

Title: Coolies
Theme(s): Chinese Americans, Brothers, Central Pacific Railroad Company
Author: Yin
Paintings: Chris Soentpiet
Genre: Fiction
Grades: 6-8

<p>Key vocabulary: crouch kowitz fragile ancestors coolie calligraphy trestle relentless Cantonese frantic agonizing tofu</p> <p>Write words using Chinese Calligraphy</p>	<p>Think and respond: Discuss what the land of opportunity meant to the Chinese people.</p> <p>What opportunities were in the US that was not in China?</p> <p>Why did they favor the Irish over the Chinese?</p> <p>Where did the word coolie originate?</p> <p>What insight does the illustration give you in Coolies?</p> <p>Why do you think women were not recruited to work on the railroad?</p> <p>What other method could</p>	<p>Activities: Create a chart comparing wages for American workers and Chinese workers performing the same jobs.</p> <p>Design a booklet entitled Chinese American contributions to the Railroad. www.ccpr.org/museum/Chinese.html</p> <p>Use a Venn diagram to compare Chinese American life to African American life in the 1800s.</p>	<p>Suggested Reading: Mountain Light: Golden Mountain Chronicles by Laurence Yep</p> <p>Red Flower Goes West by Ann Turner</p> <p>Orphan Train Rider by Andrea Warren</p>
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	<p>they have used to get the message of low pay across to the employers?</p> <p>Who do you think will use the railroad?</p>		
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<p>Write an essay about a person you are close to.</p> <p>Design a scenario of a cultural topic of your choice and write a script and storyboard.</p> <p>Use the ink block to write a letter to the US government about the differences in pay.</p>	<p>Social Studies - Research the following:</p> <ul style="list-style-type: none"> • Chinese Americans • Ching Ming Festival • Holidays • Religion • Art • Union Pacific Railroad and the Central Pacific Railroad. • Ways China has changed over the years. • Child labor laws • Bias and racism • Chinese men’s hair <p>Prepare a Chinese dish to share with the class.</p> <p>Math</p> <ul style="list-style-type: none"> • Determine how much money the Americans made versus the Chinese over the three-year span. • Determine the labor cost of building the railroad. 	<p>Use TimeLiner to relate events of the railroads from 1800 to 1869.</p> <p>Virtual fieldtrip – View the Great Wall of China.</p>
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Great Wall of China and other links to Chinese culture – www.enchantedlearning.com/subjects/greatwall/
 Walk the wall – www.thebeijingguide.com/great_wall_of_china/index.html
 Chinese Culture – www.chineseculture.about.com
 Haag, Tim. Internet For Kids. Teacher Created Materials. Westminster, California. 1996.
 Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000. (Add to each book)
 Smithsonian Institution – www.si.edu



Standards:

<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>
<p>6-R1.1 Demonstrate the ability to read a variety of texts fluently.</p>	<p>7-R1.1 Demonstrate the ability to read a variety of texts fluently.</p>	<p>8-R1.1 Demonstrate the ability to read a variety of texts fluently.</p>
<p>6-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence structure (syntax), and word usage.</p>	<p>7-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p>	<p>8-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.</p>
<p>6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of</p>	<p>7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>	<p>8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p>

graphic or written material.		
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.
6-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	7-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	8-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	7-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	8-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.
6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

III. Compute fluently and make reasonable estimates.

<p>B. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation and apply the selected methods.</p>		
<p>6.1.5 Describe the major aspects of Japan’s Classical Age, the middle empire in China, and the Mongol Empire in medieval Russia.</p> <p>6.1.6 Summarize the contributions of Chinese cultures and their global impact.</p> <p>6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.</p>	<p>7.2.4 Describe how the United States influences other nations and how other nations influence American society and politics.</p> <p>7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>7.3.5 Identify and compare cultural characteristics of each world region.</p> <p>7.3.8 Compare how people of different cultural backgrounds perceive places and regions.</p> <p>7.3.15 Describe how conflict and cooperation affect political, social, and economic systems in each world region.</p>	<p>8.1.1 Discuss the nature, challenges, and contributions of Chinese-American communities; and their role in society; and other ethnic and religious groups.</p> <p>8.6.2 Explain ways in which South Carolina and other colonies addressed the labor shortage including slavery.</p> <p>8.7.1 Explain the meaning of citizenship in the United States and describe how one becomes a citizen.</p> <p>8.7.2 Differentiate between personal, political, and economic rights.</p> <p>8.7.5 Describe the means by which Americans can monitor and influence politics and governments.</p> <p>8.7.7 Explain the struggles for equity in the political arena that</p>

		<p>affected Chinese-Americans.</p> <p>8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.</p> <p>8.9.1 Describe divisions of labor.</p> <p>8.9.2 Explain how free enterprise provides the goods and services consumers want.</p>
<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>		

Title: My Brother Martin

Theme(s): Childhood Experiences, Martin Luther King, Jr.

