

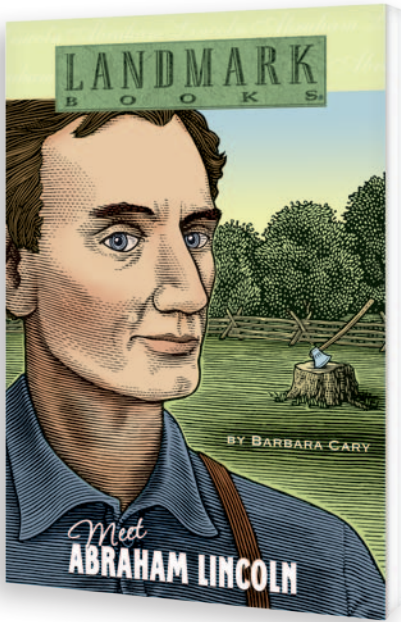


EDUCATOR GUIDE

Includes Common Core
State Standards Connections



Illustration © 2013 by Gregory Nemet



Meet ABRAHAM LINCOLN

Readers meet the young, hardworking, curious boy from Kentucky and watch him grow into a gifted lawyer, politician, and eventually become the 16th President of the United States. Learning about the historic events of Lincoln's presidency—the Civil War, the Emancipation Proclamation, and the Gettysburg Address—helps young readers discover why “Honest Abe” Lincoln is revered by people all over the world.

Barbara Cary • Illustrated by Stephen Marchesi
Grades 2 up • PB: 978-0-375-80396-3 • EL: 978-0-307-78694-4

In the CLASSROOM

CURRICULUM CONNECTIONS

- Abraham Lincoln and Stephen Douglas engaged in many debates during their political campaigns of 1858. Explain to students that a debate is a spoken event in which two or more people present and argue opposing sides of a given topic. Have students think about an important school issue for a class debate.

The topic should be simple enough that students can choose a side: for or against. Lead students through a debate where students have the opportunity to express their viewpoints.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1 and SL.2.2.
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.
- When he was campaigning to be a state representative, Lincoln addressed issues that were important to people of Illinois, like improving roads and public schools. Ask students to create their own school-based platforms and hold a class election.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.2
- Reading: Informational Text: Key Ideas and Details: RI.2.3
- English Language Arts: Writing: Text Types and Purposes: W.2.2
- After reading *Meet Abraham Lincoln*, work with students to construct a time line of the events in Lincoln's life. Collaborate with the school art teacher and have students design and create a mural that represents the events from the book.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.5
- English Language Arts: Writing: Text Types and Purposes: W.2.7

QUESTIONS FOR DISCUSSION

- The young Abe asked a lot of questions as a boy. Why is it important to be inquisitive?
- How do you think Abe's trip to New Orleans influenced his feelings about slavery?
- What character traits did Lincoln show during his childhood and young adulthood that served him well as the president during wartime?

Connect to Common Core State Standards

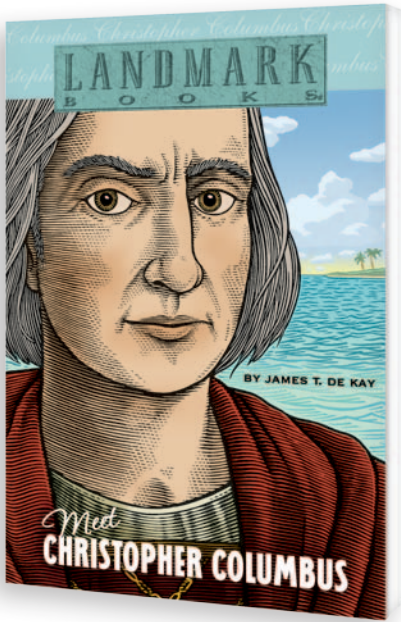
- Reading: Informational Text: Key Ideas and Details: RI.2.1, Integration of Knowledge and Ideas: RI.2.8, and Range of Reading and Level of Text Complexity: RI.2.10.
- Reading: Foundational Skills: Fluency: RF.2.4.
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.

VOCABULARY: USE OF LANGUAGE

Have students find, define, and discuss the following words: *slavery* (p. 3), *lawyer* (p. 8), *hero* (p. 20), *cross* (p. 20), *politics* (p. 28), *representative* (p. 29), *election* (p. 33), *capital* (p. 34), *Congress* (p. 42), *Confederate* (p. 50), and *Union* (p. 53).

