type of "holding tank" for a student's work. It often contains work in progress as well as finished samples of student work. Pieces from a working portfolio may be selected at a later time to be placed in an assessment or display portfolio. Working portfolios should not be confused with a work folder. A work folder is simply a collection of all work with no particular purpose to the collection. A working portfolio, on the other hand, is a specific collection of work guided by learning objectives.

The display portfolio is also referred to as a showcase or best works portfolio. The purpose of a display portfolio is to demonstrate the highest level of achievement attained by a student. The writing portfolio is the most commonly known and used display portfolio.

The third and final type of portfolio is the assessment portfolio. The main function of this portfolio is to document what a student has learned. Curriculum content determines what students select for their portfolio. These portfolios are curriculum driven and the primary purpose is to document student learning on specific curriculum outcomes.

Each of these types of portfolios overlap to a degree and teachers and students may develop a portfolio for a number of reasons. Teachers find the process long and may not see the benefits of the portfolio as an assessment tool. Students generally feel a portfolio equals writing which they don't usually enjoy. The benefits of using a portfolio when compared to standardized testing, however, are many.

Portfolios represent the range of reading and writing students are engaged in while standardized testing assesses students across a limited range. Portfolios also engage the students in assessing their own progress. Because they are mechanically scored, standardized tests do not engage the students in self-assessment. Another benefit of the portfolio is its ability to measure each student's achievement while allowing for individual differences. Finally, the portfolio represents a collaborative approach to assessment that is not found in standardized testing. Teacher and student work collaboratively to assess the portfolio. The benefits of the portfolio are numerous and help develop diverse, well-rounded learners.

Over the years portfolios have taken many different forms and have been used for many different purposes. Whether used to assess, document, or celebrate learning, the portfolio has the power to transform the classroom into an exciting, engaging environment.

Objectives

As previously mentioned, students in the Pittsburgh Public School District are required to develop and maintain a standard based portfolio. As students move through the different phases of this curriculum unit, they will meet many district chosen reading, writing, and speaking requirements. The objectives students will meet as they work through this unit are directly aligned with required standards. One of my objectives for students as they progress through this unit is to define portfolios. Students will identify the causes of slavery and discuss the abolitionist movement. Students will analyze the history of the Great Depression and its impact on the United States. Students will explore the meaning of self-esteem and review its impact on others. Finally, students will read, write, and speak for a variety of purposes.

Strategies

In order to enable students to successfully complete the curriculum unit, it is necessary to familiarize them with portfolios, slavery, the Great Depression, and self-esteem. This can be done in several different segments in order to keep student interest high and establish adequate background for the unit.

The entire curriculum unit is divided into five distinct sections. These sections, or areas of study are different, yet interconnected. The first strategy I can use to give students a better understanding of the portfolio is to introduce them to

the types and uses of the portfolio. This can be done through teacher led discussions and the use of a KWL chart. This will help drive the discussion and establish the importance of the portfolio as students move into the remaining sections of the curriculum unit.

The next strategy I can use as my curriculum unit progresses is the introduction of the second section of my unit, a look at slavery and the abolitionist movement during the Civil War period. The rationale here is to introduce students to the roots of slavery through captivating readings. Teacher input, books read, an informational paper, and a speech are included in this phase of the curriculum unit.

Another strategy I can use as the curriculum unit continues is the introduction of the third area of study. This section focuses on the Great Depression. The strategy behind the exploration of this time period is to closely follow the mandated curriculum, which calls for the reading of a novel set during the Depression. Student driven discussions based on informational books and first person narratives are just two of the many activities provided in this section of the curriculum unit.

The next step in the process of developing my unit is to introduce the fourth section of study to my students. This area of study explores self-esteem. The strategy for this exploration results from the students' reading of a novel dealing with the issue of self-esteem. Teacher led discussion, small group peer discussions, a free choice narrative, and journal writings are components of this section of the unit.

The final strategy used in this curriculum unit includes culminating activities to bring the unit to its conclusion. A persuasive paper and student reflections will mark the end of the unit. Students may discuss the different areas of study explored throughout the unit and give their feedback and reactions to each.