Author: Christine King Farris

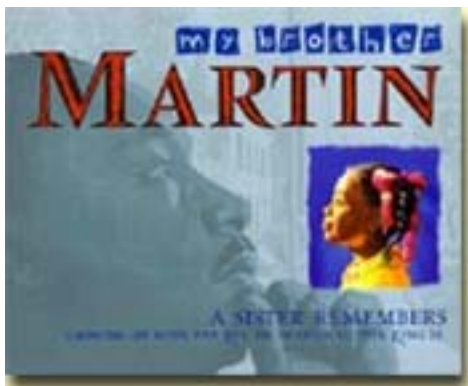
Paintings: Chris Soentpiet

Genre: Realistic Fiction

Grades: 3-8

<p>Key vocabulary: indignity injustice bigotry cyclorama chifforobe prank crouched premature</p> <p>Make a crossword puzzle using words and ideas related to civil rights and Dr. King.</p>	<p>Think and respond: Essential question: What makes a hero? What did Dr. King want to change in the United States? What can we do today to make the world a better place?</p> <p>Figurative language Metaphor - Three peas in a pod Simile – like the pages of a brand new book</p> <p>Notice the cars and clothing to determine the era.</p> <p>Why do you think some boys have on long pants and some have on short ones?</p> <p>Judging by the pictures in the book, would you say Dr. King’s family was poor? Explain why.</p> <p>Why do you think</p>	<p>Activities: Students complete a KWL Chart on what they know about Dr. King and want to learn. Students present what they have learned after their research.</p>	<p>Suggested reading: Read any book about Martin Luther King, civil rights, Coretta Scott-King</p> <p>Momma, Where Are You From? by Marie Bradby</p> <p>More Than Anything Else by Marie Bradby</p> <p>Free At Last by Sara Bullard</p> <p>They Had a Dream by Jules Archer</p> <p>Let It Shine by Andrea Davis Pinkney</p>
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	<p>they called Auburn Avenue sweet?</p> <p>What could have happened to destroy M.L. and A.D. the friendship with their white friends?</p> <p>Why do you think the white family sold the store and moved away?</p> <p>What do you think happened to the store?</p>		
<p>Analyze the “I have a dream speech.”</p> <p>Write a newspaper account of any significant event in the life of Dr. King.</p> <p>Use a topic from the back of the book to write a 5-paragraph essay.</p>	<p>Have a speaker to talk about prejudice.</p> <p>Scavenger Hunt</p> <p>Develop a map of Dr. King’s hometown today.</p> <p>Art – Make a collage of words that make you feel peaceful.</p> <p>Use pictures from magazines to create a poster to symbolize Dr. King’s life and commitment.</p> <p>Find out if anyone you know has ever seen a white-only or colored only sign and interview him or her.</p> <p>Prepare for a mock March on Washington.</p>	<p>Study a day in the life of a child in the 1950s</p> <p>Visit www.myhero.com</p> <p>Publish a mini book on the life of Dr. King</p> <p>Visit The King Center</p>	
<p>Martin Luther King, Jr.’s “I have a Dream Speech” online, Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000.</p>			



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6-R1.8 Demonstrate the ability to draw conclusions and make inferences.	7-R1.8 Demonstrate the ability to draw conclusions and make inferences.	8-R1.8 Demonstrate the ability to draw conclusions and make inferences.
6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.	8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.6 Demonstrate the ability to analyze devices of	7-R2.6 Demonstrate the ability to analyze devices of	8-R2.6 Demonstrate the ability to analyze and interpret

Note: Lesson plans are based on South Carolina’s State Educational Standards.

