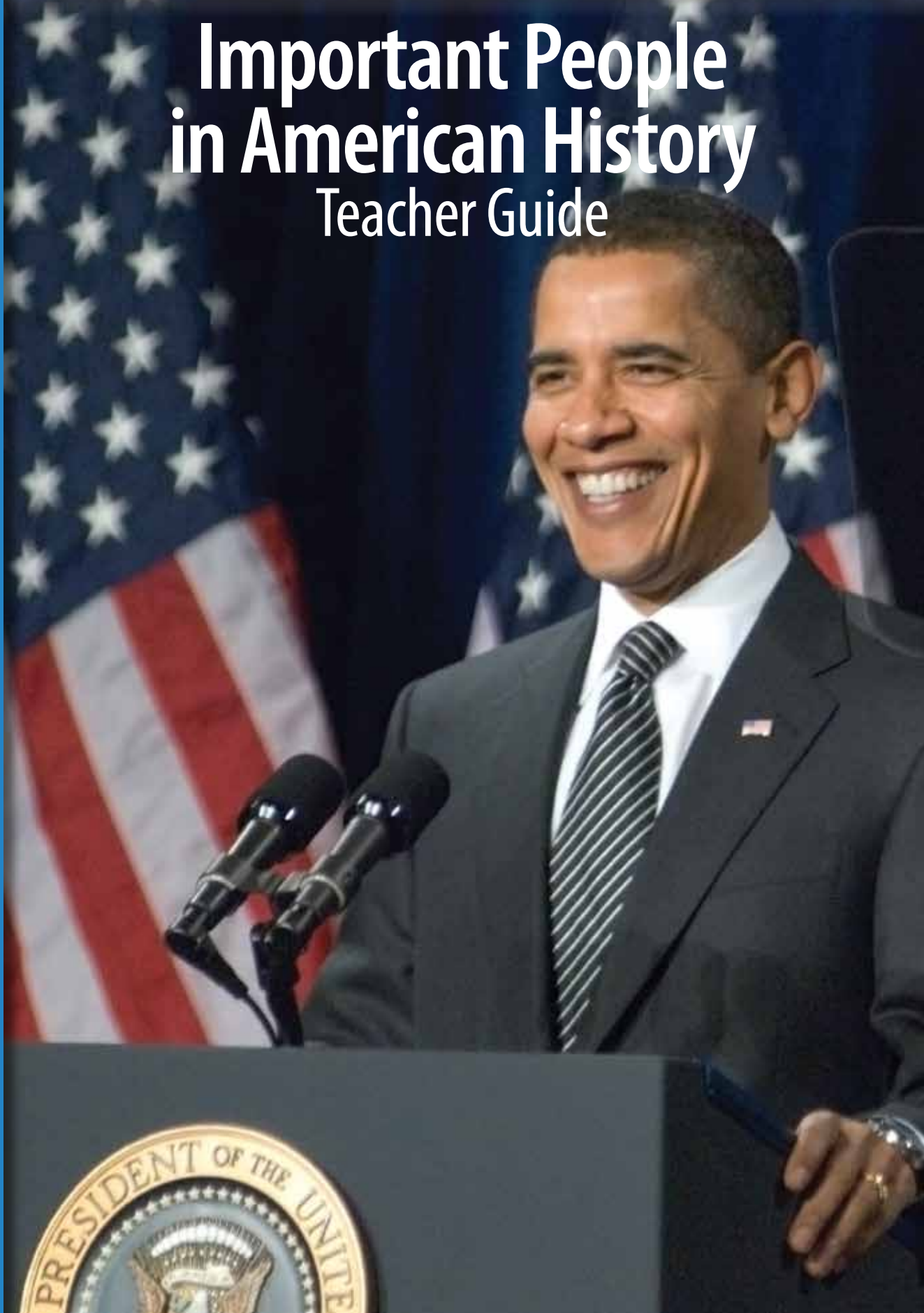




Important People in American History Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

PRECHOOL





Important People in American History

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Important People in American History

The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

**Alignment Chart for
Important People in American History**

Lesson

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
Core Content Objectives														
Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)	✓	✓												
Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)	✓	✓												
State that Native Americans were the first people to live in America	✓	✓												
State that the Pilgrims left England because they did not like the king's rules			✓	✓										
State one way Squanto helped the Pilgrims learn to live in America (e.g., taught them to fish, hunt, plant gardens, or build houses)			✓	✓										
Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago			✓	✓										
State that every year we remember Martin Luther King Jr. by celebrating his birthday					✓	✓								
State that Martin Luther King Jr. wanted everyone to live together without being mean to one another					✓	✓								
Participate in the act of voting							✓							
Identify Barack Obama as a president of the United States							✓	✓						
State the name of the current president of the United States							✓	✓						
State two things the president does as part of his/her job (e.g., lives in the White House, talks on the phone, signs laws, etc.)								✓						
Identify Abraham Lincoln as a president of the United States									✓	✓				
Identify Abraham Lincoln as the face on the penny									✓	✓				
State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth									✓	✓				

