

3rd Grade (North Carolina) Integrated Curriculum Unit with Book Clubs: Parts I – III

The calendar below shows a 5 week schedule for my unit that will focus on reading, writing, listening, speaking, viewing, and sharing ideas with others. Each week we will focus on a set of reading comprehension skill lessons (skills listed in first column) that will help us further develop our reading skills as we continue through the unit. Each day for the unit describes the different activities that students will be participating in. Initially the goals are more reading oriented, but as the unit progresses students will be participating in more reading, listening, viewing, speaking, and writing goals as required by the North Carolina Standard Course of Study. Also listed for each week is a set of “I can statements/objectives that the students will be focusing on in order to meet county and state requirements. The books used in this unit range from text books, realistic fiction, picture books, nonfiction books, reference materials, and DVD’s. The students will be using all of these themed books during their independent reading time, research, and book club. The overall content area focus for each week will be focusing on different ways to learn about how our own community and others have changed over time.

Week 1 Objectives & “I Can” Statements:

Social Studies:

3.03 - I can make a T-Chart showing how family roles have changed

2.02 - I can find and list similarities and differences between:

- Different times
- Different paces

2.03 - I can talk about how communities have changed with others

3.01 - I can talk about how and why communities have changed

2.03 I can read picture books, short stories, biographies, letters, maps, and articles about how people and places change

Language Arts:

2.02 I can...before, during, and after reading, listening or viewing:

- Explain why we are learning about this unit
- Make predictions
- Ask open ended questions that don’t have yes or no answers

4.01 I can read stories on my level smoothly

I can understand the stories that I read

Week 2 Objectives & “I Can” Statements:

Social Studies:

2.02 - I can find and list similarities and differences between:

- Different times
- Different paces

2.03 - I can talk about how communities have changed with others

3.01 - I can talk about how and why communities have changed

3.02 - I can tell others about how people help change ideas and events over time

Language Arts:

2.03 I can...before, during, and after reading, listening or viewing:

- Explain why we are learning about this unit
- Make predictions
- Find information that answers my own questions
- Make text to self, text to text, and text to world connections with the stories

2.03 I can read picture books, short stories, biographies, letters, maps, and articles about how people and places change

3.01 I can tell the difference between real stories and made up stories

I can ask questions about something else I want to know more about

4.01 I can read stories on my level smoothly

I can understand the stories that I read

4.02 I can retell the parts of the story and movie in order and they make sense

Week 3 Objectives & “I Can” Statements:

Social Studies:

2.02 - I can find and list similarities and differences between:

- Different times
- Different paces

2.03 - I can talk about how communities have changed with others

3.01 - I can talk about how and why communities have changed

3.02 - I can tell others about how people help change ideas and events over time

Language Arts:

- 2.04** I can...before, during, and after reading, listening or viewing:
- Explain why we are learning about this unit
 - Make predictions
 - Find information that answers my own questions
 - Make text to self, text to text, and text to world connections with the stories
 - Point out different headings, titles, captions, pictures, italics, bolded words and tell what they mean or show
- 2.03** I can read picture books, short stories, biographies, letters, maps, and articles about how people and places change
- 3.02** I can tell the difference between real stories and made up stories
I can talk about :
- what the story is mostly about
 - who is telling the story
 - where & when the story is happening
- 4.01** I can read stories on my level smoothly
I can understand the stories that I read
I can use my voice to show what the author might sound like
- 4.02** I can retell the parts of the story and movie in order and they make sense
I can include details that are important when I retell the story or movie

Week 4 Objectives & “I Can” Statements:

Social Studies:

- 2.02** - I can find and list similarities and differences between:
- Different times
 - Different paces
- 2.03** - I can talk about how communities have changed with others
- 3.01** - I can talk about how and why communities have changed
- 3.02** - I can tell others about how people help change ideas and events over time

Language Arts:

2.05 I can...before, during, and after reading, listening or viewing:

- Explain why we are learning about this unit
- Make predictions
- Ask open ended questions that don't have yes or no answers
- Find information that answers my own questions
- Make text to self, text to text, and text to world connections with the stories
- Point out different headings, titles, captions, pictures, italics, bolded words and tell what they mean or show