figurative language such as the extended metaphor; begin identifying imagery and symbolism.	figurative language such as the extended metaphor; continue identifying imagery and symbolism.	figurative language. 8-R2.7 Demonstrate the ability to identify imagery and symbolism.
6-R3.4 Demonstrate the ability to analyze the figurative use of words in context.	7-R3.4 Demonstrate the ability to analyze the figurative use of words in context.	8-R3.5 Begin distinguishing between the denotation and the connotation of words and interpreting the connotative power of words.
6-W1.6 Demonstrate the ability to write and publish in a variety of formats.	7-W1.6 Demonstrate the ability to write and publish in a variety of formats.	8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.
6-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	7-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.	8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
6-C2.5 Demonstrate the ability to listen to record information as a member of a group.	7-C2.5 Demonstrate the ability to listen to record information as a member of a group.	8-C2.5 Demonstrate the ability to listen to record information as a member of a group.
6-C3.2 Demonstrate the ability to analyze details, character,	7-C3.3 Demonstrate the ability to analyze details, character,	8-C3.3 Demonstrate the ability to analyze details,

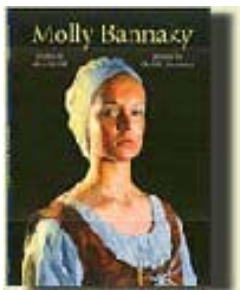
setting, and cause and effect in material from nonprint sources.	setting, and cause and effect in material from nonprint sources.	character, setting, and cause and effect in material from nonprint sources.
6-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.	7-C3.5 Demonstrate the ability to compare and contrast different viewpoints that he or she encounters in nonprint sources.	8-C3.5 Demonstrate the ability to compare and compare and contrast different viewpoints that he or she encounters in nonprint sources.
6-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	7-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	8-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
6-C3.10 Begin evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	7-C3.10 Continue evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	8-C3.10 Demonstrate the ability to evaluate the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
6-RS2.4 Demonstrate the ability	7-RS2.4 Demonstrate the ability to	8-RS2.4 Demonstrate the ability

to summarize the information that he or she has gathered.	summarize the information that he or she has gathered.	to summarize the information that he or she has gathered.
<p>III.6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.</p>	<p>III.7.3.1 Make and use maps, globes, graphs, charts and models to describe and analyze the location and spatial distribution of people, places and environments on a global scale and in the principal world culture regions.</p>	<p>I 8.1.1 Discuss the nature challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups. II.8.6.2 Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy. III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.</p>
<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary. III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others. IV. A. Compare and contrast the characteristics of artworks in various eras and cultures. V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others. V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>		

Title: Molly Bannaky
Theme(s): Slavery, Benjamin Banneker
Author: Alice McGill
Paintings: Chris Soentpiet
Genre: Realistic Fiction
Grades: 6-8

<p>Key vocabulary: udder obstinate scullery jittery shawl frothy seeped gallows bondage callused jutted indentured furrows lordship penalty</p>	<p>Think and respond: Setting of 1683 Author’s purpose Discuss miscegenation (interracial marriage) Tell about the importance of good neighbors. Why was marriage important for Molly and Bannaky? Why didn’t they just live together?</p>	<p>Activities: Compare slavery to the seven years of bondage. Compare Molly and Bannaky’s backgrounds.</p>	<p>Suggested reading: Any books on Frederick Douglas or Benjamin Banneker Dear Benjamin Banneker by Andrea Pinkney Benjamin Banneker by Melissa Maupin The Life of Benjamin Banneker: The First African American Man of Science by Silvio A. Bedini Escape North!: The Story of Harriet Tubman by Monica Kulling Read the Historical note in the back of the book.</p>
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Movie “Roots”, Letter to Thomas Jefferson, Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000.



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6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS1.2 Begin asking questions to investigate all aspects of a topic, including various viewpoints regarding it.	7-RS1.2 Continue asking questions to investigate all aspects of a topic, including various viewpoints regarding it.	8-RS1.2 Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
6-RS2.5	7-RS2.5	8-RS2.5