Connect to Common Core State Standards

- English Language Arts: Language: Vocabulary Acquisition and Use: L.2.4



Meet CHRISTOPHER COLUMBUS

In this compelling story of the world's most famous explorer, readers will sail along with Columbus on his dangerous and thrilling journey of discovery and adventure. *Meet Christopher Columbus* tells the tale of a man who, through perseverance and courage, changed the course of history.

James T. de Kay • Illustrated by John Edens
Grades 2 up • PB: 978-0-375-81210-1 • EL: 978-0-307-81494-4

In the CLASSROOM

CURRICULUM CONNECTIONS

- By the time Christopher Columbus was 25 years old, he had sailed to all major ports on the Mediterranean Sea. Introduce the geography of the Mediterranean region by having students “explore” the countries that border this historic body of water. First, show students a map of the Mediterranean Sea and have them locate all of the countries that lie on it. Show students how to use the scale to determine the distance Columbus sailed from Italy to Portugal.

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.2.1 and Craft and Structure: RI.2.5
- During his voyage across the Western Ocean, Columbus kept a journal of his experiences. Have students set a goal that they would like to accomplish over the course of the school year. Each day or week, have students write about their experiences in trying to accomplish this goal.

Connect to Common Core State Standards

- English Language Arts: Writing: Text Types and Purposes: W.2.1

- Columbus was fascinated with the adventures of the Italian explorer Marco Polo. Have students read biographies about Marco Polo and recreate his route on a world map.

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.2.3

QUESTIONS FOR DISCUSSION

- Columbus kept two separate journals during his first voyage: one with accurate facts and figures, and another with false information which he shared with his crew. Do you think Columbus was right in giving his men false information? Why or why not?
- When Columbus landed in what he thought were the Indies, he claimed the land as the property of Spain. Do you think Columbus had the right to do this? How do you think the native peoples felt about Columbus and his crew inhabiting their land?

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.2.1, Integration of Knowledge and Ideas: RI.2.8, and Range of Reading and Level of Text Complexity: RI.2.10.
- Reading: Foundational Skills: Fluency: RF.2.4.

Connect to Common Core State Standards (cont.)

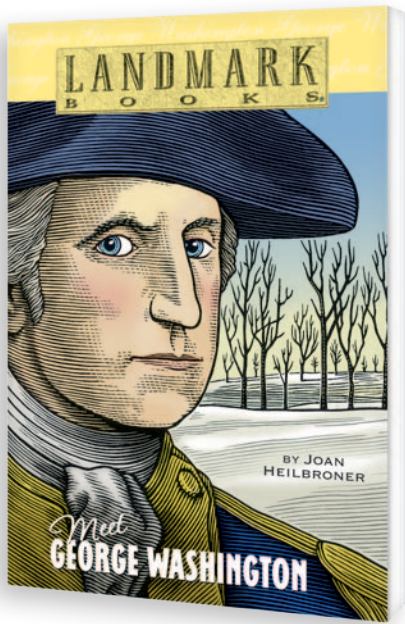
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.

VOCABULARY: USE OF LANGUAGE

Have students find, define, and discuss the following words: *port* (p. 2), *Arabs* (p. 9), *voyage* (p. 14), *advisors* (p. 14), *heartbroken* (p. 17), *shabby* (p. 18), *messenger* (p. 20), *rudder* (p. 26), *briskly* (p. 29), and *wreck* (p. 45).

Connect to Common Core State Standards

- English Language Arts: Language: Vocabulary Acquisition and Use: L.2.4



Meet GEORGE WASHINGTON

From his birth in 1732 as an English subject, to his years as General of the Continental Army, and on to his years as the first president of the United States, this biography of the father of our country tells the fascinating story of George Washington, one of the greatest and most beloved American leaders.

Joan Heilbroner • Illustrated by Stephen Marchesi
Grades 2 up • PB: 978-0-375-80397-0 • EL: 978-0-307-78695-1

In the CLASSROOM

CURRICULUM CONNECTIONS

- Share a map of the United States and point out that the original 13 colonies became the first 13 states after the Revolutionary War. Provide students with a blank template of the 13 colonies, and have them write the names of colonies in the appropriate place. Challenge students to study current maps of the Eastern United States and to locate historic sites of the Revolutionary War, such as Lexington, Trenton, Long Island, Saratoga, the Delaware River, the East River, New York City, Yorktown, Valley Forge, and Philadelphia. Have students label their maps with these important sites.

