

Learning History through Dramatizing Literature in the Primary Grade Classroom

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Overview

In thirty years of teaching young children, mostly kindergarten through second grade, I discovered their innate love of drama. After reading stories like *The Three Pigs*, *The Three Bears*, or *The Gingerbread Man*, the children were thrilled to reenact (dramatize) each story. The children would light up with enthusiasm when they could express their feelings through the characters. Retelling the stories through drama stirred their emotions and used many complex language skills. Children have to recall facts, create sentences, and reconstruct the sequence of events from the story. This is all the skills that help with comprehension, a skill that is one of the most difficult for my class, and for our school as a whole. The dramatizations also enhanced the stories and created a great interest in the literature. The children would always ask, "Can we do it again?" because they all wanted a turn to be in the play. This also increased the time we could spend on a particular story or on the tasks surrounding stories that demand sitting and listening, like responding to questions about the characters or setting. The attention span of five to seven year olds is not long unless they can move or become involved. In these little reenactments the children not only stay on task, they are also riveted to the action taking place.

As children's literature has come into its own, as we have discussed in our seminar, there are now many books about American history for young children. Numerous biographies of authors, presidents, nurses, scientists, and other historical figures are widely available.

Several books are set during a particular period of history and describe the dress, the customs, what was expected of children, chores, school, and how children entertained themselves. *If You Sailed on the Mayflower in 1620*, by Ann McGovern describes life for young children in the cramped ship including what they ate and games they played. In the book *If You Grew Up with George Washington*, Ruth Belov Gross includes information about games to play, whether children could go to school, using candles and facts about privies or the necessary house. Elisa Bartone describes Italian immigrant life in New York tenements at the turn of the century in her book, *Peppe the Lamplighter*.

I wanted to find stories from which we could create scenes or little plays that would be fun to reenact and would spark children's interest in history through playing the characters we read about. This idea was expressed very well by Ruth Beall Heinig and Lydia Stillwell in their book, *Creative Dramatics for the Classroom Teacher*: "If children can relive the lives of the people they study about, reenact their contributions to history...they begin to identify with the people and their times. The subject matter comes alive" (6). Also, here is another quote from the same source: "Educators have found many values and benefits in using creative dramatics in the classroom. A few research studies have attempted to examine some of them. Among those values are: developing language arts skills; improving socialization skills; stimulating creative imagination; developing an understanding of human behaviors; and participating in group work and group problem solving" (5).

Included in this unit is a story about George Washington and his love of animals, how he returned an enemy's lost dog after a battle during the Revolutionary War and won the respect of two countries after they read about this incident in their newspaper. There is a story of Harriet Tubman's strength. She could lift heavy

barrels over her head and cut more wood than a man. In *Abe Lincoln and The Muddy Pig*, Abe was dressed in his good clothes on his way to town to give a speech when he passed a pig stuck in the mud. He walked on by but had to return to help the struggling pig in spite of his fancy clothes. He freed the pig and continued to town where he gave his speech and not many people noticed or commented on his dirty clothes.

Another book, *Abe Lincoln's Hat*, demonstrates how Abe liked a good joke. He kept important papers in his top hat and everyone knew it. Some young boys strung a string across the street that everyone could walk under except six feet four inch Abe Lincoln with his tall black hat. When he walked down the street the string knocked off his hat and his papers went flying. The boys jumped all over him and he just laughed.

According to *How Ben Franklin Stole the Lightning*, by Rosalyn Schanzer, Benjamin Franklin not only captured lightning with his kite, he also saved his family and many others from lightning strikes to their wooden houses by his invention of lightning rods.

These stories and many others will appeal to young children and help to stretch their limited attention spans and enliven our reading and social studies classes by providing scenes we can reenact in class. They also give us interesting facts and details that teach us a lot about famous people and make them seem more real.

Rationale

There is no doubt about the value of using creative dramatics in my classroom of kindergarteners. I have seen the enthusiasm of my classes when they dramatize familiar stories. The stories I have used in the past are simple, repetitive, and much loved by generations of children. They are fun to listen to even without reenactments. *The Gingerbread Man* has verses that the character or the audience can repeat and are easy to remember, like "Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man." In *The Three Pigs* the wolf says repeatedly "I'll huff and I'll

puff and I'll blow your house in!" This repetition and rhythm help the children remember the words and carry the story forward.