2.03 I can read picture books, short stories, biographies, letters, maps, and articles about how people and places change

3.03 I can tell the difference between real stories and made up stories

I can talk about :

- what the story is mostly about
- who is telling the story
- where & when the story is happening
- what the characters are feeling
- what I have learned that is new from this story

I can ask questions about something else I want to know more about

4.01 I can read stories on my level smoothly

I can understand the stories that I read

I can use my voice to show what the author might sound like

4.02 I can retell the parts of the story and movie in order and they make sense

I can include details that are important when I retell the story or movie

4.09 I can write a letter that sounds like it is from a real pioneer

4.09 I can write a letter that has: a greeting, the date, commas in the right place, capitalizations and spelling that is correct, a closing statement , my signature

Week 5 Objectives & "I Can" Statements:

Social Studies:

2.02 - I can find and list similarities and differences between:

- Different times
- Different paces

2.03 - I can talk about how communities have changed with others

3.01 - I can talk about how and why communities have changed

3.02 - I can tell others about how people help change ideas and events over time

Language Arts:

2.06 I can...before, during, and after reading, listening or viewing:

- Explain why we are learning about this unit
- Make predictions
- Ask open ended questions that don't have yes or no answers
- Find information that answers my own questions
- Make text to self, text to text, and text to world connections with the stories
- Point out different headings, titles, captions, pictures, italics, bolded words and tell what they mean or show

2.03 I can read picture books, short stories, biographies, letters, maps, and articles about how people and places change

3.04 I can tell the difference between real stories and made up stories

I can talk about :

- what the story is mostly about
- who is telling the story
- where & when the story is happening
- what the characters are feeling
- what I have learned that is new from this story

I can ask questions about something else I want to know more about

4.01 I can read stories on my level smoothly

I can understand the stories that I read

I can use my voice to show what the author might sound like

4.02 I can retell the parts of the story and movie in order and they make sense

<p>I can include details that are important when I retell the story or movie</p> <p>4.07 I can write a letter that sounds like it is from a real pioneer</p> <p>4.09 I can write a letter that has: a greeting, the date, commas in the right place, capitalizations and spelling that is correct, a closing statement , my signature</p>

Calendar for 3rd Grade Social Studies Thematic Unit: Change Over Time

<p>Reading Skill Focus: activating prior knowledge, building background knowledge, asking questions, and making predictions</p>	<p>Day 1 Introduction to Unit -students review prior knowledge about 1800's & Pioneers with KWL Chart (Think Sheet #12)</p>	<p>Day 2 -students create a 2nd KWL chart using Think Sheet #12 about how our everyday lives have changed over the past 200 years, i.e. technology, families, schooling, roles/jobs etc... -students will make predictions about what changes they think they will see in the <i>North Carolina: Then & Now</i> by Kevin Adams book.</p>	<p>Day 3 -Read aloud and picture walk with <i>North Carolina: Then & Now</i> by Kevin Adams and discuss our observations about how our own state has changed. Create T-chart in our Reading Logs comparing Then and Now</p>	<p>Day 4 -students choose a thematically related book for independent reading: <i>1. Community History</i> – Harcourt Themed book <i>2. Old Sturbridge Village</i> – Harcourt Themed book <i>3. Frozen in Time</i> – Harcourt themed book <i>4. Rachel's Journal: The Story of a Pioneer Girl</i> by Marissa Moss</p>	<p>Day 5 -set up Book Club Reading Logs and explain the terminology used. -Discuss that all our books, research, writing, viewing, and discussing will all be related to the theme of Change Over Time. -Explain that students will be recording their thoughts about <i>Dear Levi</i> in their reading logs and share about their thoughts/ideas in Book Club.</p>
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<p>Reading Skill Focus: Making connections, summarizing, sequencing, and visualizing</p>	<p>Day 6 Teacher read aloud of <i>Pioneer Girl: The Story of Laura Ingalls Wilder</i> by William Anderson. -students continue independent reading of chosen book from day 4</p>	<p>Day 7 Continue read aloud of <i>Pioneer Girl: The Story of Laura Ingalls Wilder</i> by William Anderson. -students research Pioneer and Change Over Time themed topics using <i>Harcourt Social Studies: North Carolina – People Who Make a Difference</i> (text book) and <i>Pioneer Days: Discover the Past with Fun Projects, Games, Activities, and Recipes</i> by David King.</p>	<p>Day 8 -Teacher read aloud of <i>Pioneer Girl: The Story of Laura Ingalls Wilder</i> by William Anderson. -students continue to read selected book from day 4 independently. -continue research about theme related topics.</p>	<p>Day 9 -Model and share different kinds of formats for their reading/response logs. -Think Sheet 5, 6, 7, 10, 14, 15, 16, 19, 22, tripod response and list from TE 847 suggested responses.</p>	<p>Day 10 -continue teacher read aloud -student read independently from selected books -continue research about thematic related topics</p>
<p>Reading Skill Focus: making inferences, distinguishing important from less important information, and analyzing literary elements.</p>	<p>Day 11 -Review Book Club Process & response/reading logs -students begin to read <i>Dear Levi</i> in their book clubs -record responses in logs -community share</p>	<p>Day 12 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p>	<p>Day 13 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p>	<p>Day 14 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p>	<p>Day 15 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p>