Alignment Chart for

Important People in American History

Lesson

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
Retell two main events from the story of Abraham Lincoln and the ruined book									✓					
Explain that an astronaut is someone who flies a space shuttle into outer space											✓	✓		
Identify Sally Ride as an astronaut who flew into space											✓	✓		
Identify Sonia Sotomayor as a Supreme Court Justice called Justice Sotomayor													✓	✓
State that Sonia Sotomayor speaks both Spanish and English													✓	✓
State that Sonia Sotomayor had to work hard to become a justice/judge													✓	✓

Reading Standards for Literature: Prekindergarten

Range of Reading and Level of Text Complexity

STD RL.P.10	Actively engage in group reading activities with purpose and understanding.														
Actively engage in group reading activities with purpose and understanding															
Predict events in a story (i.e., what will happen next)										✓					
Provide a story ending consistent with other given story events										✓					

Responding to Literature

STD RLP. 11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).													
Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them														✓

**Alignment Chart for
Important People in American History**

Lesson

1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
----	----	----	----	----	----	----	----	----	----	----	----	----	----

Reading Standards for Informational Text: Prekindergarten

Prerequisite Skills

CKLA Goal(s)	Sit among other children during a group activity, remaining in own physical space
	Attend and listen while others speak during a group activity
	Wait turn to speak in a group

Key Ideas and Details

STD RI.P.1	With prompting and support, ask and answer questions about details in a text.	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.														
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.														
CKLA Goal(s)	With prompting and support, describe the connection between two events or pieces of information in a text.	✓	✓								✓				
	With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes			✓	✓						✓				

**Alignment Chart for
Important People in American History**

Lesson

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	
Craft and Structure		Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).														
STD RI.P.4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.P.5		Identify the front cover and back cover of book; display correct orientation of book, page-turning skills.														
CKLA Goal(s)	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter					✓										
STD RI.P.6		With prompting and support, can describe the role of an author and illustrator.														
CKLA Goal(s)	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book					✓										
Integration and Knowledge of Ideas		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).														
STD RI.P.7		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described Describe an illustration and how it relates to the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Range of Reading and Level of Text Complexity		With prompting and support, actively engage in group reading activities with purpose and understanding.														
STD RI.P.10		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding With prompting and support, identify previously read books by the title and cover	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

**Alignment Chart for
Important People in American History**

Lesson

1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
----	----	----	----	----	----	----	----	----	----	----	----	----	----

Reading Standards for Foundational Skills: Prekindergarten

NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts

STD RF.P.1	Demonstrate understanding of the organization and basic features of print.												
STD RF.P.1a	Follow words from left to right, top to bottom, and page by page.												
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter	✓	✓										

Fluency

STD RF.P.4	Display emergent reading behaviors with purpose and understanding (e.g., pretend reading).												
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend reading	✓											

Writing Standards: Prekindergarten

Text Types and Purposes

STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.												
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic	✓	✓										

Production and Distribution of Writing

STD W.P.5	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.												
CKLA Goal(s)	With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers	✓	✓										

Alignment Chart for

Important People in American History

Lesson

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	
Research to Build and Present Knowledge		With guidance and support, recall information from experiences or gather information from provided sources to answer a question.														
STD W.P.8	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic	✓	✓					✓	✓							
Responding to Literature		Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.														
STD W.P.11	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending		✓	✓							✓					
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending										✓					
Speaking and Listening Standards: Prekindergarten																
Comprehension and Collaboration		With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and large groups.														
STD SL.P.1	Communicate with individuals from different cultural backgrounds.															
STD SL.P.1c	Communicate with individuals from different cultural backgrounds													✓	✓	
CKLA Goal(s)	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.															
STD SL.P.2	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CKLA Goal(s)																

**Alignment Chart for
Important People in American History**

Lesson

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
STD SL.P.3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.														
CKLA Goal(s)	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Goal(s)	Ask or answer increasingly detailed, elaborate questions (other than those beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>)					✓		✓							
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.														
CKLA Goal(s)	Express a personal opinion					✓								✓	
CKLA Goal(s)	Assume a different role or perspective and express different possibilities, imaginary or realistic													✓	
Language Standards: Prekindergarten															
Conventions of Standard English															
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
STD L.P.1a	Print some upper- and lowercase letters (e.g., letters in their name).														
CKLA Goal(s)	Perform activities requiring small muscle control							✓							
STD L.P.1b	Use frequently occurring nouns and verbs (orally).														
CKLA Goal(s)	Use present and past verb tense		✓												

Alignment Chart for

Important People in American History

Lesson

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	
STD L.P.1e	In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).															
CKLA Goal(s)	<p>Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.)</p> <p>Use spatial words (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back)</p>										✓					
											✓					
Vocabulary Acquisition and Use																
STD L.P.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on prekindergarten reading and content.															
STD L.P.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).															
CKLA Goal(s)	Demonstrate understanding and use words with multiple meanings appropriately (e.g., knowing that <i>sink</i> is a container into which water runs and learning the verb <i>to sink</i>)						✓									✓
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.															
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that <i>hot</i> and <i>warm</i> are similar but not identical in meaning)							✓	✓							
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.															
CKLA Goal(s)	Classify by other conceptual categories	✓	✓							✓	✓					