The challenge I faced in this unit is to extend these opportunities for involvement in and fun with literature to other literature that is not well known and does not have repetitive verses, but may have an engaging story. I have heard adults complain that many students, even older students, are lacking in their knowledge of their own country's history.

Rabbi Marc Gellman in a Newsweek article about Prince Harry Windsor, updated on MSNBC.com, Jan. 19, 2005 stated that he believed Prince Harry wore a Nazi costume to a party not because he was a Nazi sympathizer, nor was he insensitive to the victims of the Holocaust, but he had no idea what he was doing. He had little or no knowledge of history. He stated, "Much is made of our children's insufficient knowledge of science and math. However I believe the greatest casualty of this era of video games and iPods is the pathetic knowledge of history among our children." In the same article he wrote: "So if a majority of American 20-year-olds can identify Adventureland but not Auschwitz, Pamela Anderson but not Andersonville prison, what hope do we have to prevent the past from being repeated in the future?" He also mentions a survey of Orlando kids and parents which said more than 60 percent of them could not identify Auschwitz. He writes that there is a high cost to raising a generation of children with little knowledge of history.

"Students lagging in American history: Senate panel hears from advocates of assessment testing" is the title of an article by Kaitlin Bell in the Boston Globe, July 1, 2005. The article opens with this quote: "American students may lag behind their peers abroad in math and science, but their knowledge of their own country's past is just plain pathetic, leading educators and historians told a Senate panel considering legislation that would expand national testing in US history." The article states history and civics assessments show most fourth-graders can't identify the opening passage of the Declaration of Independence. Ms. Bell quotes Senator Lamar Alexander, "You can't be an educated participant in our democracy if you don't know our history". The article goes on to

state that 80 percent of African-Americans and 74 percent of Hispanics did not meet the basic competency standards in the 12th grade of a federal test administered by the US Department of Education under the auspices of the National Assessment of Educational Progress. This is sometimes called "The Nation's Report Card" because it provides nationwide education data.

From a survey in Arizona, given by the Arizona Association of Scholars, made up of faculty and administrators from three state universities, 167 seniors at these three universities, ASU, UA and NAU scored lowest in American history. Robert Franciosi, a consulting economist for the group said, "Students cannot fully participate in society if they don't know the world around them." He also claimed, "Other studies have shown students lacking knowledge in American history in universities across the country. Universities like Harvard and Yale scored a little better but were still not very high." This is from the *State Press*, April 19, 2002, written by Kristin Roberts.

In a report entitled "History, Democracy, and Citizenship: The Debate over History's Role in Teaching Citizenship and Patriotism" commissioned by the Executive Board of the Organization of American Historians, 2004, is the statement, "Schools are responsible for teaching students about America's past, but many studies have shown that history is the core subject about which young Americans know least." According to the Shanker Institute, "our students are woefully lacking in a knowledge of our past, of who we are as Americans." Also, "Proponents of 'traditional history' argue that in the aftermath of 9/11, it is more important than ever for students to 'learn the history of their nation, the principles on which it was founded, the workings of its government, the origins of our freedoms, and how we've responded to past threats from abroad.' History also teaches students how to be citizens, to understand their world, and to comprehend America's relationships to other nations."

Our school is currently using *Here We Go*, a social studies curriculum by Scott Foresman. It has six units which cover family, schools and school helpers in unit one. Communities, maps and celebrations are included in unit two. Unit three discusses needs, wants, using money and jobs. One lesson in unit three covers a little bit of history in pictures of jobs "then and now". There are four

black and white pictures of jobs that have changed. One picture is a horse-drawn fire truck, one is an old dry goods store with an old cash register, an old folding camera, and a chef using an old stove. Unit four is about our earth and geography. Unit six is about families. It is only in unit five that our current curriculum covers any history of the United States. The seven lessons in this unit explain national symbols, native Americans, explorers, Thanksgiving and how travel has changed. In one lesson, lesson five, there is a big book picture with Abraham Lincoln, George Washington, Betsy Ross, Martin Luther King, Jr. and a copy of the Declaration of Independence all on one page! The caption reads: "We remember people and events of long ago." This is the extent of the history lessons in our kindergarten unless we supplement our discussions with other books.

I have tried to find interesting and humorous stories from American history that would be appropriate to use as plays. In these reenactments I hope to create an interest in our shared American history through stories from the lives of some remarkable people. If children become interested in history early in their education, they may continue with their reading on the subject and become better students of history.