Begin refining topics and asking additional questions based on the information that he or she has gathered.	Continue refining topics and asking additional questions based on the information that he or she has gathered.	Demonstrate the ability to refine topics and ask additional questions based on the information that he or she has gathered.
6-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	7-R3.1 Demonstrate the ability to determine pronunciation, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.	8-R3.1 Demonstrate the ability to determine pronunciations, meanings, alternate word choices, the parts of speech, or the etymologies of words by using a dictionary and a thesaurus.
6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.	7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.	8-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.
III.6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations. III.6.3.2 Describe the physical characteristics including landforms, climate, and the natural resources of the early civilizations and their relationship to economic	III.7.3.1 Make and use maps, globes, graphs, charts and models to describe and analyze the location and spatial distribution of people, places and environments on a global scale and in the principal world culture regions. III.7.3.8 Compare how people of different cultural backgrounds perceive	I.8.1.1 Discuss the nature challenges, and contributions of African-American communities and Native American culture; women and their role in society; and other ethnic and religious groups. II.8.6.2 Identify and explain historical, geographic, social, and economic factors that

activities.	places and regions	have helped shape American democracy. III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.
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Title: More Than Anything Else

Theme(s): African American culture and the life of Booker T. Washington

Author: Marie Bradby

Paintings: Chris Soentpiet

Genre: Fiction

Grades: 3-8

<p>Key vocabulary: rumbles cooper linger</p>	<p>Think and respond: Story elements – PowerPoint theme, character, main idea, genre, cause and effect using reasoning skills</p> <p>Author’s Point of View – Ask who is telling the story?</p> <p>Essential questions: When do you think the story took place?</p> <p>Figurative Language- Hunger racing as fast as my heart It refuses to grow smaller Book learning swims freely Jumping without legs Brown Face of hope Jump into another world I am saved</p>	<p>Activities: Use a K-W-L Chart to record student’s knowledge about salt mines.</p> <p>Compare the frog’s life to Booker’s life at the moment he caught him! (Slavery)</p>	<p>Suggested reading: Booker T. Washington: A Modern Moses by Lois P. Nicholson</p> <p>Jeremiah Learns to Read by Jo Ellen Bogart</p> <p>Momma, Where Are You From? by Marie Brady</p> <p>Through my Eyes by Ruby Bridges</p> <p>Read Martin Luther King’s “I have a Dream” Speech</p>
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<p>Write in your journal what you want more than anything else?</p> <p>Write a response for the following: Why did Booker T. Washington want to learn to read more than anything else?</p> <p>Is learning to read important? Why or why not?</p> <p>Start developing an autobiography. (Oral presentation) Have you ever had a dream that you could see that others couldn't? Write about your dream for your future or how you felt. Have you ever achieved it?</p> <p>In what ways could Booker’s family change if he was able to read? How could Booker use his reading at the Salt mines?</p>	<p>Science – Experiment see attached In the story Booker, Papa and John shovel salt all day. What happens when there is a small cut on their skin? Will the cut hurt when it touches the salt? Why?</p> <p>Social Studies – See technology section for websites to answer the following: The salt industry made the Kanawha Valley one of the fastest growing business areas in the country in the early 1800s. When the salt market moved west, Kanawha Valley's economy collapsed.</p> <ul style="list-style-type: none"> • When a region's economy is tied to one product, what happens when demand for that product increases? Decreases? • How does the failure of the Kanawha Valley's salt industry in the 1800s compare to the collapse any other economic collapse in the United States? <p>Art – Illustrate an event from the story connecting your life to the story.</p> <p>Interview an adult about a dream they may or may not have fulfilled. How was the dream fulfilled or why was it not fulfilled?</p>	<p>Booker T. Washington Time Trail, West Virginia WVGES Geology West Virginia Salt Industry Salt</p> <p>Create a PowerPoint to encourage children to read.</p> <p>Create a timeline on salt or Booker T. Washington.</p> <p>Create a PowerPoint on figurative language phrases</p>
<p>Martin Luther King, Jr.’s “I have a dream” speech, PowerPoint, TimeLiner, Graphic organizer websites: www.graphic.org/goindex.html www.sdcoe.k12.ca.us/score/actbank/torganizer.htm Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000.</p>		



Standards:

<p>6.4.1 Explain how scarcity and choice make distributing goods and services essential.</p>	<p>7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>7.3.6 Explain how humans adapt to the physical environment of each world region and how the physical environment limits and defines human activity.</p> <p>7.4.3 Describe the roles of supply and demand as they relate to the needs and wants of consumers and markets.</p>	<p>8.9.4 Compare different production methods and illustrate how productivity is affected by technological change.</p> <p>8.3.9 Discuss westward expansion and the sectional tensions that developed, including the rising opposition to slavery.</p>
<p>6-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>6-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>6-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>6-R1.9 Demonstrate the ability to analyze cause and effect and its impact</p>	<p>7-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>7-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>7-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>7-R1.9 Demonstrate the ability to describe and analyze cause and effect and its impact on plot,</p>	<p>8-R1.6 Demonstrate the ability to make predictions about stories.</p> <p>8-R1.7 Demonstrate the ability to analyze the main idea of a particular text.</p> <p>8-R1.8 Demonstrate the ability to draw conclusions and make inferences.</p> <p>8-R1.9 Demonstrate the ability to describe and analyze cause and effect</p>