**Alignment Chart for
Important People in American History**

Lesson

		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).														
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)		✓												
	Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)		✓												
	Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of-at the bottom of; under-over; in a line/row; up-down)										✓				
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.														
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

INTRODUCTION

Important People in American History Domain Overview

Introduction

The Teacher Guide for *Important People in American History* contains a total of fourteen lessons that are taught intermittently throughout the school year. These fourteen lessons teach about famous Americans who have changed or are changing the way we live today. Each lesson requires a total of approximately forty minutes—twenty-five minutes for whole-group instruction and ten to fifteen minutes for small-group instruction. There is one content-related Extension Activity per read-aloud; teachers may choose to have all students complete the activity on one day, or have half of the students complete the activity each day. On the first day of instruction (Lesson A), students will hear a read-aloud about a famous American, have the opportunity to discuss a vocabulary word in-depth (Deepening Understanding), and may participate in a content-related Extension Activity. On the second day of instruction (Lesson B), students will participate in a Picture Talk about a famous American, have the opportunity to discuss a vocabulary word in-depth (Deepening Understanding), and may participate in a content-related Extension Activity.

The important people taught about in this domain include:

- Native Americans
- Pilgrims
- Martin Luther King Jr.
- Barack Obama
- Abraham Lincoln
- Sally Ride
- Sonia Sotomayor

Important People in American History: An Interspersed Domain

Important People in American History lessons are taught throughout the school year. Unlike the CKLA Preschool comprehensive domains (e.g., *All About Me, Families*, etc.), *Important People* lessons are not taught back-to-back over a period of a few weeks. Instead, they are to be taught across the school year in association with related national holidays. On days when *Important People* lessons are to be taught, teachers stop instruction from the current comprehensive domain and conduct the *Important People* read-alouds, Picture Talks, and Extension Activities (Starting the Day, Transition, and Learning Center activities from the comprehensive domain continue). Once the *Important People* lessons are completed, teachers resume the comprehensive domain they had been teaching.

Note: *Activities to be conducted during Starting the Day, Transitions, and Learning Center are not included in the Important People in American History Teacher Guide; teachers should continue to conduct existing daily routines, Transition activities, and Learning Center activities from comprehensive domains on the days during which these lessons are taught.*

When to Teach Important People Lessons

The following schedule indicates when the lessons from *Important People in American History* should be taught.

Month or Holiday	Important Person or People
November (just before Thanksgiving)	The Native Americans
November (just before Thanksgiving)	The Pilgrims*
January (just before Martin Luther King Jr.'s Birthday—third Monday)	Martin Luther King Jr.*
January (along with Martin Luther King Jr.)	Barack Obama*
February (just after Presidents' Day—third Monday)	Abraham Lincoln*
March (Women's History Month)	Sally Ride*
March (Women's History Month)	Sonia Sotomayor*

***Note:** *Because the information in this domain is presented intermittently across the school year, teachers should reflect on student performance after teaching about each important American (rather than administering a comprehensive assessment at the end of the domain). See the **Domain Assessment** at the end of the Teacher Guide for further information.*

Domain Calendar

Important People in American History

	Lesson 1A: The Native Americans	Lesson 1B: The Native Americans	Lesson 2A: The Pilgrims	Lesson 2B: The Pilgrims	Lesson 3A: Martin Luther King Jr.	Lesson 3B: Martin Luther King Jr.	Lesson 4A: Barack Obama	Lesson 4B: Barack Obama
Listening & Learning								
Read-Aloud/ Picture Talk	Read-Aloud: The Native Americans	Picture Talk: The Native Americans	Read-Aloud: The Pilgrims	Picture Talk: The Pilgrims	Trade Book: <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	Picture Talk: <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	Read-Aloud: Barack Obama	Picture Talk: Barack Obama
Deepening Understanding	<i>Native Americans</i>	<i>before</i>	<i>Pilgrims</i>	<i>harvest</i>	<i>peaceful</i>	<i>dream</i>	<i>laws</i>	<i>president</i>
Extension Activity	Native American Chart	Native American Chart	Activity Pages 2A-1 – 2A-2: Tell Me About the Native Americans and the Pilgrims	Activity Pages 2A-1 – 2A-2: Tell Me About the Native Americans and the Pilgrims	Kindness Cards	Kindness Cards	Cast a Ballot	Cast a Ballot
Take-Home Material								
Take-Home Material	Activity Page 1A-1: Family Letter	Activity Page 1B-1: The Native Americans	Activity Page 2A-3: The Pilgrims	Activity Page 2B-1: My Thanksgiving Feast	--	Activity Page 3B-1: Happy Birthday, Martin Luther King	Activity Page 3B-1: Happy Birthday, Martin Luther King Activity Page 4A-1: Barack Obama	--