<p>Reading skill focus: inferring, summarizing, synthesizing, evaluating, and adjusting predictions.</p>	<p>Day 16 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>-discuss with students as part of their viewing aspect of learning they will be watching short clips and then writing journal entries from the point of view of one of the characters from the Ingalls family. They will summarize the events that they have seen from the clip and make inferences as to what they may have been feeling that they didn't verbalize -begin to show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially)</p>	<p>Day 17 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>-model a journal entry from the point of view of a pioneer like from the Ingalls family -students chose a character from the Ingalls family to start their journal entries - show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students begin Pioneer journal entry in their reading/response log</p>	<p>Day 18 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 19 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 20 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>
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<p>Reading skill focus: making predictions, summarizing, sequencing, visualizing, making inferences, synthesizing, analyzing literary elements, evaluating and adjusting predictions, asking questions, and clarifying.</p>	<p>Day 21 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 22 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 23 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 24 -teacher read aloud -Book Club with <i>Dear Levi</i> -response in logs -independent reading -community share</p> <p>- show 15 minute clips of <i>Little House on the Prairie</i> - The Complete Season 1 (the pilot episode initially) -students continue their Pioneer journal entry in their reading/response log</p>	<p>Day 25 PIONEER DAY - students will help pick and create games, activities, lessons, photos, and information that would be pertinent to share with parents, family, and other students about what they have learned about how communities and people have changed over time. This culminating creative presentation will also allow students to participate in the activities they have chosen to reinforce and create a high interest in comparing and contrasting the ways lives and activities have changed or stayed the same. Students and guests will be encouraged to dress in Pioneer themed clothing as they participate in the different activities of our celebration.</p>
	<p>SUGGESTED PIONEER DAY ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Pioneer Food: students will “churn” their own butter using heavy whipping cream in baby jars and shaking them until buttery and smooth. 2. Pioneer Games: students will participate in games that Pioneer children played like marbles, checkers, and hopscotch. 3. Pioneer Memories: students will create a “God’s Eye” craft with popsicle sticks and yarn and have their silhouettes drawn as another keepsake. 4. Pioneer Schoolhouse: students will attend a short lesson in our schoolhouse with real slates, dunce cap, rows of desks, and school marm for a lesson that will transform our classroom into a multi-age classroom. 5. Pioneer Gathering: students will eat their churned butter, fruit leather (fruit roll-ups), beef jerky, and cornbread while viewing the last portion of 				

the *Little House on the Prairie* pilot or the next episode from the DVD.

Integrated Curriculum Unit with Book Clubs: Part IV

Address motivation for this unit. How will you motivate your students to continue reading? How will you engage your students in the book club book as well as the concept you are teaching?