Children's literature, as we discussed in our seminar, and as we saw for ourselves at the Elizabeth Nesbitt room at the University of Pittsburgh's Information Sciences building, has grown from simple religious verses, and adult-like stories with few illustrations to the wonderful variety we have for children now. We have literature about every subject from science and exploration to fantasy, poems, many versions of old folktales, and all the new literature that appears every day. It has been a learning experience to read the many biographies for young children that are available in book stores and libraries. There is a real wealth of material, and it should be used in our classrooms. I learned a lot of history myself by reading these historical stories and biographies of famous and notable people.

Objectives

The primary goal of my unit is that children experience and enjoy literature, particularly literature about our own American history. Along with the reading and reenacting the stories the students will develop language skills and will socialize with their classmates as they discuss their parts in the plays.

The plays will also hopefully stimulate their imaginations and help them understand the behavior of the characters we will read about. The information they gain will be more meaningful, more a part of them as they act out the stories. Children cannot think abstractly like adults can. This reenacting will give them a chance to remember what they learn about these famous people and will make learning history more fun and more meaningful.

According to Wikipedia, the free internet encyclopedia, experiential education, or learning by doing, means actively engaging students so that they make discoveries and experiment themselves. What this unit includes is a mixture of traditional learning---hearing and discussing stories after the teacher reads aloud, and then experiential learning---acting out the stories and learning by doing.

Ruth Beall Heinig and Lyda Stillwell in *Creative Dramatics for the Classroom Teacher* suggest that dramatic experience can involve facts and concepts as well as problem solving and creative thinking. "Creative dramatics can motivate children to discover new information and skills"(7).

In the Curriculum Review, October, 2001, is an article, "Inspiring Words from Educators." Instructor Edward Heffernan, Fairfax County, Virginia, 2001 Teacher of the Year, wrote that everyone benefits from hands-on learning. "Students who feel they are part of the learning process are more apt to become excited about learning. By taking a hands-on approach to learning, I have found that all students, regardless of their academic levels, can be successful. Instead of talking to my class about Native American life, I take them into the woods and ask them to tell me what they would use for their shelter, food and clothing."

This unit through its stories and dramatizations of stories will provide these “learning by doing” opportunities. It encourages students to actively participate in doing, discussing and creating. Some of the books used here emphasize a particular characteristic or positive quality in the main character. Honesty is the quality discussed in one Lincoln biography, dedication is the focus in the biography of Frederick Douglas, and fairness is stressed in Susan B. Anthony’s biography. All the people in the biographies have many qualities to admire and this can be an important subject for discussion questions after the reenactments.

Strategies

Plan for not more than one play a week, and plan to use each as a lesson for social studies or for reading or language arts. To do the improvising needed requires more advanced skills than most kindergartners have at the beginning of school, and it would be more appropriate to do these historical plays in the second semester after the children have had a chance to perform finger plays, action songs, action games, and the well-known folktales. This would allow the children time to be comfortable with their teacher and with each other. If the children have trust in their teacher they will be willing to take more risks and to follow the narrator’s prompts and suggestions.

To be successful, keep the scene or storyline very brief and uncomplicated. Too many characters can be confusing. Harriet Tubman attempted to run away to freedom with her two brothers. They became very fearful on the way and turned back, but she kept on going. She was strong and determined and she made it to freedom. She also eventually came back for her family as well as 300 other people running from slavery. This could be presented as two smaller scenes showing the north star, the underground railroad, or one of its stations, and Harriet leading them. Then another scene could be staged with Harriet and her brothers running from the slavemaster and his dogs.

The Story of Ruby Bridges by Robert Coles has a lot of possibilities for recreating scenes in history and may have a lot of appeal to children of color because Ruby is one of them. Ruby was the only black child sent alone to an all-white school in New Orleans. She had an enormous amount of courage and determination to walk through an angry crowd of people outside the school every day. Federal marshals walked her to school, and they and her teacher were astonished at this quiet, brave little girl. She stopped in the middle of the shouting group outside the school and seemed to be talking to herself. The marshals could not hurry her along. She was actually praying, she told them later, for the people who shouted at her and she prayed for them every day before leaving for school. This day she forgot to pray before she left home, so she stopped to pray on the way.