Important People in American History

	Lesson 5A: Abraham Lincoln	Lesson 5B: Abraham Lincoln	Lesson 6A: Sally Ride	Lesson 6B: Sally Ride	Lesson 7A: Sonia Sotomayor	Lesson 7B: Sonia Sotomayor
Listening & Learning						
Read-Aloud/ Picture Talk	Read-Aloud: Abraham Lincoln	Picture Talk: Abraham Lincoln	Read-Aloud: Sally Ride	Picture Talk: Sally Ride	Read-Aloud: Sonia Sotomayor	Picture Talk: Sonia Sotomayor
Deepening Understanding	<i>honest</i>	<i>beside</i>	<i>outer space</i>	<i>decided</i>	What's the Big Idea: <i>judge</i>	<i>hard</i>
Extension Activity	Pennies and Quarters	Pennies and Quarters	Name Space Shuttles	Sally Ride Bulletin Board	Count to Ten in Spanish	Count to Ten in Spanish
Take-Home Material						
Take-Home Material	Activity Page 5A-1: Abraham Lincoln	--	Activity Page 6A-1: Sally Ride	--	Activity Page 7A-1: Sonia Sotomayor	--

Domain Components









The components needed to implement the *Important People in American History* domain are as follows:

- The *Important People in American History* **Teacher Guide** outlines each lesson, or day of instruction, and contains all the information needed to teach the *Important People in American History* domain.
- The *Important People in American History* **Flip Book** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *Important People in American History* **Image Cards** contain additional images that are used during instruction.
- The *Important People in American History* **Activity Pages** contain various activities for students to complete in class or at home with their family. There should be a copy of each Activity Page for every student in the class.
- The following trade book is required in order to teach the *Important People in American History* domain:

Happy Birthday Martin Luther King, by Jean Marzollo and illustrated by J. Brian Pinkney (Scholastic, 1993) ISBN 0-590-44065-9

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

Listening & Learning Instruction

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds and reviews (e.g., Picture Talks), explicit vocabulary instruction, and content-related Extension Activities.

Note: *Teachers may need to adapt the Core Content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge any additional historical figures that are relevant to the students in their classrooms. Additionally, if particular provided content is sensitive, teachers may modify the lesson to reflect and build upon the experiences and perspectives of the students in the class.*

Interactive Read-Alouds

For all interactive, whole-group readings, it is imperative that teachers read the text and review the prompts that they will use to engage students before conducting the read-aloud. For this domain, all whole-group reading activities contain suggested language for instruction. Teachers are encouraged to note additional ways to engage students in whole-group reading instruction.

The *Important People in American History* domain includes eight original read-alouds and one trade book that address the Core Content Objectives for this domain. The read-alouds in the *Important People in American History* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Important People in American History* domain include:

- “The Native Americans”
- “The Pilgrims”
- *Happy Birthday, Martin Luther King* by Jean Marzollo
- “Barack Obama”
- “Abraham Lincoln”
- “Sally Ride”
- “Sonia Sotomayor”

Picture Talks

Picture Talks are presented the day after students hear the interactive group read-aloud. Using some of the same images in the Flip Book or trade book, Picture Talks provide opportunities for repeated exposures to vocabulary and content that students hear during interactive group readings. Teachers are encouraged to respond to and elaborate on any ideas that students contribute during a Picture Talk.

For all Picture Talks, suggested language is provided to guide teachers in creating opportunities that enrich students' understanding of the original text. **Like the interactive group read-alouds, it is imperative that teachers preview each Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk. Teachers are encouraged to note additional ways to engage students during Picture Talks.**

Picture Talks accompany the following read-alouds in the *Important People in American History* domain:

- “The Native Americans”
- “The Pilgrims”
- *Happy Birthday, Martin Luther King* by Jean Marzollo
- “Barack Obama”
- “Abraham Lincoln”
- “Sally Ride”
- “Sonia Sotomayor”

Deepening Understanding

After a read-aloud or Picture Talk, students receive explicit vocabulary instruction designed to deepen their understanding of a particular word or group of words heard in the read-aloud text. This explicit vocabulary instruction is in addition to the rich implicit and explicit vocabulary instruction embedded in the read-alouds and Picture Talks. During Deepening Understanding, teachers remind students of a word they heard in the read-aloud, give a definition of the word, review a meaning of the word that students have already encountered in the context of the text, and then expand students' knowledge of the word. During this final part of this activity, students' vocabulary knowledge is intentionally expanded by introducing related words or concepts that students did not necessarily encounter in the read-aloud.

In the *Important People in American History* domain, Deepening Understanding instruction is given for the following words:

Lessons 1A and 1B: "The Native Americans"

Native Americans
before

Lessons 3A and 3B: "Martin Luther King Jr."

peaceful
dream

Lessons 5A and 5B "Abraham Lincoln"

honest
beside

Lessons 2A and 2B: "The Pilgrims"

Pilgrims
harvest

Lessons 4A and 4B: "Barack Obama"

laws
president

Lessons 6A and 6B: "Sally Ride"

outer space
decided

Lesson 7B: "Sonia Sotomayor"

hard

Core Vocabulary

The following list contains all of the core vocabulary words in *Important People in American History* in the forms in which they appear in the domain. Bold-faced words in the list have an associated Deepening Understanding activity.