I feel that this integrated curriculum unit for Book Club will be highly motivating for students. The unit encompasses many elements that will both motivate students to read independently through the ownership of choosing their own themed book and that will motivate students to read as a part of book club. Even though the book for Book Club will be chosen by the teacher, the students will have more opportunities for “student-led discussions on which the program is centered,” (Raphael, Pardo, & Highfield, 2002, p. 2). This student centered book club will allow the students more independence and power of choice in their discussions, which will hopefully motivate students to increase their participation level. Also, in order for students to be an active member of their book club, they have to be familiar with the text and keep up with the group as they read. This will motivate the students to continue reading the book, because if they want to be part of this enriching activity they know they must be responsible for reading the material. “In book club, such students (less motivated) have the opportunity to engage more deeply in their readings through sustained writing and inquiry that relate to the themes explored during their literacy instruction,” which may be the extra motivation those students need (Raphael et al, 2002, p. 2).

Not only will students be engaged in Book Club through the selected texts used for independent reading and their book club group, but they also will have the opportunity to learn about the theme of the unit through listening, discussion, viewing, and writing as they participate in response/reading logs, *The Little House on the Prairie* pilot DVD, and selected books on tape. By attempting to cover all of the learning styles in the classroom, it is more than likely that students of all abilities and interests will find some element of the unit that will appeal to them and keep them motivated to participate and therefore learn.

The concepts that the students will be learning such as their reading comprehension skills, discussion skills, and writing skills will also be of high interest to the students through the use of creative activities such as writing Pioneer Journal entries through their point of view. These “diaries” of sorts that the students will be creating directly meet many of our social studies and language arts objectives for 3rd grade, but at the same time are making them fun to learn. The students are not just sitting and practicing writing a letter that may never get sent, but instead are compiling a real life journal that is very similar to that of the real Pioneer, Laura Ingalls Wilder. Creating connections and real life experiences with the objectives for these students will allow a high interest unit to teach the North Carolina Standard Course of Study in way that is no longer dry and boring. Also, the culminating activity of Pioneer Day is exciting for the students as they are able to share what they learned with their families and peers at school. The learning won’t stop at the end of the book or film; instead it will be shared with others so that the learning may continue even after they leave the classroom.

Integrated Curriculum Unit with Book Clubs: Part V

How will you pre-assess your students? How will you use that pre-assessment to further plan your unit?

In order to pre-assess my students I will need to use the KWL charts from day 1 and day 2 to see just how much information they already know about how technology, communities, people, and the way of life has changed over the years. The KWL charts will help, “provide information that will help teachers adjust their instructional focus areas as needed and meet their students’ collective and individual needs,” (Raphael et al, 2002, p. 43). By using this KWL chart pre-assessment I can understand where I need to start with introducing the topic of change over time and where I need to begin. If my students already have a great deal of background and prior knowledge about Pioneers and the changes in technology, families, and communities than I should be appropriately suited with a 5 week long unit. Yet, if I see that more time is needed to build that background knowledge than I may need to extend my unit in order to sufficiently allow my students time to gain more knowledge before starting Book Club. The pre-assessment will also allow me to make time for specific elements of the unit that the students really want to know more about and I can adjust the unit accordingly. For example, if my students really want to know more about how long it took the Pioneers to travel across the country, than I may need to create a map that we can use to track the Pioneer’s traveling as we read *Dear Levi*. This could help create a more physical understanding of just how long it might take such travel.

What will you create/collect as a continuous, authentic assessment of your learning objectives and goals?

As we continue through the unit I think it’s important to use assessment tools that both “help students monitor their own understanding, seek help when needed, and evaluate growth in their abilities to read and respond to texts through writing and discussion,” (Raphael et al, 2002, p. 43). I would provide and explain to the students the Book Club Rubric and the Rubric for Reading Log Entries on pages 49, 59, and 60 to the students as a way to be explicit about what expectations I have for their reading logs. This will help students know what kind of work is anticipated in order to show the teacher that “I” understand the content and “how to display my learning.” I also will be, “examining their reading log entries, recording and evaluating their contributions during book clubs, and evaluating their contributions during community share,” (Raphael et al, 2002, p. 44). This informal way of assessing student learning allows me to see daily progress of the students. In order to keep track of my informal assessments through observation and reading their response logs I would use the Evaluation Sheets 1 (Book Club Rubric), 2 (Book Club Observation