<p>on plot, character, and theme. 6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. 6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 6-W1.6.3 Continue writing essays, reports, articles, and proposals. 6-C1.6 Demonstrate the ability to give brief presentations, demonstrations, and oral reports. 6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. 6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. 6-W2.3 Begin writing to persuade, analyze, and transact business. 6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. 6-C2.4 Demonstrate the</p>	<p>character, and theme. 7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. 7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 7-W1.6.3 Continue writing essays, reports, articles, and proposals. 7-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports. 7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. 7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. 7-W2.3 Continue writing to persuade, analyze, and transact business. 7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing. 7-C2.4 Demonstrate the ability to conduct</p>	<p>and its impact on plot, character, and theme. 8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically. 8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 8-W1.6.3 Continue writing essays, reports, articles, and proposals. 8-C1.4 Demonstrate the ability to present information in formats such as panel discussions, demonstrations, oral reports, speeches, and debates. 8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. 8-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe. 8-W2.3 Demonstrate the ability to use writing to persuade, analyze, and transact business. 7-W3.3 Demonstrate the ability to use texts to</p>
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ability to conduct interviews and to participate in reading and writing conferences.	interviews and to participate in reading and writing conferences.	make connections and to support ideas in his or her own writing. 8-C2.4 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
<p>II. A Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III B Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV A Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V B Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V C Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>		

Title: Peacebound Trains

Theme(s): Korean War, Korean culture, army, Cold War

Author: Haemi Balgassi

Paintings: Chris Soentpiet

Genre: Realistic-Fiction

Grades: 6-8

<p>Key vocabulary: Harabujy Harmuny Oppa Pusan Seoul Umma Yuh-bo antique decades abruptly consoled crimson conductor pediatric hazy murmured brittle stooped glimpsed looming wailed grim plummeting rumbled rice paddies communism</p>	<p>Think and respond: What made the grandfather go to war after sending his family away? Make a prediction about the story based on its illustrations. What do you think Harmuny was waiting for when she wouldn’t move? During the Korean War, which country supported North Korea, and which country supported South Korea? What makes Harmuny reflect on the day they left? Tell about a time you really wanted to remain with someone but couldn’t. Who provided the trains for the Koreans to leave and why?</p>	<p>Activities: Compare and contrast the trip to Seoul from the book and a trip today. Make a Venn diagram to compare this story with Coolies and Silver Packages.</p>	<p>Suggested reading: Year of Impossible Goodbyes by Sook Nyul Choi Dear Juno by Soyung Pak The Name Jar by Yangsook Choi So Far From The Sea by Eve Bunting Heroes by Ken Mochizuki</p>
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	<p>What do you notice about the school shelter?</p>		
<p>Rewrite another ending for the story.</p> <p>Onomatopoeia – come up with other sounds in the story that could be onomatopoeia</p> <p>Talk with a Korean War Veteran and write their story.</p> <p>Talk with a grandparent or friend that has moved and write their story.</p> <p>Write a letter to the author or illustrator and tell them how much you enjoy the story and illustrations.</p> <p>Choose a pen pal to communicate.</p>	<p>Art</p> <ul style="list-style-type: none"> • Make a life-size paper doll. • Make a rag doll to represent the characters and dress them in traditional Korean clothing. • The author really describes the eyes of the characters in the story, have students find the description within the text and then describe the eyes of a classmate. • Have students draw their own map of Blossom Hill. • Create puppets to reenact the story. <p>Social Studies</p> <ul style="list-style-type: none"> • Use a map to see how far it is to Seoul to Pusan. • Research the following: <ul style="list-style-type: none"> o Communism o Cold War o United Nations o Find out how much the army pays for college tuition o Women in the military o The author and illustrator <p>Science – Plan meals for the proposed train trip using the food pyramid.</p>	<p>Make a guidebook of Korea include topics such as traditions, early history, food, games, cities, and the geographical features.</p>	
<p>Cobblestone magazine has a special edition devoted to the Korean War. Culturegrams Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000.</p>			