Lessons 1A and 1B: "The Native Americans"

baskets

before

cities

many

Native Americans

Lessons 2A and 2B: "The Pilgrims"

England

harvest

king

Pilgrims

ship

Thanksgiving

Lessons 3A and 3B: "Martin Luther King Jr."

dream

peaceful

solve

talent

Lessons 4A and 4B: "Barack Obama"

different

laws

office

president

voted

Lessons 5A and 5B: "Abraham Lincoln"

ax

beside

borrowed

fireplace

honest

ruined

terrible

Lessons 6A and 6B: "Sally Ride"

adventurous

astronaut

decided

launch

outer space

space shuttle

scientist

Lessons 7A and 7B: "Sonia Sotomayor"

bilingual

ceremony

hard

helpful

judge

obey

robe

Extension Activities

Extension Activities provide opportunities for teachers to reinforce and students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across one to two days. Teachers are active facilitators of Extension Activities, in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

The Extension Activities designed to be conducted during the *Important People in American History* domain include:

- Lessons 1A–1B: Native American Chart
- Lessons 2A–2B: Tell Me About the Native Americans and the Pilgrims
- Lessons 3A–3B: Kindness Cards
- Lessons 4A–4B: Cast a Ballot
- Lessons 5A–5B: Pennies and Quarters
- Lesson 6A: Name Space Shuttles
- Lesson 6B: Sally Ride Bulletin Board
- Lessons 7A–7B: Count to Ten in Spanish

Take-Home Material

Take-Home Material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Important People in American History* Domain. Some teachers might choose to use the take-home materials during the school day. In the *Important People in American History* domain, we recommend that students take home the following:

- Lesson 1A, Activity Page 1A-1: *Important People in American History: Family Letter*
- Lesson 1B, Activity Page 1B-1: *Important People in American History: The Native Americans*
- Lesson 2A, Activity Page 2A-3: *Important People in American History: The Pilgrims*
- Lesson 2B, Activity Page 2B-1: *My Thanksgiving Feast*
- Lesson 3B, Activity Page 3B-1: *Martin Luther King Jr.: I Have a Dream*
- Lesson 4A, Activity page 4A-1: *Important People in American History: Barack Obama*
- Lesson 5A, Activity Page 5A-1: *Important People in American History: Abraham Lincoln*
- Lesson 6A, Activity Page 6A-1: *Important People in American History: Sally Ride*
- Lesson 7A, Activity Page 7A-1: *Important People in American History: Sonia Sotomayor*

Assessments

Assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Core Content Objectives. In addition to the styles of assessment detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. Because the *Important People in American History* domain is taught throughout the year, it is important to intermittently check students’ knowledge of each important person. By using the reflective assessment

provided along with occasional knowledge checks, observations, and portfolio collection, teachers can make informed instructional decisions relevant to each student's progress.

Portfolio Collection

Throughout the *Important People in American History* domain, teachers are able to collect a variety of examples of written work and artwork to be included as items in students' portfolios. Students' work in the *Important People in American History* domain can be compared to that collected in previous domains to gauge students' progress. In this domain, students' work from the following activities may be included in their portfolios:

- Lesson 3A: Kindness Cards
- Lesson 6A: Name Space Shuttles

Teacher Reflection on Student Performance

Because *Important People in American History* is taught intermittently throughout the year, teachers will reflect on student performance and adjust instruction accordingly, rather than assess individual students. Teachers will reflect on student performance and knowledge after Lessons 2B, 3B, 4B, 5B, 6B, and 7B and record whether students have 1) demonstrated mastery of *all* Core Content Objectives, 2) demonstrated understanding of *some* Core Content Objectives, or 3) *have not* demonstrated understanding of Core Content Objectives. Teachers should record their observations and reflections on the Domain Assessment Record Form provided. For students who do not master the Core Content Objectives of a given lesson during regular instruction, teachers may want to consider conducting a reread or Picture Talk in a small-group or one-on-one setting to help students better understand the material.

Domain Materials

Below are lists of materials required to teach the *Important People in American History* Domain. Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each lesson.

Materials Required

CKLA Materials

- *Important People in American History* Flip Book 2A-2, 2B-1—2B4, 3A-1, 4A-1, 5A-1—5A-6, 6A-1, 6B-1
- Activity Pages 1A-1, 1B-1, 2A-1—2A-3, 2B-1, 3B-1, 4A-1, 5A-1, 6A-1, 7A-1
- Name Cards from *All About Me* Domain
- Image Cards 1-A1—1-A8, 2A-1,

Other Materials

- *Happy Birthday, Martin Luther King* by Jean Marzollo
- *Career Day* by Anne Rockwell
- plastic box
- woven basket made of natural materials
- sticks, bark, leaves, reeds, straw, etc.
- chart paper
- whiteboard
- construction paper
- teacher marker
- scissors
- glue
- primary crayons
- drawing tools
- paper
- shoebox
- ballots
- blocks
- quarters and pennies
- two clear cups or jars
- stickers
- bulletin board
- computer with Internet access
- map of the United States
- globe or map of North America