The overall strategy for this curriculum unit is to have each area of study focus on the same procedures. There are teacher led discussions, critical book readings, research, fact gathering, written essays, and oral presentations. In this way some continuity is present as students move through each different section of the unit.

Classroom Activities

The classroom activities below are divided into five sections. The first group of activities is related to the exploration of the portfolio. Activities four through fourteen of the unit comprise the second section dealing with slavery and the Civil War. The third section includes activities fifteen through twenty-one and focuses on the Great Depression. The issue of self-esteem and activities twenty-two through twenty-seven are addressed in section four. The final section of the curriculum unit includes several culminating activities. The entire unit takes approximately six to eight weeks to complete. What follows are detailed descriptions of the activities I intend to use in order to bring this unit to fruition.

Activity 1- Portfolios- KWL Chart

This activity is placed in the curriculum unit as a way to check students' prior knowledge. The activity begins with a teacher led discussion to determine what students know about portfolios. A large KWL chart is used here as a beginning activity and can be used throughout this section of the unit as students learn more about portfolios. The KWL chart lists what students know (K), what they want to know (W), and what they learned (L). I am fairly certain that student knowledge of portfolios is limited, so developing the KWL chart is an important first step.

Activity 2- Portfolio Discussion

After beginning the KWL chart to access prior knowledge concerning portfolios, a teacher-based discussion of portfolios takes place. Specifically, introducing students to the importance and benefits of portfolios is the gist of the conversation. This discussion sets the groundwork for the entire unit.

Activity 3- Portfolio Design

As a culminating activity for this small section of the unit, students design a cover for their individual portfolios. The idea here is to have students develop an ownership of the portfolio. Student designed portfolio covers accomplish this goal and builds excitement as students progress to the next section of the curriculum unit.

Activity 4- Introduction- Discussion- Book Read

This activity begins with a teacher led discussion to determine what students know about slavery and the Civil War. Since students have already read the historical fiction class novel, *I Thought My Soul Would Rise and Fly*, they should have some general knowledge about the subject.

After a discussion to assess students' knowledge of this time in history, *The Abolitionist Movement* by Elaine Landau is used to review the slave movement and discuss anti- slavery activities. After reading the book with students, teacher led discussion on the abolitionist movement follows. The hope here is to engage students in meaningful dialogue as a way to begin this section of the unit.

Activity 5- Fascinating Fact

After discussing the abolitionist movement and its many facets, students participate in a short activity called "Fascinating Facts". This activity requires each student to write a short factual blurb based on their prior knowledge as well as information gathered from the book read and discussion. Below is an example of a fascinating fact.

Fascinating Fact

Some people who worked on the Underground Railroad were members of a religious group known as the Quakers. The Quakers were also known as the Society of Friends. Quakers believed all people were equal and were strong opponents of slavery. They hid many slaves traveling on the Underground Railroad despite the danger it posed.

After all of the students have written and shared their fascinating facts, they can be displayed on a poster board in the classroom. Having visual aids present in the room helps keep students interested as we progress through the unit.

Activity 6-Book Readings

After students familiarize themselves with the concept of slavery and begin to gather more information about anti- slavery activities, the focus shifts somewhat to the more personal. The next few activities revolve around understanding human beings overwhelming desire to escape slavery. Students divide into three groups and complete book readings. Students read the books *5,000 Miles to Freedom* by Judith Bloom Fradin and Dennis Brindell Fradin,

Escape from Slavery by Doreen Rappaport, and *Escapes from Slavery* by Stephen Currie. These books tell the stories of slaves and describe their successful escapes to freedom. Students have the opportunity to hear how slaves felt and gain insight into their desire to gain freedom at any cost. These powerful stories help add a different dimension to this part of the unit. Student led discussion follows the book reads.

Activity 7- Book Proof

In order to fully incorporate the curriculum unit into students' standards based portfolios, they complete a book proof on the book they just read. The book proofs are used as evidence that students have read a book toward their twenty-five-book goal. Students have the opportunity to choose between twenty-five different proofs (see Appendix A for a list of book proofs). After completing their proof, students are given the opportunity to share their proof with the class.