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.2.1 and Craft and Structure: RI.2.5 and Integration of Knowledge and Ideas: RI.2.9.
- George Washington led a very full and exciting life. As a class, create a time line of the events in Washington's life. Assign students the task of illustrating and writing captions for each major event.

Connect to Common Core State Standards

- English Language Arts: Writing: Text Types and Purposes: W.2.2 and Research to Build and Present Knowledge: W.2.7

QUESTIONS FOR DISCUSSION

- What character traits did Washington exhibit as a young man that would later serve him well as a general and as the first U.S. president?
- Why do you think that every state chose Washington to be the first president?
- Washington is known as the father of our country. What do you think this means?
- How do you think history would be different if Washington had not helped the English win the French and Indian War in 1759?

Connect to Common Core State Standards

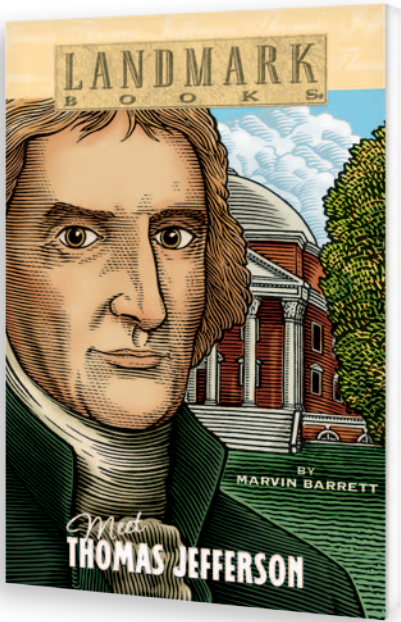
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- Reading: Foundational Skills: Fluency: RF.2.4.
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.

VOCABULARY: USE OF LANGUAGE

Have students find, define, and discuss the following words: *surveyor* (p. 10), *wilderness* (p. 14), *colonists* (p. 24), *taxes* (p. 24), *gentleman* (p. 33), *government* (p. 33), *general* (p. 33), *colony* (p. 34), *declaration* (p. 36), and *independence* (p. 39).

Connect to Common Core State Standards

- English Language Arts: Language: Vocabulary Acquisition and Use: L.2.4



Meet THOMAS JEFFERSON

This biography introduces young readers to the life of this amazing American, describes his many accomplishments, and stresses Jefferson's lifelong belief in fairness, education, and freedom.

Marvin Barrett • Illustrated by Pat Fogarty
Grades 2 up • PB: 978-0-375-81211-8 • EL: 978-307-78696-8

In the CLASSROOM

CURRICULUM CONNECTIONS

- Thomas Jefferson is best known for writing the Declaration of Independence. Share with your class a reproduction of this historic document and review Jefferson's main points, such as "All men are created equal" and "Life, liberty, and the pursuit of happiness." Ask students to give reasons why the founding fathers decided to declare their independence from England. On a large sheet of paper, write a class letter to King George III declaring why they (as colonists) want to be independent from England. To conclude, have each student step forward and sign their names at the bottom of the letter.

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.2.1 and Craft and Structure: RI.2.6
- English Language Arts: Writing: Text Types and Purposes: W.2.1 and Research to Build and Present Knowledge: W.2.7

- Have students pretend they could transport Jefferson to the present for one hour. Instruct them to write down questions that they would ask Jefferson if given the chance to interview him. Have the class share their questions. You can also extend this activity by having a parent, another teacher, or the school principal dress up as Jefferson and be interviewed by the students.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1 and SL.2.2
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.

QUESTIONS FOR DISCUSSION

- In *Meet Thomas Jefferson*, the author writes that Jefferson "fought with words." (p. 1) How did Jefferson use words as weapons for change?
- As a country lawyer, Jefferson never accepted payment from the poor. What does this say about Jefferson's character?
- As president, Jefferson did not like to dress up in fancy clothing. Do you think it's important for a president to act or dress in a certain way? Why or why not?

Connect to Common Core State Standards

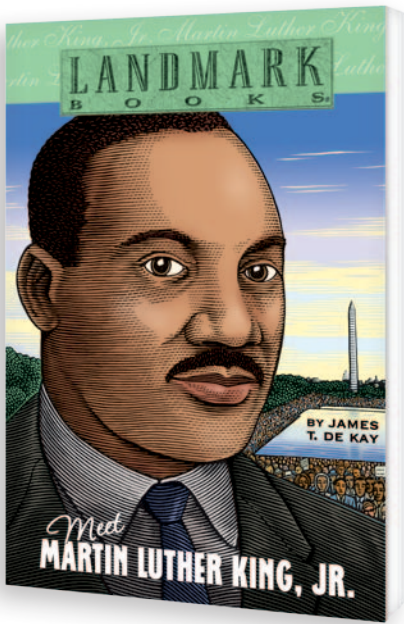
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- Reading: Foundational Skills: Fluency: RF.2.4.
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.2.1
- English Language Arts: Language: Conventions of Standard English: L.2.1 and Knowledge of Language: L.2.3.