Recommended Resources for Important People in American History

Suggested Reading and Resources for Teachers

Note: *Before teaching each Important People in American History read-aloud, teachers may wish to review information relevant to the historical figures and events they will be teaching. Young children tend to be very curious and ask many questions, and it is possible that the answers to their questions are not included in the read-aloud texts.*

Native Americans, Pilgrims, and Thanksgiving

1. FAQ from National Museum of the American Indian
<http://nmai.si.edu/explore/forfamilies/resources/didyouknow/#1>
2. Plimoth Plantation website
<http://www.plimoth.org>
3. Wampanoag tribe history and facts
<http://mashpeewampanoagtribe.com>
4. American Indian Perspectives on Thanksgiving
http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf
5. Harvest Ceremony: Beyond the Thanksgiving Myth
http://nmai.si.edu/sites/1/files/pdf/education/NMAI_Harvest_Study_Guide.pdf
6. **Note:** *To broaden students' knowledge of Native American tribes indigenous to America, consider conducting an additional lesson on tribes historically or currently local to your town, city, or state. The following are resources to help you find and research local tribes:*
<http://www.native-languages.org/states.htm>
http://www.lib.utexas.edu/maps/united_states/early_indian_east.jpg
http://www.lib.utexas.edu/maps/united_states/early_indian_west.jpg
<http://nmai.si.edu/searchcollections/peoplescultures.aspx>

Martin Luther King Jr.

7. Martin Luther King Jr. (The King Center)
<http://www.thekingcenter.org>
8. Martin Luther King Jr. (Nobel Prize biography)
http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Barack Obama

9. Information on the president and the White House
<http://www.whitehouse.gov>

10. Biographical information on Barack Obama

<http://www.biography.com/people/barack-obama-12782369>

Abraham Lincoln

11. Abraham Lincoln biography and facts

<http://www.whitehouse.gov/about/presidents/abrahamlincoln>

12. Abraham Lincoln Presidential Library foundation

<http://www.alplm.org>

Sally Ride

13. Sally Ride Science Foundation

<https://sallyridescience.com>

14. National Aeronautics and Space Association (NASA) website

<http://www.nasa.gov/index.html>

Sonia Sotomayor

15. United States Supreme Court facts and information

<http://www.supremecourt.gov/default.aspx>

16. Sonia Sotomayor biography and facts

<http://www.biography.com/people/sonia-sotomayor-453906>

Suggested Trade Books for Reading and Discussing

We highly recommend the inclusion of any of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds. Below is a list of suggested books to be read and discussed during whole-group or small-group time, or in the Library Learning Center.

Native Americans, Pilgrims, and Thanksgiving

1. *Pilgrim Children Had Many Chores*, by Gina Lems-Tardif and illustrated by Gina Lems-Tardif's first grade class (Creative Teaching Press, 1996) ISBN 978-1574711219
2. *Thanksgiving*, by Gail Gibbons (Holiday House, 2004) ISBN 978-0-8234-1979-1
3. *This First Thanksgiving Day: A Counting Story*, by Laura Krauss Melmed and illustrated by Mark Buehner (HarperCollins, 2001) ISBN 978-0-06-054184-2

Martin Luther King Jr.

4. *Martin Luther King, Jr.*, by Marion Dane Bauer and illustrated by Jamie Smith (Scholastic, 2009) ISBN 978-0-545-14233-5
5. *The Story Of Martin Luther King Jr.*, by Johnny Ray Moore and illustrated by Amy Wummer (Candy Cane Press, 2001) ISBN 0-8249-4144-6

Barack Obama

6. *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan (Albert Whitman & Company, 1999) ISBN 978-0-8075-3542-4
7. *Of Thee I Sing: A Letter To My Daughters*, by Barack Obama and illustrated by Loren Long (Alfred A. Knopf, 2010) ISBN 978-0-375-83527-8

Abraham Lincoln

8. *Abraham Lincoln*, by Marion Dane Bauer illustrated by Liz Goulet Dubois (Scholastic, 2012) ISBN 978-0-545-34294-0
9. *The Story Of Abraham Lincoln*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2001) ISBN 0-8249-4107-1

Sally Ride

10. *I Want to be an Astronaut*, by Byron Barton (HarperCollins, 1988) ISBN 978-0-06-443280-1
11. *Roaring Rockets*, by Tony Mitton and Ant Parker (Kingfisher, 1997) ISBN 978-0-7534-5305-6
12. *Rockets and Spaceships*, by Karen Wallace (DK Publishing, 2001) ISBN 978-0-7566-720-1

Sonia Sotomayor

13. *Abuela*, by Arthur Dorros and illustrated by Elisa Kleven (Puffin Books, 1991) ISBN 0-14-056225-7
14. *I'm Just Like My Mom (Me Parezco Tanto A Mi Mama)*, by Jorge Ramos and illustrated by Akemi Gutierrez (HarperCollins, 2008) ISBN 978-0-0-123968-7