Activity 8- Narrative

Students have the opportunity at this point to use the information gathered through the book readings and compose a short narrative. The idea here is for students to choose one story they read in the previous books and retell that story from a different point of view. This activity serves two purposes. First, it gives students the chance to examine point of view and the effect it has on a story. Second, it helps students feel a closer connection to the slave movement as they tell the story of an escaping slave.

Activity 9- Oral Presentation

After students complete their narrative, students orally present the information to the class. The hope here is that students get an opportunity to be exposed to more information about slavery and the abolitionist movement. Along with the chance to gain more knowledge, students have the opportunity to speak in front of their peers. Since students are often uncomfortable speaking in front of their classmates, giving a short informal presentation is a good way to ease students into oral presentations. Later in the unit, students give a more in-depth and formal presentation.

Activity 10- Book Read/ Response to Literature

As students progress through this portion of the unit, they continue to learn more about slavery. *From Slave Ship to Freedom Road* by Julius Lester describes the story of slavery in pictures and narrative. After reading this book,

students can write a response to literature. This is yet another written piece that can be added to the student portfolio and fulfills a reading requirement.

Activity 11- Book Read/Discussion

This activity begins with the reading of *The Underground Railroad* by Ann Heinrichs. This book traces the history of the Underground Railroad and the abolitionist movement. The purpose of reading this book is to allow students the opportunity to gather more information on this subject area before moving on to the next several activities. After reading the book a whole group discussion follows.

Activity 12- Research/Informational Paper

For this particular activity, students research an abolitionist or slave who successfully escaped to freedom. From their research, students compose an informational piece describing the life of their subject. This is yet another required portfolio piece.

Activity 13- Oral Presentation

Each student shares his/her informational paper with the class. This provides the opportunity to learn more about abolitionists and the movement while at the same time affording students another opportunity to speak in front of their fellow classmates. This has the dual benefit of fulfilling a speaking requirement for the student portfolio and hopefully puts students more at ease when making oral presentations.

Activity 14- Peer/Self- Evaluations

In order to give students the opportunity to evaluate themselves and their peers, a self-evaluation is part of the speech presentation. Each student evaluates one other student's speech. After all of the speeches are completed, students conduct a self-evaluation of their own speech. (See Appendix B for samples of the peer and self-evaluation)

Activity 15- Introduction/ Discussion/ List of Facts

The unit now shifts away from slavery and the abolitionist movement to the Great Depression. To keep students' interest level high this portion of the unit begins by asking students what they know about the Great Depression and compiling a list of facts. These facts can be placed on chart paper and posted in the classroom. As the unit progresses, additional facts can be added. Sparking the

students' interest and engaging in a lively discussion is a great way to begin this portion of the unit.

Activity 16- Book Read/ Book Talk/ Book Proof

Reading the book *The Crash of '29 and the New Deal* by Bruce Glassman is the next technique to continue encouraging students to share ideas. After reading sections of this book with students, a teacher led discussion follows. Students have the opportunity at this time to divide into smaller groups and engage in a book talk. The purpose here is to allow students the opportunity to discuss the book and explore more deeply the causes and effects of the Great Depression. Students are encouraged to formulate questions during the book talk which can be shared during a whole group discussion. Once again the opportunity presents itself for students to complete a book proof following the completion of this work. This is yet another way to blend reading and the standards based portfolio.

Activity 17- Short Narrative

After completing the book read and book talk, students produce a short narrative highlighting some of the most interesting facts they have acquired about the Great Depression. The title of their piece might be, "Did You Know?" A sample follows:

Did You Know?

Did you know that more than fifteen million people were unemployed in 1932? That was one quarter of the United States work force. This occurred only three years after the stock market crash that signaled the beginning of the Great Depression. Did you know?

Each student composes his or her own short "Did You Know?" narrative. This is an excellent way to determine what students learned while having them participate in this enjoyable activity.

Activity 18- Oral Presentation

After they complete the composition of their "Did You Know?" narrative, students orally present the information to the class. The hope here is that students get an opportunity to be exposed to more information about the Great Depression, its causes, and effects. Along with the chance to gain more knowledge, students will again have the opportunity to speak in front of their classmates.