Sheet), 7 (Book Club Checklist), and 11(Language Skills Checklist). These will help me record data that I observe through a variety of materials that, “demonstrate students’ abilities in reading, writing, and discussing texts,” (Raphael et al, 2002, p. 55). Also, during particular book club discussions, I will provide my students with a Book Club Self-Assessment Evaluation Sheet (#6) and at the end of each week will have the students fill out a Reading Log Self Assessment Evaluation Sheet (#8). These will help the students track their own progress throughout the unit and allow them opportunities to make changes in their future discussions and reading logs as needed.

What will you use as a final assessment? How will you know whether your students have met their learning goals?

For my students’ final assessment I will use a combination of assessment types to see if they have met their learning objectives and goals. Besides using the Pioneer Day as a culminating activity, I would also like to see the students create an accumulative presentation, poster, essay, or creative display that demonstrates and displays their knowledge of Change over Time. These projects could be self selected and then approved by myself so that students can have ownership over their final assessment, but still have guidelines from their instructor that keep them on track. These projects could be displayed in the hallway during Pioneer Day for all of the families and schoolmates as they join us for the activities. Again, this project will most likely also have a rubric designed for the students so that they can create a project that meets the standards I need to observe them on. Lastly, the students will fill out the My Knowledge of Skills and Strategies Evaluation Sheet (#10) to show which reading comprehension skills they have worked on during the unit. I will also use a similar checklist to assess the student learning as a final assessment grade.

Please address differentiation in this section. How will you differentiate your unit for students with reading or writing disabilities?

In order to meet the different needs of my students I will need to differentiate parts of the unit that will allow students to be successful while participating in book club. I have provided leveled books for the students to choose from for their independent reading that will allow the students to pick a themed book at their reading level. These books: *Community History*, *Old Sturbridge Village*, *Frozen in Time*, and *Rachel's Journal: The Story of a Pioneer Girl* increase in difficulty and allow differentiation for my students reading levels. Also, *The Community History*, *Old Sturbridge*, and *Frozen in Time* all are available on CD for students to listen to, so if they are still having difficulties reading the books independently for any reason they can listen to it on CD while following along in the book. For students who will not be able to read our Book Club book *Dear Levi* independently, they will be allowed to pair up with a group member or Para-professional in order to help them read the book. With these accommodations, my students should be able to have their reading needs met for the unit.

With the writing aspect of the unit, there are a few accommodations that will be easy to make for those students with disabilities. For some of my writers I can provide a pre-made journal outline format that will list numbered events or have blanks in them that the student can fill in as they view *Little House on the Prairie*. This will allow them to still participate in the writing and viewing events without feeling unsuccessful or unable to complete the same tasks as their peers. I can also have some of my students who aren't able to write from one of the Ingalls' point of view, to write a summary about what they have seen. This would hopefully eliminate any extenuating difficulties that may cause some of my students with disabilities extreme frustration. If needed, I can also find an assistant to help scribe for a student who is unable to form his/her thoughts on paper, but can clearly describe verbally what he/she would write as a Pioneer Journal.

Overall the unit also offers many different opportunities to keep students engaged through high interest viewing and listening opportunities that will help meet the needs of my ADD, ADHD, and visual learners. The pace of the unit is set so that they will have multiple tasks to perform each day, which will keep the students moving and talking, but not too quickly as to make students feel rushed. In my classroom where I already am differentiating my instruction for my many ADHD and autistic students, I feel confident that this unit would provide exactly what they need to become successful learners.

Annotated Bibliography:

1. Adams, Kevin. North Carolina: Then & Now. :, 2007.

This book was checked out of my classroom library while doing this project, so I was unable to find its publisher and city of publication.

This nonfiction book by Kevin Adams has brilliant photographs of all areas of North Carolina that have changed over the years. The photographs and captions explain how things like a riverbed or city landscape has changed and provides vivid pictures to visually add to the students learning. Students can search through this book to find how different streets in our own city of Raleigh have changed over the past 50 years and even further back as we explore some photographs not taken by Adam's himself. This book is a great addition to the unit, because it provides visual aid for students who may not be able to visualize in their minds what our city could have looked like so long ago.