Each play should be discussed thoroughly before hand and the teacher/narrator should act as a side coach who keeps the action moving along. For some of these plays dialogue could be written or the subject should be written down on the chart paper where characters are listed. For instance, in the book about Abe Lincoln and the muddy pig, the class would discuss that the main idea is about Abe and his kind heart. He walked past the pig at first, but his conscience would not let him leave the pig to struggle. He had to go back and help him regardless of his good clothes and he appointment to speak in the town. One student can be Abe and another can be the pig. The rest of the class could act as the townspeople who may want to say something or not. Abe's dialogue could be written or he could improvise if the student is willing and able. The pig could have his own sounds, which all little children love to do. At the end of the play, all would applaud and the actors take a bow. Then they'd probably ask to do it again.

Classroom Activities

To familiarize the children with a story to reenact, read the story two or three times, and ask discussion questions. Then list the characters and the setting on the board or chart paper. Discuss what was unusual or remarkable about the characters and bring out that quality or qualities in our play. In some cases dialogue may

have to be added to the actions or to the narrator's (teacher's) part. Since we are dealing with young children, there are little or no props, costumes, or setting. A lot of the action is improvised. Stagehands can move a small chair or table or other simple props, and anyone who is not in the play, is designated as the audience. This group is told how important they are to the play. Often they ask to do the play again because they almost all want to have an acting part.

The most remarkable behavior in these young children is that some of them who volunteer to be a character are overcome with shyness, and in that case they wait for a later turn or can be given a non-speaking part. On the other hand some children will become the character and change their voices to suit the animal or character. This always delights the children who recognize that someone is really acting. Some of the action and the dialogue can be improvised as long as the children follow the story line.

There are many possibilities and a wealth of good biographies to select from. The attention of the students will be lost if much time is spent on costumes, props, or learning dialogue. The children, once they understand the storyline, can improvise, spontaneously saying what they think the character would say.

One imaginative book, *George Washington's Teeth* by Deborah Chandra and Madeleine Comora, relates the important events in his life and always mentions how George lost his teeth during that event, or tells how many teeth he had by the end of that event. It is full of humor and is written in rhyme. All the facts are based on letters, diaries, and accounts and it includes a time line of all the major historical events in his life at the end of the book, including important dates. Because the major theme of the books is about losing teeth, and five, six and seven year olds are also losing teeth, this book may really hold their interest. At age 22, George had already lost two teeth and the rest were black and rotted. Facts about his ailing teeth, sore gums, and various sets of false teeth are listed in detail at the end of the book. The chronic, untreated infection from old root fragments in his gums may have contributed to his death at age 67. A number of children could be Washington in these various scenes:

“George crossed the icy Delaware with nine teeth in his mouth.”
In that cold and pitchy dark, two more teeth came out.”

*

“Snow fell on George at Valley Forge,
His blue coat hung in tatters.
By then he'd only seven teeth
That couldn't even chatter!”

*

“A portrait artist came to George.
He said, ‘I know a trick!’
I'll pad your mouth with cotton balls
To puff your sunken lips.

He yanked the cotton from his mouth,
Then gasped, ‘What have I done?’
The cotton held a rotten tooth.
Now George had only one!”

The tale goes on until he loses all his teeth, and being the leader he was, he made a mold with plaster to show the dentist how to fashion false teeth for him, which were made from hippo tusk, ivory and gold, but not wood.

A Weed is a Flower by Aliko details how George Washington Carver was born to a slave, was kidnapped with his mother, but returned without her. He grew up without parents and without much hope. Yet he tackled any task he was given and tried to do it well. He loved growing plants and gave each one his attention. He had a curious mind and asked a lot of questions, but most schools were not open to blacks. He had to move to Iowa to find a college that would admit him. He washed his classmates clothes to make money to pay for school. After he moved to Tuskegee and studied agriculture, he knew growing peanuts would help the depleted soil of southern farms, but people thought of peanuts as “monkey

food". When important guests came to Tuskegee, Dr. Carver served a menu of soup, creamy mock chicken, bread, salad, coffee, candy, cake, and ice cream. Afterwards he told them everything they ate was made from peanuts. This story offers some possibilities that children could act out and gives them a chance to play a trick on the guests which they love to do.

Sequoya, a Cherokee from Tennessee, traded silver he crafted with English settlers. He was interested in their written language which he saw in newspapers. The Cherokee had no written language. Sequoya invented an alphabet for his people and wrote articles for them which he had to teach them how to read. This helped the Cherokee Nation become more powerful. Giant redwood trees in California are named in his honor. Sequoya teaching an alphabet to other Indians would interest kindergartners who are also learning an alphabet. This scene could present a very plausible reenactment of a classroom situation. Children could also learn some facts about our giant redwood trees and where they grow. They could outline the circumference of a redwood by holding hands and stretching to demonstrate the approximate size of a redwood, which could include everyone.