VOCABULARY: USE OF LANGUAGE

Have students find, define, and discuss the following words: *declaration* (p. 1), *independence* (p. 1), *colony* (p. 2), *plantation* (p. 2), *explored* (p. 3), *slavery* (p. 5), *handsome* (p. 8), *governor* (p. 11), *taxes* (p. 15), and *liberty* (p. 24).

Connect to Common Core State Standards

- English Language Arts: Language: Vocabulary Acquisition and Use: L.2.4



Meet MARTIN LUTHER KING, JR.

In *Meet Martin Luther King, Jr.*, the life of the great civil rights leader is profiled, beginning with his birth and formative years in Atlanta, Georgia, through the tumultuous 1960s. Young readers will be inspired by the strength, courage, and determination of a man who dreamt of a better world for all people.

James T. de Kay • Illustrated by
Grades 4 up • PB: 978-0-375-80395-6 • EL: 978-0-307-77217-6

In the CLASSROOM

CURRICULUM CONNECTIONS

- Create a Civil Rights Hall of Fame. Direct students to research key historical figures from the civil rights movement, as well as other people who have fought in the struggle for racial equality. Students can then present their knowledge by giving speeches dressed in character, creating a poster highlighting key events and images from the person's life, or organizing an awards ceremony to celebrate the life of their subject.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.4.2
 - Reading: Informational Text: Key Ideas and Details: RI.4.1 and RI.4.3 and RI.4.9
 - English Language Arts: Writing: Text Types and Purposes: W.4.2 and Research to Build and Present Knowledge: W.4.7
- Share with students the text of Martin Luther King, Jr.'s "I Have a Dream" speech from the 1963 March on Washington. (Text can be found at www.usconstitution.net/dream.html). Ask students to share lines from the speech that they find most meaningful, and discuss why King's words were, and still are, so inspiring. Students can write "I Have a Dream" essays, describing their own personal dreams for a better world.

Connect to Common Core State Standards

- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.4.2 and Presentation of Knowledge and Ideas: SL.4.4
 - Reading: Informational Text: Key Ideas and Details: RI.4.1
 - English Language Arts: Writing: Text Types and Purposes: W.4.2 and Research to Build and Present Knowledge: W.4.7 and W.4.9
- During the 1963 March on Washington, marchers sang the song "We Shall Overcome." Working in collaboration with the school music teacher, begin a unit on freedom songs.

Connect to Common Core State Standards

- Reading: Informational Text: Integration of Knowledge and Ideas: RI.4.7
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.4.1 and Presentation of Knowledge and Ideas: SL.4.5

QUESTIONS FOR DISCUSSION

- In this biography, the author writes that Martin Luther King, Jr. "fought with words and ideas." (p. 1) Why did King use words and ideas, instead of fists and guns, to fight for civil rights?
- How did King show courage throughout his life? How has his courage helped to make the world a better place?

- What does it mean when the author described King as a "drum major for peace"? (p. 100)

Connect to Common Core State Standards

- Reading: Informational Text: Key Ideas and Details: RI.4.1 and Integration of Knowledge and Ideas: RI.4.8, and Range of Reading and Level of Text Complexity: RI.4.10.
- Reading: Foundational Skills: Fluency: RF.4.4.
- English Language Arts: Speaking and Listening: Comprehension and Collaboration: SL.4.1
- English Language Arts: Language: Conventions of Standard English: L.4.1 and Knowledge of Language: L.4.3.

VOCABULARY: USE OF LANGUAGE

Have students find, define, and discuss the following words: *hymns* (p. 4), *Jim Crow* (p. 10), *segregation* (p. 11), *passive* (p. 23), *resistance* (p. 23), *independence* (p. 23), *boycott* (p. 34), *phonies* (p. 87), *nonviolence* (p. 93), and *justice* (p. 100).

Connect to Common Core State Standards

- English Language Arts: Language: Vocabulary Acquisition and Use: L.4.4