2. Anderson, William. Pioneer Girl: The Story of Laura Ingalls Wilder.: Harper's Collin, 1998

This picture book biography of Laura Ingalls Wilder tells in greater detail for younger audiences about the life of “Half Pint.” Readers will learn about the famous life of a young girl who has become world renowned as a literary figure during the Pioneer days. This text is great for the unit, because it is a biography, but more suited for younger audiences so that a greater range of learners can view the pictures and read the text to understand more about a young girl who has had such an incredible life. Readers can also more easily compare their own lives to a biography written about a young girl their own age.

3. Berson, Dr. Michael J.. Harcourt Social Studies: People Who Make a Difference. Orlando: Harcourt Inc., 2009.

This textbook is a requirement for our school district, but allows the readers to do some research of their own about change over time. The text discusses how our roles in the community have changed, families and different times, communities and different place changes, and how all of these changes affect what our world looks like today. There is a lot of information in this text, which is great to allow my students ample time to research and explore an otherwise “dry” text with more enthusiasm.

4. Harcourt Publications. Community History. Orlando: Harcourt Inc., 2009.

This nonfiction text discusses with students how communities change over time and examines ancient communities from all over our country and the world. The photographs easily allow students to compare how things have changed between the cities and today. The text is also leveled in order to meet the different needs of my students.

5. King, David C.. Pioneer Days: Discover the Past with Fun Projects, Games, Activities, and Recipes. New York: Roundtable Press, Inc., 1997.

This nonfiction book is a source of reference for students to research and learn about different types of projects, games, recipes, crafts, and activities that the real Pioneers did. The book is filled with great information and details about the history behind the activities and games and gives students an opportunity to make real food the way the Pioneers did. This text is also

very valuable for the unit, because it has a detailed glossary for the students to reference that has a very extensive list of terms that students may be unfamiliar with.

6. Moss, Marissa. Rachel's Journal: The Story of a Pioneer Girl. San Diego: Harcourt Inc., 1998

This fictional narrative of a ten year old girl named Rachel, tells the story of her and her family traveling from Illinois to California during the 1850's. The book is written in letter/journal format that also ties into our own writing assignments for the unit and has interesting text features. There are tips and games for students to try on their own, along with beautiful collages of pictures and drawings on Rachel's pages that make the journal seem more realistic. Students can easily compare this young girl's story to that of Laura Ingalls Wilder and their own as they learn about how lives and their country have changed over time.

7. Rose, Benjamin. Frozen in Time. Orlando: Harcourt Inc., 2009.

This nonfiction text tells the story of how the ancient Roman city of Pompeii was destroyed by a volcano. The reader will learn about the history of Pompeii and the way of life in AD 79, where more than 10,000 people used to live. Students can not only compare Pompeii to our lives now, but they can compare how Pompeii has changed from when it was alive and active to know, as a sort of Museum to its citizens. The text is very interesting and most students should find it intriguing, especially with the pictures of humans made into statues from the eruption.

8. Rose, Benjamin. Old Sturbridge Village. Orlando: Harcourt Inc., 2009.

This nonfiction leveled book is all about how the Wells family founded a living history museum and the text describes how the museum is used today. The text provides pictures and captions that compare different items from Sturbridge Village to today, like a clock, stove, and farming equipment to show its readers just how different things are now. This text is a great addition to the unit, because it is leveled to meet the different needs of my students and directly correlates to our theme.

9. Woodruff, Elvira. Dear Levi: Letters from the Overland Trail. New York: Dell Yearling, 1994.

This book is a historical fiction novel about a boy named Austin during the year 1851 who is traveling with a caravan of wagons on their way to Oregon. Austin writes letters to his younger brother Levi, who is still back east and too young to travel, as they make their way across the United States. Austin's letters to Levi describe in great detail the trials, tribulations, and successes of their trip to Oregon. This book is a great short novel, because of its realistic details, historical information, and lovable characters that help its readers understand more about the way of life during the 1850's and especially for Pioneers.