Activity 19- Book Read / Discussion

After students become familiar with the Great Depression, the focus shifts to the more personal side of the story. The teacher read of *Brother Can You Spare a Dime* by Milton Meltzer is used to share accounts of the Great Depression in the words of people who lived it. The hope here is that students feel the more human and personal side of the event. A classroom discussion follows the book read.

Activity 20 –First Person Narrative

Students have the opportunity to incorporate their own feelings about the Great Depression into the narrative they write during this activity. The idea is for students to write a first person narrative from the point of view of a person living during the time of the Depression. Using the discussion and readings completed earlier, students have the opportunity to ‘become a citizen of the 1930s’ through their own writing. Students are encouraged to write this narrative as a diary entry. This helps make the piece more personal and hopefully brings a more authentic feel to the writing. Below is an example of such a diary entry.

Dear Diary,

I awaken this morning as I do every morning feeling sad and helpless. My husband, Joe, has been out of work now for the last six months. He has been forced to sell apples on the street to try and make some money. He finds this humiliating, but we have no choice. The bread lines are blocks long and it takes hours to get food. I feel embarrassed accepting free food, but my three children have to eat. My oldest son, Joe Jr., had to quit school this week in order to find a job and help support the family. If this continues much longer I may soon have to find work. I hear stories of people killing themselves because they’ve lost everything. Looking on the bright side, we never had a lot so there wasn’t much to lose. I hope things change for the better soon. I hear this new president, Roosevelt, is going to turn things around. I pray it is so.

Each student composes a diary entry. This narrative helps students to learn more about the Great Depression from an up close point of view. The first person point of view is used to make the reader aware of the characters feelings. Students can learn a great deal from writing in the first person.

Activity 21- Oral Presentation

Students have the opportunity to present their diary entry to fellow classmates. By doing so, students can learn more about the Great Depression from

an up close, personal point of view, and have a chance to speak in front of their classmates.

Activity 22- Introduction/Discussion

The unit again shifts as we move from the Great Depression to issues of self-esteem. Once again the piece that links all of the sections of this unit together is previously read student novels. Students read the novel, *Holes* by Louis Sachar. This novel deals in part with the self-esteem, or lack thereof, of the main character. This novel really takes into account theme as opposed to setting as with the previous two sections of the curriculum unit. At this point in the unit, a teacher driven discussion concerning self-esteem would be introduced. Students have the opportunity to discuss issues revolving around self-esteem as a way to begin this section of the curriculum unit.

Activity 23- Book Read

After students have formulated some primary thoughts regarding self-esteem, they can read the book, *Celebrate You* by Julie Tallard Johnson. This book is appropriate for students because it deals with the issue of self-esteem as it relates to teenagers.

Activity 24- Small Group Discussions

Since the subject of self-esteem can be sensitive for students, especially those at the middle school level, discussions are of the small group nature. Students can form small groups and list the factors that contribute to negative self-esteem. This list is used in the next activity.

Activity 25- Share out/ Large Group Discussion

Students can take their lists and share with the entire group. The point of this activity is to turn the negatives into positives as a way to boost self-esteem. The idea here is to find a way to help students feel good about themselves and celebrate the positive qualities they possess instead of always focusing on the negative.

Activity 26- Free Choice Writing Assignment

Because the issue of self-esteem is sensitive and rather personal, a free choice writing assignment is used at this point in the unit. Because a free choice is one of the requirements for the portfolio, its completion is both important and

timely. I believe a poem or short narrative would work perfectly at this juncture. Students can choose which type of writing they will complete.

Activity 27-Journal Writings

Students are not asked to share their free choice assignment because of the delicate nature of the subject matter. They can, however, complete journal writings at this time. The idea here is to have students wrap up this portion of the curriculum unit by putting down their thoughts and feelings in the form of several journal entries.