15. *Yoko Writes Her Name*, by Rosemary Wells (Hyperion Books for Children, 2008) ISBN 978-078680371-2

Other Important People in American History

16. *America the Beautiful*, by Katharine Lee Bates and illustrated by Chris Gall (Little, Brown and Company, 2004) ISBN 0-316-73743-7

17. *F is for Flag*, by Wendy Cheyette Lewison and illustrated by Barbara Duke (Grosset & Dunlap, 2002) ISBN 978-0-448-42838-3

18. *I Pledge Allegiance*, commentary by Bill Martin Jr. and Michael Sampson and illustrated by Chris Raschka (Candlewick Press, 2002) ISBN 0-7636-2577-2

19. *Roberto Clemente: Pride of the Pittsburgh Pirates*, by Jonah Winter and illustrated by Raúl Colón (Aladdin Paperbacks, 2005) ISBN 978-1-4169-5082-0

20. *The American Flag*, by Lloyd G. Douglas (Welcome Books, 2003) ISBN 0-516-24484-1

21. *The Pledge of Allegiance*, by Scholastic Inc. (Scholastic, 2000) ISBN 0-439-39962-9

22. *The Story of Benjamin Franklin*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2002) ISBN 978-0-8249-4227-4

23. *The Story of George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2000) ISBN 0-8249-4188-8

24. *The Story of Thomas Jefferson*, by Patricia A. Pingry and illustrated by Meredith Johnson (Candy Cane Press, 2003) ISBN 0-8249-6502-7

Suggested Trade Books for Teacher's Reference

Below is a list of books in which the text complexity or length is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in these books represent important opportunities for adults to facilitate conversations related to this domain's content. Teachers may want to read these books themselves, then retell them in their own words using the pictures for visual support.

Native Americans, Pilgrims, and Thanksgiving

1. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic Press, 1996) ISBN 0-590-20237-5

Martin Luther King Jr.

2. *A Picture Book of Martin Luther King, Jr.*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1989) ISBN 0-8234-0847-7
3. *Martin's Big Words*, by Doreen Rappaport and illustrated by Bryan Collier (Hyperion books for Children, 2001) ISBN 078680714-8

Barack Obama

4. *Barack*, by Jonah Winter and illustrated by AG Ford (Katherine Tegen Books, 2008) ISBN 978-0-06-170396-6
5. *First Family*, by Deborah Hopkinson and illustrated by AG Ford (Katherine Tegen Books, 2010) ISBN 978-0-06-189680-4

Abraham Lincoln

6. *Abe Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter (Aladdin Paperbacks, 2003) ISBN 978-1-4169-1268-2

Other Important People in American History

7. *A Picture Book of George Washington*, by David A. Adler and illustrated by John & Alexandra Wallner (Holiday House, 1989) ISBN 0-8234-0800-0
8. *Georgia in Hawaii: When Georgia O'Keeffe Painted What She Pleased*, by Amy Novesky and illustrated by Yuyi Morales (Harcourt Children's Books, 2012) ISBN 978-0-15-205420-5

9. *If I Only Had a Horn: Young Louis Armstrong*, by Roxane Orgill and illustrated by Leonard Jenkins (Houghton Mifflin Company, 1997) ISBN 978-0-618-25076-9
10. *Meet George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Ideals Children’s Books, 2009) ISBN 978-0-8249-5612-7
11. *Night Flight: Amelia Earhart Crosses the Atlantic*, by Robert Burleigh and paintings by Wendell Minor (Simon & Schuster Books for Young Readers, 2011) ISBN 978-1-4169-6733-0
12. *Seed by Seed: The Legend and Legacy of John “Appleseed” Chapman*, by Esme Raji Codell and illustrated by Lynne Rae Perkins (Greenwillow books, 2012) ISBN 978-0-06-145515-5
13. *The Story of Rosa Parks*, by Patricia A. Pingry and illustrated by Steven Walker (Candy Cane Press, 2007) ISBN 978-0-8249-6687-4
14. *The Story of Ruby Bridges*, by Robert Coles and illustrated by George Ford (Scholastic, 1995) ISBN 978-0-439-59844-6

Online resources for teachers and students

Native Americans, Pilgrims, and Thanksgiving

1. Historical paintings of the Pilgrims’ arrival
http://www.pilgrimhallmuseum.org/ce_history_paintings.htm
2. Replicating the Mayflower for preschoolers
<http://mybloglittleacorns.blogspot.com/2011/11/food-on-mayflower-bringing-story-to.html>
3. Online video: Native American pow-wow dance
<http://tv.powwows.com/video/2013/06/10/wbc-spot29pw-team-dance-grp-2-song-1/>
4. Real-life photographs of Native American pow-wows
<http://forums.powwows.com/galleries>
5. Plimoth Plantation online for kids (includes recipes, coloring pages, photographs, and virtual field trips)
<http://www.plimoth.org/learn/just-kids>
6. Pilgrim Monument
<http://www.pilgrim-monument.org>

7. Photographs and information on present-day Thanksgiving traditions
<http://kids.nationalgeographic.com/kids/stories/peopleplaces/thanksgiving-traditions>
8. 'Twas the Night before Thanksgiving video clip
<http://www.youtube.com/watch?v=f97nHzvSB4k>

Martin Luther King Jr.