From *Young Ben Franklin* by Laurence Santrey comes a story of Ben as a child who went to a toy store with pennies from a holiday. Ben gave all his money for a cheap, but pretty red whistle. His brothers teased him as he was blowing his whistle around his house for spending all his money. He paid much more than it was worth. All his life Ben Franklin remembered this lesson and used the phrase "Don't give too much for the whistle" when he was dealing with people. Children are learning the value of pennies, nickels, and dimes in math. This reenactment would be helpful in math as well as reading and social studies.

Teachers Bibliography

Dyson, John. Westward With Columbus. Toronto, Ontario: Madison Press Limited Text, 1991. *A mixture of photographs and drawings with many dates and details of Columbus's trip to America. The photographs are of John Dyson, Dr. Coin, and a crew of Spanish students who retrace Columbus's voyage in a replica of the Nina in 1988.*

Heinig, Ruth Beall and Lyda Stillwell. Creative Dramatics for the Classroom Teacher. Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. *This was more drama for drama's sake alone, but there was some information in the beginning of the book on incorporating drama to teach other subjects.*

Siks, Geraldine Brain. Drama With Children. New York: Harper and Row Publishers, 1977. *A book about the art of teaching drama in the classroom. Very helpful in understanding the value of drama for itself and how to use it to teach other subjects.*

Books to be Read to Students

Adler, David A. A Picture Book of Martin Luther King, Jr. New York: Scholastic Inc., 1989. *A biography simple enough to read to the **class**, listing the highlights of his life.*

Aliki. A Weed is a Flower: The Life of George Washington Carver. New York: Aladdin Paperbacks, 1988. *A biography of this remarkable man from his birth as a slave to his work at Tuskegee University. Especially interesting was the dinner he made for guests all from peanuts.*

Books to be Read to Students (continued)

- Bartone, Elisa. Peppe the Lamplighter. New York: Lothrop, Lee and Shepard Books, 1993. *A beautifully illustrated book about Italian immigrants in turn of the century America and the values they bring with them.*
- Borden, Louise. Thanksgiving Is.... New York: Scholastic Inc., 1997. *Written on a second-third grade level this gives an account of the Pilgrims' trip over the ocean and their first winter, as well as the Thanksgiving celebration then and now.*
- Brenner, Martha. Abe Lincoln's Hat. New York: Scholastic Inc., 1994. *A biography for students to read with some highlights of Lincoln's life. Most illustrations are drawn, but some real photos of Lincoln at the end of the book.*
- Chandra, Deborah and Madeleine Comora. George Washington's Teeth. New York: Farrar Straus Giroux, 2003. *A humorous and rhyming tale about how George lost all his teeth, based on facts from letters, diaries, and accounts.*
- Cohn, Amy L. and Suzy Schmidt. Abraham Lincoln. New York: Scholastic Press, 2002. *A biography in a tall book with interesting, artistic illustrations written on a third grade level. No dates until end of the book.*
- Coles, Robert. The Story of Ruby Bridges. New York: Scholastic Inc., 1995. *This details Ruby's experience integrating Frantz Elementary School in New Orleans. An inspiring interpretation.*
- Engel, Dean and Florence B. Freedman. Ezra Jack Keats: A Biography with Illustrations. New York: Silver Moon Press, 1995. *A biography in twelve chapters with many illustrations by the artist. Very well done.*

Books to be Read to Students (continued)

- Fritz, Jean. George Washington's Mother. New York: Scholastic, 1992. *A humorous look at George Washington's relationship with his mother and some details of what she was like.*
- Fritz, Jean. Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address. New York, Scholastic Inc., 1993. *This is about the presidency of Lincoln during the war years and about the speech at Gettysburg. The whole address is in the back of the book.*
- Giblin, James Cross. George Washington: A Picture Book Biography. New York, 1992. *Written simply with just the highlights. Can be read to the class.*
- Greenfield, Eloise. Mary McLeod Bethune. New York: Harper Collins Publishers, 1977. *A biography written on third grade level with black and white drawings and covering most of her life.*
- Gross, Ruth Belov. If You Grew up with George Washington. New York: Scholastic, 1993. *This is a look at the period of history in which Washington lived. We see the customs, the clothes, the games, etc.*
- Jackson, Garnet. George Washington, Our First President. New York: Scholastic, 2000. *A simple biography on second grade Level about his life up to the presidency.*
- Krensky, Stephen. Abe Lincoln and the Muddy Pig. New York: Aladdin, 2002. *This story reveals much about Lincoln's character Through a single humorous story.*
- Marzollo, Jean. My First Book of Biographies: Great Men and Women Every Child Should Know. New York: Scholastic, 1994. *This book includes many people of interest, Neil Armstrong, Rachel Carson, Cesar Chavez, Walt Disney, Amelia Earhart, Sequoya, and lots more.*