Standards:

<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>
<p>6-R1.6 Demonstrate the ability to make predictions about stories.</p>	<p>7-R1.6 Demonstrate the ability to make predictions about stories.</p>	<p>8-R1.6 Demonstrate the ability to make predictions about stories.</p>
<p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>	<p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>	<p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</p>
<p>6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.</p>	<p>7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.</p>	<p>8-R2.6 Demonstrate the ability to analyze and interpret figurative language. 8-R2.7 Demonstrate the ability to identify imagery and symbolism.</p>
<p>6-W1.6.3 Continue writing essays, reports, articles, and</p>	<p>7-W1.6.3 Demonstrate the ability to write essays, reports,</p>	<p>8-W1.6.3 Demonstrate the ability to write essays, reports,</p>

proposals.	articles, and proposals.	articles, and proposals.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	8-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
6-C3.10 Begin evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	7-C3.10 Continue evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	8-C3.10 Demonstrate the ability to evaluate the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
III.6.3.1 Make and use maps, globes, charts, and models to analyze location and spatial distributions to early civilizations. III.6.3.2 Describe the physical characteristics including landforms, climate, and natural resources of the early civilizations and their relationship to economic activities.	I.7.1.7 Examine the implications of Communism and its effect on world history. III.7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions. III.7.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment. III.7.3.5 Identify and	II.8.6.2 Identify and explain historical, geographic, social, and economic factors that have helped shape American democracy. III.8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States. III.8.8.5 Describe the role of technology development in shaping the characteristics of economic, cultural, and political regions in South

	compare the cultural characteristics of each world region.	Carolina and the United States.
<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>		

Title: So Far from the Sea

Theme(s): Japanese-Americans, World War II, Internment Camps

Author: Eve Bunting

Paintings: Chris Soentpiet

Genre: Realistic Fiction

Grades: 6-8

<p>Key vocabulary: neckerchief barracks obelisk tumbleweed pneumonia</p>	<p>Think and respond: Why did the illustrator alternate between black and white illustrations and color illustrations? What does it mean when his Dad says, “Sometimes in the end there is no right or wrong?” What did the items symbolize on the graves? What did his father mean when he said, “grandfather began dying the day the soldiers came for him?” What did the boy scout’s neckerchief fluttering in the breeze symbolize?</p>	<p>Activities: Compare the Japanese Americans after Pearl Harbor with the Arab Americans after 911.</p>	<p>Suggested reading: Baseball Saved Us by Ken Mochizuiki The Bracelet by Yoshiko Uchida Grandfather’s Journey by Allen Say Sadako and the Thousand Paper Cranes by Eleanor Coerr</p>
<p>Write about something that cannot be changed. Interview a WWII Veteran, then write their story.</p>	<p>Social Studies - Research the following:</p> <ul style="list-style-type: none"> • Japanese culture • Japanese Americans • Pearl Harbor • Hiroshima • WWII • Relocation camps 	<p>Website with pictures Use TimeLiner to create timeline of fashion, events, fads, economy of the United States</p>	

<p>Write how you would feel if you had to leave home suddenly. What would be the 5 most important things you would take and why?</p>	<ul style="list-style-type: none"> • Excellent lesson plans on Manzanar National Historic Site, World War II Timeline <p>Art – Make origami</p> <ul style="list-style-type: none"> • Medical problems of people after Hiroshima. • Visit a Japanese restaurant. 	<p>in 1942.</p>
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[Japanese Internment Camps](#) has Internment sites, specific camp sites, organizations and history
[Internment Camps in America](#)
 Cook, Catherine Halloran & Janet McGivnet Pfeifer. Internet Quest: 101 Adventures Around the World Wide Web. Incentive Publications, Inc. Nashville, Tennessee. 2000.



