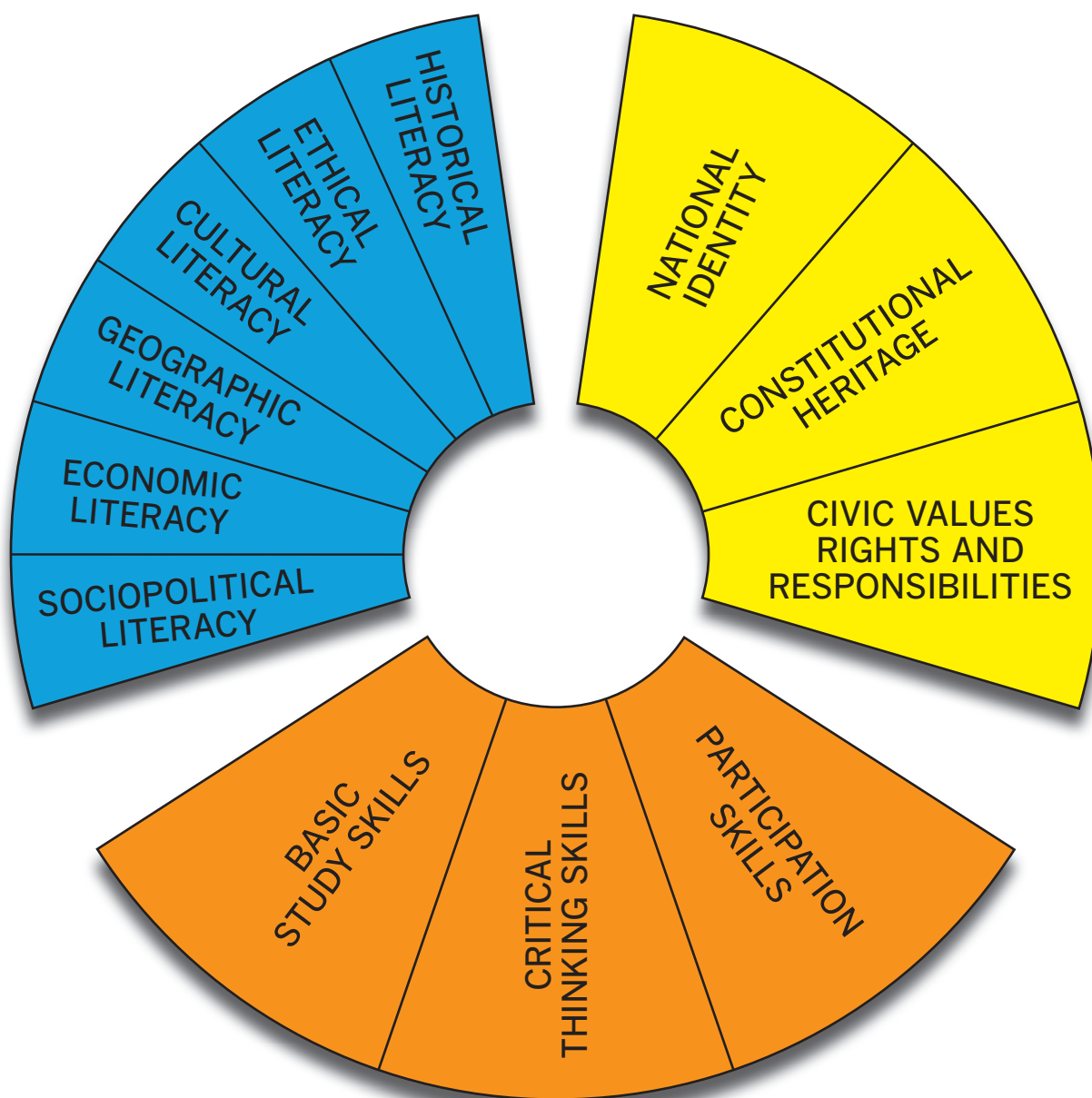
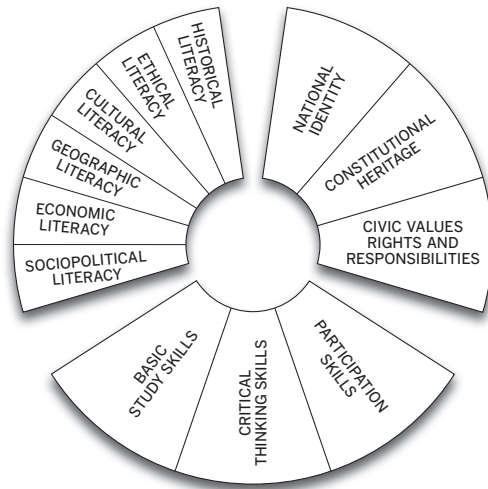