Books to be Read to Students (continued)

McGovern, Ann. If You Grew up with Abraham Lincoln. New York: Scholastic, 1992. *This book describes what life was like in that period of time. Written in question and answer form.*

McGovern, Ann. Wanted Dead or Alive: The True Story of Harriet Tubman. New York: Scholastic, 1965. *A biography with most of her accomplishments. Fifty pages and not a lot of pictures. Not easy.*

Moore, Kay. If You Lived at the Time of the Civil War. New York: Scholastic, 1994. *Sixty three pages set up in a question and answer pattern, e. g. "Was it hard to get food?", "Did you continue to go to school?"*

Murphy, Frank. George Washington and the General's Dog. New York: Scholastic Inc., 2002. *A biography with highlights of Washington's military life. Lots of cartoonish pictures with real photos at the end.*

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. New York: Scholastic, 1994. *A colorful but not detailed story of Harriet Tubman's underground railroad, touching only the highlights.*

Ruffin, Frances E. Clara Barton. New York: PowerKids Press, 2002. *A biography written in ten short chapters. Written on a second grade level with good pictures and highlighted vocabulary words.*

Tallchief, Maria with Rosemary Wells. Tallchief: America's Prima Ballerina. New York: Penguin Group, 1999. *The biography of Elizabeth Marie Tallchief who was half Osage Indian and half Scots-Irish and who was a pioneer for American dance.*

Wallner, Alexandra. Grandma Moses. New York: Scholastic, 2004. *This is a biography of her whole life including the time before she became a painter, which was a lot of years.*

Books to be Read to Students (continued)

Wilder, Laura Ingalls. Winter Days in the Big Woods. New York: Scholastic, 1994. *Written on not more than a second grade level, Just a sampling of life on the prarie.*

Winters, Kay and Nancy Carpenter. Abe Lincoln: The Boy Who Loved Books. New York: Scholastic, 1996.

Internet Sources

Bell, Kaitlin. "Students lagging in American history: Senate panel Hears from advocates of assessment testing". Boston Globe. 1 July, 2005. 16 May 2006 <http://www.boston.com/news/Education/k_12/articles/2005/07/01/students_lagging_in_am>.

"Experiential Education." Wikipedia, the free encyclopedia. 22 May 2006. <http://en.wikipedia.org/wiki/Experiential_learning>

Gellman, Rabbi Marc. "Harry Windsor and the Prisoners of Ignorance". Newsweek. 19 January, 2005. 16 May 2006 <<http://www.msnbc.msn.com/id/6843412/site/newsweek/from/RSS/print/1/displaymode/10>>.

"History, Democracy, and Citizenship: The Debate over History's Role in Teaching Citizenship and Patriotism". Organization of American Historians. 2004. 7 March, 2006. <http://www.oah.org/reports/tradhist.html>

"Inspiring Words for Educators: Maximizing your potentials as a Professional Educator." Curriculum Review; Oct 2001, Vol. 41 Issue 2, p 1. EBSCOhost. Murrysville Library, Murrysville, PA. May 16, 2006. <http://web10.epnet.com/DeliveryPrintSave.asp?tb=1&_ug=sid+7BA787A9-CC56-411A-87A4-08CF5840>

Roberts, Kristin. "Study: Seniors score low in U.S. history trivia". State Press. 19 April, 2002. 16 May, 2006.
<<http://64.233.179.104/search?q=cache:u2QILEdvSDwJ:www.asuWebdevil.com/com/issues/200>>.

Content Standards for the Pittsburgh Public Schools which apply to this Unit

Reading, Writing, Speaking and Listening

2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
8. All students compose and make oral presentations for each Academic area of study.
9. All students converse at a minimum level.

Citizenship

1. All students demonstrate an understanding of major events cultures, groups and individuals in the historical development of Pennsylvania and the United States.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.