Standards:

<p>6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>	<p>8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.</p>
<p>6-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures,</p>	<p>7-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures,</p>	<p>8-R1.12 Demonstrate the ability to use graphic representations such as charts, graphs, pictures,</p>

Note: Lesson plans are based on South Carolina’s State Educational Standards.

and graphic organizers as information sources and as a means of organizing information and events logically.	and graphic organizers as information sources and as a means of organizing information and events logically.	and graphic organizers as information sources and as a means of organizing information and events logically.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
6-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; begin identifying imagery and symbolism.	7-R2.6 Demonstrate the ability to analyze devices of figurative language such as the extended metaphor; continue identifying imagery and symbolism.	8-R2.6 Demonstrate the ability to analyze and interpret figurative language. 8-R2.7 Demonstrate the ability to identify imagery and symbolism.
6-W1.6 Demonstrate the ability to write and publish in a variety of formats.	7-W1.6 Demonstrate the ability to write and publish in a variety of formats.	8-W1.6 Demonstrate the ability to write and publish in a variety of formats.
6-W2.1 Demonstrate the ability to use writing to explain and inform.	7-W2.1 Demonstrate the ability to use writing to explain and inform.	8-W2.1 Demonstrate the ability to use writing to explain and inform.
6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	7-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.
6-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	7-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	8-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
6-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	7-W3.3 Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.	8-W3.3 Demonstrate the ability use texts to make connections and to support ideas in his or her own writing.
6-C1.5	7-C1.4	8-C1.3

Demonstrate the ability to participate in conversations and discussions by responding appropriately.	Demonstrate the ability to participate in conversations and discussions by responding appropriately.	Demonstrate the ability to participate in conversations and discussions by responding appropriately.
6-C3.10 Begin evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	7-C3.10 Continue evaluating the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.	8-C3.10 Demonstrate the ability to evaluate the use of detail, character, setting, sequence, cause and effect, imagery, and sound in nonprint sources.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
I.6.3.1 Make and use maps, globes, graphs, charts and models to analyze location and spatial distributions in early civilizations. I.6.3.2 Describe the physical characteristics including landforms, climate, and natural resources of the early civilizations and their relationship to economic activities	I.7.3.1 Make and use maps, globes, graphs, charts and models to analyze location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions. I.6.3.2 Describe the physical characteristics of each world culture region and explain the processes that shape the patterns in the physical environment. I.7.3.5 Identify and compare the cultural characteristics of each world region.	
II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.		

III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.

IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.

V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.

V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.

Title: Brothers

Theme(s): Chinese-Americans, Irish-Americans, Friendship, Chinatown, Tolerance, Cultural Understanding

Author: Yin

Paintings: Chris Soentpiet

Genre: Realistic Fiction

Grades: 3-8

Key	Think and	Activities:	Suggested
<p>vocabulary: voyage Chinatown Herbal medicine coolie porridge Pun-yao Gaelic Cantonese railroads hing-dai assimilate</p> <p>Demonstrate how to use a calligraphy brush by writing the words “hing-dai” in Chinese.</p>	<p>respond: Discuss what the land of opportunity meant to the Chinese and Irish people.</p> <p>What does the word “Brothers” mean to Patrick and Ming?</p> <p>Were the Irish discriminated against?</p> <p>The great potato famine caused some two million Irish refugees to immigrate to United States and which other countries?</p> <p>Can the Irish language be heard today?</p> <p>Why couldn’t the Chinese open stores outside of</p>	<p>Create a chart comparing the number of Chinese immigration and the number of Irish immigration during the 1850s.</p> <p>Learn more about the Irish Potato Famine. http://www.historyplace.com/worldhistory/famine/</p> <p>Use a Venn diagram to compare Chinese-American life to Irish-American life in the 1800s.</p> <p>List famous Irish-Americans by surnames.</p>	<p>reading: The Irish Potato Famine by Carole Gallagher</p> <p>Honey for a Child’s Heart by Gladys Hunt</p> <p>Coolies by Yin</p>

	<p>Chinatown?</p> <p>Why was Shek afraid that Ming would befriend Patrick?</p> <p>The O’Farrell was able to assimilate to American culture, why does the Chinese have a harder time doing the same?</p>		
<p>Write an essay about a person you know who is an immigrant.</p> <p>Design a scenario of a cultural topic of your choice and write a script and storyboard.</p> <p>If you had to go to another country, who would you choose to go with you?</p>	<p>Social Studies - Research the following:</p> <ul style="list-style-type: none"> • Chinese-Americans • Irish-Americans • Chinatown • San Francisco • Irish Agriculture • Chinese Calligraphy • Union Pacific Railroad and the Central Pacific Railroad. • Ways Ireland has changed over the years. • Child labor laws • Bias and racism • Chinese men’s hair • Traditional Irish recipes <p>Prepare an Irish dish to share with the class. Is this recipe popular in American culture?</p> <p>Math</p> <ul style="list-style-type: none"> • Two-cents buys Mr. O’Farrell some oysters, what can two-cents buy today? • Nails are bought by the kegs and sugar is bought by a bag? How are these items bought today? What unit of measure? 	<p>Use TimeLiner to relate events of the railroads from 1800 to 1869.</p> <p>Virtual fieldtrip – View the Great Wall of China.</p>	