# Making Social Science Current

Implementing the California History-Social Science Framework  
with the Los Angeles Times





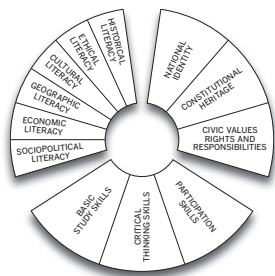
## INTRODUCTION

We are pleased you are joining the growing number of educators who are making social science more relevant and exciting with the Los Angeles Times. This guide, “Making Social Science Current: Lessons for Implementing the California History-Social Science Framework,” will help you teach the curriculum strands of the framework in a real-life context using *The Times* or *The Times* electronic edition as a “living textbook.”

The History-Social Science Framework encourages you to present multiple perspectives and to use primary sources to help students understand changing ideas, world events, and major issues. The daily articles, features, and editorials in *The Times* will be valuable in helping you accomplish these goals.

The lessons in this guide are sequentially arranged by the curriculum strands of the framework. You will find more than 30 lesson plans and student worksheets covering the curriculum strands. At the top of each lesson plan there is a reference to and page number of the framework section addressed. In addition, you will find a list of literature extensions at the back of this guide to help you meet another framework requirement.

“Making Social Science Current” is one of a variety of curriculum guides designed by the Los Angeles Times in Education Program for educators from kindergarten through twelfth grade. Each guide encourages the use of *The Times* as an instructional tool and provides relevant applications to help improve reading, writing, math and critical thinking skills.



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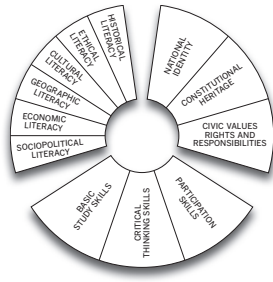
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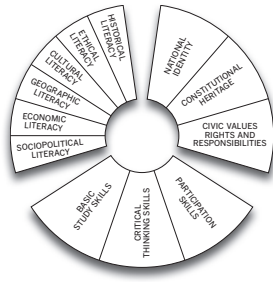
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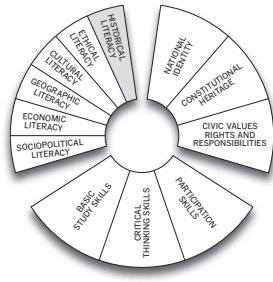
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## Curriculum Strand: **Historical Literacy**

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# California, Here I Come

### FRAMEWORK REFERENCE

To understand why individuals acted as they did, we must see what values and assumptions they held, what they honored, what they sought and what they feared.  
(page 13)

### OBJECTIVE

Students will list and classify reasons why people they know have chosen to move to California. They will find newspaper stories or advertisements that represent the different attractions of the state. Then they will compare contemporary reasons for migrating with those that motivated early settlers in the state.

### MATERIALS

Classroom set of the Los Angeles Times or The Times electronic edition, glue, scissors, construction paper, copies of *California, Here I Come* worksheet.

### PROCEDURES

1. Brainstorm different reasons why people have chosen to come to California to live. Write responses on the board.
2. Have students use the *California, Here I Come* worksheet to survey three adults to see what reasons they give for their own or their family's choice to move to California. It may be necessary to review interviewing techniques.
3. Help students to classify responses into major categories. Possible categories are: climate, employment, educational opportunities, family or friends, entertainment, etc.
4. Distribute classroom set of The Times or direct students to log on to The Times electronic edition. Have students work in small groups to scan the newspaper for news articles, pictures, and ads that relate to each of the categories identified. Cut and glue selections onto construction paper. If using the electronic edition, students will need to print items and then cut them out. Label each section.
5. Guide students to complete a list of reasons that motivated early settlers to migrate to California. Compile this list with the categories developed earlier.

### EXTENSION

Have students look for editorials and letters to The Times that deal with issues about the "quality of life" in California. Identify and underline the main items the authors cite as important to people living in California. Look for similarities and differences between these issues and the items listed in the students' original surveys.

# California, Here I Come

---

Interview three adults. Use these questions in your survey.  
Add any additional questions that may aid in your research.