Activity 28- Culminating Activity/Persuasive Paper

As the unit comes to a close, several culminating activities are needed. The first of these is a persuasive paper. Students can choose to write a paper based on the following question: Which had more of an impact on the United States, the abolishing of slavery or the Great Depression? Students can take a stand and defend their position. This will again fulfill a portfolio requirement while at the same time tying the unit together as it winds to a close.

Activity 29- Oral Presentation

Each student shares his/ her persuasive paper with the class. This provides students with a final opportunity to discuss the importance of both the Great Depression and the abolitionist movement. At this point in the unit, students are quite a bit more at ease when making oral presentations. If needed, this provides a final opportunity for fulfilling the speech portfolio requirement.

Activity 30- Additional Journal Writings/ Reflections

In order to complete the learning experience, students write about their thoughts and reflections regarding the unit as a whole. Students are given the opportunity to discuss their favorite parts of the unit, things they were not very fond of, and ways to improve the unit in the future. The students are also given the opportunity to share their thoughts and feelings with classmates in an open journal reading time. By giving students a chance to share their likes and dislikes, I am able to gain important insight into ways to adjust the unit for future use. Hopefully, at the end of this curriculum unit, all of the students have become more knowledgeable about portfolios, slavery, the abolitionist movement, the Great Depression, and the issue of self-esteem.

Bibliography

- Burgan, Michael. The Great Depression. Minneapolis, MN: Compass Point Books, 2002.
The story of the Great Depression, told through text, photos and engravings.
- Collier, Christopher and James Lincoln Collier. Slavery and the Coming of the Civil War. New York: Marshall Cavendish, 2000.
A description of events and issues that led to the Civil War.
- Currie, Stephen. Escapes from Slavery. New York: Lucent Books, 2003.
Five true stories of fugitive slaves and their successful escapes to freedom.
- Danielson, Charlotte and Leslye Abrutyn. An Introduction to Using Portfolios in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
Describes the types, benefits and challenges of using portfolios.
- Fradin, Judith Bloom and Dennis Brindell Fradin. 5,000 Miles to Freedom. Washington, DC: National Geographic Society, 2006.
The true story of Ellen and William Craft's escape from slavery.
- Glassman, Bruce. The Crash of '29 and the New Deal. Morristown, NJ: Silver Burdett Company, 1986.
An account of the Great Depression and Roosevelt's New Deal programs.
- Harris, Nathaniel. The Great Depression. London: B.T. Batsford, 1988.
A collection of biographies of noteworthy individuals from the Great Depression.
- Heinrichs, Ann. The Underground Railroad. Minneapolis, MN: Compass Point Books, 2001.
The history of the abolitionist movement and the underground railroad.
- Hewett, Geof. A Portfolio Primer. Portsmouth, NH: Heinemann, 1995.
Presents practical approaches for implementing and using portfolios in grades three through twelve.

- Indrisano, Roselmina and James Squire, Ed. Perspectives on Writing. Newark, DE: International Reading Association, 2000.
A collection of papers that address current research and theories about writing.
- Johnson, Julie Tallard. Celebrate You! Minneapolis, MN: Lerner Publications, 1991.
A discussion of self-esteem for teenagers.
- Johnston, Marianne. Let's Talk about Being Shy. New York: Power Kids Press, 1996.
An exploration of shyness and self-esteem written for young children.
- Landau, Elaine. The Abolitionist Movement. New York: Children's Press, 2004.
A children's book about the end of slavery.
- Landau, Elaine. The Great Depression. New York: Children's Press, 2007.
A children's book about the Great Depression and New Deal.
- Lang, Denise. But Everyone Else Looks so Sure of Themselves. White Hall, VA: Shoe Tree Press, 1991.
A practical guide that addresses common issues faced by teenagers.
- Lester, Julius and Rod Brown. From Slave Ship to Freedom Road. New York: Dial Books, 1998.
The story of slavery portrayed in paintings and narrative text.
- Meltzer, Milton. Brother Can You Spare a Dime? New York: Alfred A. Knopf, 1969.
Accounts of the Great Depression in the words of people who lived through it.
- Murphy, Sandra and Terry Underwood. Portfolio Practices: Lessons from Schools, Districts and States. Norwood, MA: Christopher-Gordon Publishers, 2000.
Examines portfolio assessments at different educational levels.
- Rappaport, Doreen. Escape from Slavery. New York: Harper Collins, 1991.
Several fictional accounts of slaves escaping to freedom.
- Ruggiero, Adriane. The Great Depression. New York: Marshall Cavendish, 2005.
First person accounts of life during the Great Depression.