Links to Irish and Chinese culture – <http://search.enchantedlearning.com/cgi-bin/uncqi/search?key=irish>
 Irish culture and customs – <http://www.irishcultureandcustoms.com/>

Chinese Culture – www.chineseculture.about.com
 Smithsonian Institution – www.si.edu



Standards:

6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
6-R1.1 Demonstrate the ability to read a variety of texts fluently.	7-R1.1 Demonstrate the ability to read a variety of texts fluently.	8-R1.1 Demonstrate the ability to read a variety of texts fluently.
6-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence structure (syntax), and word usage.	7-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.	8-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax), and word usage.
6-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having	7-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or	8-R1.14 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that

extracted that information from two or more pieces of graphic or written material.	more pieces of graphic or written material.	information from two or more pieces of graphic or written material.
6-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	7-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.	8-R2.4 Demonstrate the ability to compare and contrast theme in a variety of texts.
6-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	7-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.	8-C3.11 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
6-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	7-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.	8-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.
6-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	7-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.	8-RS2.3 Demonstrate the ability to conduct independent research using available resources, including technology.
6-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	7-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.	8-RS2.4 Demonstrate the ability to summarize the information that he or she has gathered.
6-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	7-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.	8-RS3.2 Demonstrate the ability to present his or her research findings in a variety of formats.

<p>III. Compute fluently and make reasonable estimates.</p> <p>B. Select appropriate methods and tools for computing with fractions and decimals from among mental computation, estimation, calculators or computers, and paper and pencil, depending on the situation and apply the selected methods.</p>		
<p>6.1.5 Describe the major aspects of Ireland’s history during the Viking Age, Settlement and Impact.</p> <p>6.1.6 Summarize the contributions of Irish culture and their global impact.</p> <p>6.3.1 Make and use maps, globes, graphs, charts, and models to analyze location and spatial distributions in early civilizations.</p>	<p>7.2.4 Describe how the United States influences other nations and how other nations influence American society and politics.</p> <p>7.3.1 Make and use maps, globes, graphs, charts, and models to describe and analyze the location and spatial distribution of people, places, and environments on a global scale and in the principal world culture regions.</p> <p>7.3.5 Identify and compare cultural characteristics of each world region.</p> <p>7.3.8 Compare how people of different cultural backgrounds perceive places and regions.</p> <p>7.3.15 Describe how conflict and cooperation affect political, social, and economic systems in each world region.</p>	<p>8.1.1 Discuss the nature, challenges, and contributions of Irish and Chinese-American communities; and their role in society; and other ethnic and religious groups.</p> <p>8.2.4 Explain ways in which South Carolina and other colonies addressed the labor shortage including slavery.</p> <p>8.7.1 Explain the meaning of citizenship in the United States and describe how one becomes a citizen.</p> <p>8.7.2 Differentiate between personal, political, and economic rights.</p> <p>8.7.5 Describe the means by which Americans can monitor and influence politics and governments.</p> <p>8.7.7 Explain the</p>

		<p>struggles for equity in the political arena that affected Irish and Chinese- Americans.</p> <p>8.8.1 Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.</p> <p>8.9.1 Describe divisions of labor.</p> <p>8.9.2 Explain how free enterprise provides the goods and services consumers want.</p>
<p>II. A. Analyze the use of elements and principles of design in the composition of artworks using art vocabulary.</p> <p>III. B. Analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.</p> <p>IV. A. Compare and contrast the characteristics of artworks in various eras and cultures.</p> <p>V. B. Use descriptive, interpretive, and evaluative statements to make informed aesthetic judgments about their artworks and the artworks of others.</p> <p>V. C. Analyze, interpret and evaluate visual preferences in their artworks, in nature and in artworks from various eras and cultures.</p>		