## Interview #1

1. Person interviewed \_\_\_\_\_
2. What year did your family move to California? \_\_\_\_\_
3. Why did your family come to California to live? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Were your expectations met? \_\_\_\_\_
5. What changes have taken place since your family moved here? \_\_\_\_\_
6. If you had to make the choice again, would you still choose to come to California to live? \_\_\_\_\_  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

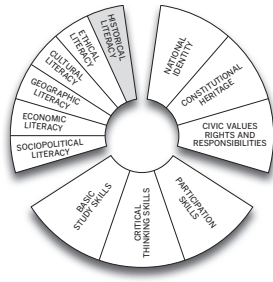
## Interview #2

1. Person interviewed \_\_\_\_\_
2. What year did your family move to California? \_\_\_\_\_
3. Why did your family come to California to live? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Were your expectations met? \_\_\_\_\_
5. What changes have taken place since your family moved here? \_\_\_\_\_
6. If you had to make the choice again, would you still choose to come to California to live? \_\_\_\_\_  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Interview #3

1. Person interviewed \_\_\_\_\_
2. What year did your family move to California? \_\_\_\_\_
3. Why did your family come to California to live? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Were your expectations met? \_\_\_\_\_
5. What changes have taken place since your family moved here? \_\_\_\_\_
6. If you had to make the choice again, would you still choose to come to California to live? \_\_\_\_\_  
Why or why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Curriculum Strand: **Historical Literacy**

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# New and Improved

### FRAMEWORK REFERENCE

To develop historical literacy, students must understand the reasons for continuity and change. (pages 12-13)

### OBJECTIVE

Students will identify products and improvements which make their lives different from when their parents were their age. Students will also predict future products and improvements based on needs in their city, state or nations.

### MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, construction paper, copies of *New and Improved* worksheet.

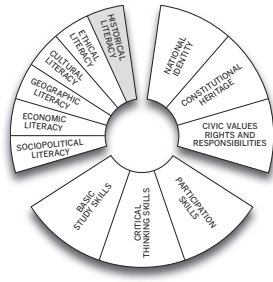
### PROCEDURES

1. Distribute The Times or direct students to log on to The Times electronic edition. Direct students to look through the newspaper to locate advertisements and news stories about new products, services, or inventions.
2. Help students locate three products that were not available when their parents were their age.
3. Discuss how these three products have affected daily life and how each one may have been invented to solve a specific problem.
4. Have students work in small groups to locate three additional products. Students will cut and glue the items on construction paper. If using the electronic edition, students will need to print their items and then cut them out. Have the groups share with the class how the selected items have affected contemporary lifestyles.
5. Distribute worksheets. Identify a number of problems that need to be solved in our society today. Ask each small group to identify or invent a product or service that could help alleviate one of these problems.

### EXTENSION

Have students design an ad for a product of the future. Include its description, features, and benefits.





Curriculum Strand:  
**Historical Literacy**

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# Chronologically Speaking

## FRAMEWORK REFERENCE

To develop historical literacy, students must understand the meaning of time and chronology. (pages 12-13)

## OBJECTIVE

Students will construct a chronology of news events that they identify as significant over a period of several weeks, then use the events to create a timeline.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Chronologically Speaking* worksheet.

## PROCEDURES

1. Talk about diaries as history books and ask students if they've ever kept a diary. Discuss how the passage of time changes current news into history.
2. Explain the objective. Define "chronology." Ask students to identify some major events that have happened in history. List them randomly and then list them in chronological order.
3. Distribute The Times or direct students to log on to The Times electronic edition. Have the class scan the first page and identify events that potentially have historical significance. Record responses on the board.
4. Distribute worksheets. Have students search through the newspaper and continue identifying events which may have historical significance and circling the articles.
5. Choose four events and record the information on the worksheet.
6. Tell students that each week they will select four items from the newspaper to add to their worksheets. Students will then create a timeline of significant events during the period.

## EXTENSION

Have students construct a bulletin board titled "Today's News is Tomorrow's History."

# Chronologically Speaking

---

Choose four news events from The Times that you have identified as significant. Record the dates and events on the line below. Remember, each week you will add four more items to this page.

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

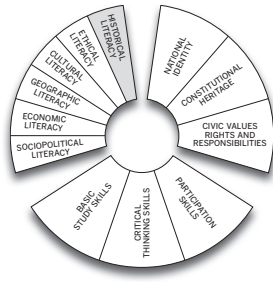
DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ EVENT: \_\_\_\_\_



Curriculum Strand:  
**Historical Literacy**

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# California Yesterday

## FRAMEWORK REFERENCE

*The study of history involves the imaginative reconstruction of the past. Ideally, the student should have a sense of what it was like to be there. (page 12)*

## OBJECTIVE

Students will describe the State of California as seen through the eyes of its early inhabitants by using nouns, verbs and adjectives from *The Times*.

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, copies of *California Yesterday* worksheet.