Shellard, Elizabeth and Nancy Protheroe. Writing Across the Curriculum to Increase Student Learning in Middle School and High School. Arlington, VA: Educational Research Service, 2004.

A report that discusses the importance of effective writing in developing communication and content-area skills.

Stepo, Michele, Ed. Our Song, Our Toil. Brookfield, CT: Millbrook Press, 1994.

First person accounts of slavery.

Tierney, Robert, Mark Carter and Laura Desai. Portfolio Assessment in the Reading-Writing Classroom. Norwood, MA: Christopher-Gordon Publishers, 1991.

Practical ideas for implementing portfolios in the classroom.

Student Bibliography

- Burgan, Michael. The Great Depression. Minneapolis, MN: Compass Point Books, 2002.
The story of the Great Depression, told through text, photos and engravings.
- Currie, Stephen. Escapes from Slavery. New York: Lucent Books, 2003.
Five true stories of fugitive slaves and their successful escapes to freedom.
- Fradin, Judith Bloom and Dennis Brindell Fradin. 5,000 Miles to Freedom. Washington, DC: National Geographic Society, 2006.
The true story of Ellen and William Craft's escape from slavery.
- Glassman, Bruce. The Crash of '29 and the New Deal. Morristown, NJ: Silver Burdett Company, 1986.
An account of the Great Depression and Roosevelt's New Deal programs.
- Harris, Nathaniel. The Great Depression. London: B.T. Batsford, 1988.
A collection of biographies of noteworthy individuals from the Great Depression.
- Heinrichs, Ann. The Underground Railroad. Minneapolis, MN: Compass Point Books, 2001.
The history of the abolitionist movement and the underground railroad.
- Johnson, Julie Tallard. Celebrate You! Minneapolis, MN: Lerner Publications, 1991.
A discussion of self-esteem for teenagers.
- Landau, Elaine. The Abolitionist Movement. New York: Children's Press, 2004.
A children's book about the end of slavery.
- Landau, Elaine. The Great Depression. New York: Children's Press, 2007.
A children's book about the Great Depression and New Deal.

Lester, Julius and Rod Brown. From Slave Ship to Freedom Road. New York: Dial Books, 1998.

The story of slavery portrayed in paintings and narrative text.

Meltzer, Milton. Brother Can You Spare a Dime? New York: Alfred A. Knopf, 1969.

Accounts of the Great Depression in the words of people who lived through it.

Rappaport, Doreen. Escape from Slavery. New York: Harper Collins, 1991.

Several fictional accounts of slaves escaping to freedom.

Ruggiero, Adriane. The Great Depression. New York: Marshall Cavendish, 2005.

First person accounts of life during the Great Depression.

Appendix A

Types of Proof

1. **AN ANNOTATED SUMMARY** – Respond briefly in your own words to what you learned from reading this book. Summarize the plot, actions of major characters, and development of theme in the book.
2. **BOOK LETTER** – Write a letter to the author of the book or a character in the book. What would you like to say to the author or the character? If you respond to the author, be sure to explain what you like about the book and be sure to suggest any changes you would recommend.
3. **INTERVIEW** – Write an interview with questions and the answers you imagine the author would give to each question.
4. **PICTURE THIS** – In your own words, describe the author of this book. Use examples from the book to support your thoughts.
5. **AUTHOR PROBE** – How do you imagine the author of this book? What kind of life does he/she live? Now find out by researching the author. What biographical facts are noteworthy? Which facts surprised you? How close did you come when you imagined this author's life?
6. **QUOTE SAMPLE (W/EXPLANATIONS)** – After reading your book, compile a collection of 4 quotes from the text, with written commentary explaining how the selected quotes exemplify the text.
7. **BOOK REVIEW** – Refer to your **Houghton English** book and write your review.
8. **BOOK TALK WITH A TEACHER** – In a conversation with a teacher, discuss the major topics of your book, including (but not limited to) PLOT, THEME, POINT OF VIEW, CHARACTERS, SETTING, and WRITER'S STYLE. You must prepare an outline for your conversation to represent the book you read.
9. **ILLUSTRATED PLOT, CHARACTER AND SETTING** – Using your artistic talents, draw (paint, sketch, etc.) your interpretation of your book's main plot events, the important characters, and the most important settings. The illustration should not be an exact copy of a picture from the book. It