9. “With My Own Two Hands” poem and art activity
<http://preschool-daze.com/2011/01/18/m-is-for-martin-luther-king-jr-wrap-up>
10. “With My Own Two Hands” video clip
<http://www.youtube.com/watch?v=mRjDBd6tBBY>
11. “We Shall Overcome” song
http://www2.lib.virginia.edu/exhibits/music/audio/mp3/we_shall_overcome.mp3
12. “Making a Difference” service project ideas
<http://playfullearning.net/making-a-difference>
13. “I Have a Dream” speech, Martin Luther King Jr.
<http://www.youtube.com/watch?v=jyR8h9iimw4>

Barack Obama

14. Barack Obama inaugural ceremony and address, January 2009
<http://www.youtube.com/watch?v=3PuHGKnboNY>
15. Barack Obama inaugural ceremony and address, January 2013
<http://www.youtube.com/watch?v=zncqb-n3zMo>
16. Virtual White House tour
<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>
17. White House video series
<http://www.whitehouse.gov/about/inside-white-house/video-series>
18. Michelle Obama’s “Let’s Move” campaign
<http://www.letsmove.gov>
19. The White House: Barack Obama facts and biography
<http://www.whitehouse.gov/administration/president-obama>
20. Virtual Capitol tour
<http://www.capitol.gov>
21. Barack Obama “Yes We Can” video
<http://www.youtube.com/watch?v=GntJRPcPCcw>

Abraham Lincoln

22. Lincoln Memorial interactive tour

<http://www.nps.gov/featurecontent/ncr/linc/interactive/deploy/index.htm#/introduction>

23. Abraham Lincoln animated biography

http://www.youtube.com/watch?v=Q0M_w49FFTA

24. Abraham Lincoln coloring page

<http://www.patrioticcoloringpages.com/presidents/16-Abraham-Lincoln/003-abraham-lincoln-biography.html>

25. Log cabin craft

<http://www.crayola.com/crafts/log-cabins-craft>

26. Make a penny pendant necklace

<http://www.enchantedlearning.com/crafts/pennypendant>

27. Make Lincoln's stovepipe hat

<http://www.enchantedlearning.com/crafts/presidentsday/lincolnhat>

28. Science experiment: Cleaning pennies

<http://www.sciencebob.com/experiments/pennychem.php>

Sally Ride

29. Coloring page: Astronaut in space

<http://www.crayola.com/free-coloring-pages/print/outer-space-travel-coloring-page>

30. Apollo 8 rocket launch video clip

<http://www.youtube.com/watch?v=FzCsDVfPQqk>

31. Sally Ride ABC News clip video clip

<http://www.youtube.com/watch?v=bWalHWWHbc4>

32. Gravity painting

<http://www.puttisworld.com/2011/07/painting-with-balls-on-slide.html>

33. Preschool crafts related to space

<http://squishideasforpreschool.blogspot.com/2012/03/moon-stars-sun-astronauts-rocket-ships.html>

Sonia Sotomayor

34. Sesame Street with Sonia Sotomayor video clip

<http://www.youtube.com/watch?v=FizspmlJbAw>

35. Sonia Sotomayor Supreme Court swearing in ceremony video clip

<http://www.youtube.com/watch?v=YZ5W1m0bitE>

36. Supreme Court website with biographies
<http://www.supremecourt.gov/about/biographies.aspx>
37. Supreme Court virtual tour
<http://www.oyez.org/tour>
38. Supreme court coloring pages
http://www.rightsofthepeople.com/education/government_for_kids/files/Ben_Activity_webversion.pdf
39. Bilingual matching game
<http://www.ziggityzoom.com/activity/worksheet-spanish-english-word-match-game>
40. Counting to ten in Spanish (with phonetic spelling) video clip
<http://www.youtube.com/watch?v=wDDGCwb5ghc>

Other Important People in American History

41. Various activities related to George Washington
<http://suite101.com/article/presidents-day-activities-for-preschool---george-washington-a342060>
42. George Washington's Mount Vernon website
<http://www.mountvernon.org>
43. Washington Monument National Park Service page
<http://www.nps.gov/wamo/index.htm>
44. George Washington coloring page
<http://www.purplekittyarns.com/coloring-pages/president-coloring-page/george-washington>
45. Virtual tour of Betsy Ross' house
<http://historicphiladelphia.org/virtualbrh>
46. Color the United States flag online
<http://www.thecolor.com/Coloring/US-Flag1.aspx>
47. "Dotted Art" American flag
<http://www.icanteachmychild.com/wp-content/uploads/2012/06/Do-A-Dot-Flag.pdf>
48. Original Pledge of Allegiance video clip
<http://www.youtube.com/watch?v=5ZO6tUC82us>
49. Star Spangled Banner video clip
<http://www.youtube.com/watch?v=-4v5lr7CskQ>