should be what you see when you're reading. Along with the illustration, you must write a brief description of your illustration, explaining how it represents the book that you read.

10. **SPOKEN SUMMARY + SONG + RAP + POEM** – After reading your book, you may write a song, rap, and/or poem that summarizes as well as includes your reflections of the book that you have read. Even though these summaries are to be “spoken” to a teacher or other evaluating adult, they must also be written down in order to receive credit.
11. **PERSONAL CONNECTIONS** – Make connections to your own experiences. What does the reading make you think of? Does it remind you of incidents, events, places, and people from your own life? Explain.
12. **ARGUE WITH THE AUTHOR** – Explain on which points you disagree and why. Use evidence from the book to support your position.
13. **AUTHOR'S ATTITUDE** – Identify the author's point of view, his/her attitude toward the subject or issues being presented and his/her purpose behind this piece of writing.
14. **DIRECTOR'S CHAIR** – Imagine that you are a stage director or film director responsible for producing this work for an audience. What actors/actresses would fill the roles? What settings, costumes, and special effects would you use? Explain your choices.
15. **REWRITE** – If you were to rewrite any portion of this work, what changes would you make? Why?
16. **WRITE IT DOWN** – Just write about the text! What intrigues you? What bored you? If you are fascinated by certain statements or developments, if you are attracted or repelled by certain characters, if a particular problem or issue is personal or important to you – write it down! Explain.
17. **GOOD AND BAD** – What are the best parts of this book? What are the worst parts? Explain.
18. **FEELINGS** – Did the book make you laugh? Cry? Cheer? Explode? Explain your reaction.
19. **POINT OF VIEW** – From whose point of view is the story told? What does the point of view have to do with the theme, information, action, characters, etc.?

20. **TRANSFORMATION** – Have you changed after reading this book? Explain.
21. **DESCRIPTION** – Describe a funny event or unusual fact from your book.
22. **COMPARE/CONTRAST** – Compare or contrast the characters or information in your book with another book that you have read.
23. **RATE THE TEXT** – Give the text a rating from 1 – 10 and justify your rating.
24. **BOOK RECOMMENDATION** – Would you recommend this book to others? Why or why not?
25. **YOUR TURN** – Write the next chapter for your book.

Appendix B

Self Evaluation Form
(Speaking, Listening, and Viewing Exhibit)

Your Name _____

Assignment _____

- 4= ADVANCED
- 3= PROFICIENT
- 2= BASIC
- 1= BELOW BASIC
- 0= NOT SCORABLE

My voice was clear and could be heard. _____

I made eye contact with the audience. _____

I delivered the information at a good pace. _____

I had good posture. _____

I used correct grammar and pronunciations when communicating. _____

The presentation was well organized and included all necessary components. _____

Questions from the audience were handled well. _____

_____/_____
Total Total Points

Appendix B (cont)

Speaker Feedback Form
(Speaking, Listening, and Viewing Exhibit)

Your Name _____

Assignment _____

4= ADVANCED

3= PROFICIENT

2= BASIC

1= BELOW BASIC

0= NOT SCORABLE

My voice was clear and could be heard. _____

I made eye contact with the audience. _____

I delivered the information at a good pace. _____

I had good posture. _____

I used correct grammar and pronunciations
when communicating. _____

The presentation was well organized and
included all necessary components. _____

Questions from the audience were
handled well. _____

_____/_____
Total Total Points 28

**Pennsylvania Academic Standards
Categories for Reading, Writing,
Speaking and Listening**

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting
Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Functions of the English
Language
- 1.8 Research