## PROCEDURES

1. Brainstorm what kinds of words the early inhabitants of California might have used to describe the land. You may wish to use a short story or textbook materials to stimulate discussion. Write responses on the board.
2. Explain objective to students. Clarify the terms “noun,” “verb” and “adjective.”
3. Distribute classroom set of *The Times* or direct students to log on to *The Times* electronic edition. Guide students and scan *The Times* for words that the early inhabitants might have used to describe the land.
4. Distribute worksheets. Individually or in small groups, have students locate additional words in their newspapers. Have students cut out and paste their early California words under the appropriate category on their worksheets. If using the electronic edition, students will need to print news items and then cut out words.
5. Have students select a word from each category and include their choices in a complete sentence that describes early California.

## EXTENSION

Tell students to use the same procedure to find descriptive words for any historical period. Use the same lesson to include “California Today” and “California Tomorrow.”

## NOTE FOR PRIMARY TEACHERS

Have students make a collage of pictures and words to describe their school, neighborhood, or community.

# California Yesterday

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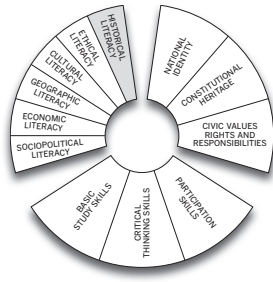
Describe California of yesterday. Use nouns, verbs and adjectives found in The Times. Cut out the words, then glue them in the appropriate category below.

**NOUNS**

**VERBS**

**ADJECTIVES**

---



Curriculum Strand:  
**Historical Literacy**

# News and Novels

## FRAMEWORK REFERENCE

*Students must develop a keen sense of historical empathy. The study of history involves the imaginative reconstruction of the past. Students should not only learn when events occurred, but also what else was happening at the same time in that society and elsewhere. (pages 12-13)*

## OBJECTIVE

Students will create a simulated newspaper that is set in the historical context of a novel they have read.

## MATERIALS

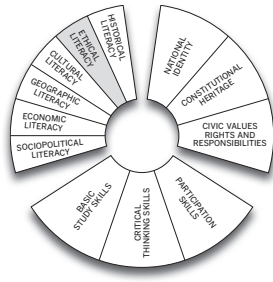
Classroom set of The Times or The Times electronic edition, pre-selected novel that has been read in class, several large poster boards.

## PROCEDURES

1. Tell students they are going to work in cooperative groups to create a mock front page of a newspaper that summarizes a novel they have read in class. Each newspaper will feature articles, editorials, photographs, comic strips, advertisements and an advice column.
2. Distribute copies of The Times or direct students to log on to The Times electronic edition. Review terminology, features and sections of the newspaper and the structure of a news story.
3. Brainstorm examples of events or issues from the novel that could be developed into newspaper items. For example, a classified ad for a proficient dogcatcher would be appropriate for a newspaper based on the novel *Island of the Blue Dolphins* by Scott O'Dell.
4. Direct students to work in groups to decide who will be responsible for specific newspaper items. Have students choose a name and logo for their newspaper.
5. Have each group lay out a draft copy of the newspaper on their poster board using newspaper items completed by group members. Remind them to use The Times as a model for design and layout.
6. Ask students to check their draft copy for corrections and changes in information and layout. Have students complete a final copy.
7. Have a spokesperson from each group share with the class the group's news items based on the novel.
8. Display copies of each newspaper.

## EXTENSION

Use this same lesson to develop a newspaper based on other historical events representing the same period. See suggested literature extensions for this lesson in the back of this guide.



## Curriculum Strand: **Ethical Literacy**

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# Valuable Qualities

### FRAMEWORK REFERENCE

To develop ethical literacy, students must: Understand the ways in which different societies have tried to resolve ethical issues...particularly in their efforts to establish standards of behavior and values for achieving the good life and the good society. (page 14)

### OBJECTIVE

Students will locate items in The Times which represent a minimum of four qualities that they value in themselves and look for in others.

### MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, copies of *Valuable Qualities* worksheet.

### PROCEDURES

1. Ask students to name human qualities (distinguishing attributes or characteristics) that they value, such as honesty, thoughtfulness, bravery, intelligence, etc., in their parents or close relatives. Record responses on the board.
2. Have students volunteer to share the qualities they value in themselves.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Tell students that they are going to search for examples of these qualities in pictures, advertisements, news articles, comics, etc.
4. Instruct students to turn to a pre-selected news article or pictures and discuss the quality in exemplifies.
5. Distribute worksheets and read the instructions.
6. Have students complete their worksheets and then ask individuals to share one quality they value and the newspaper item they chose to represent it.

### EXTENSION

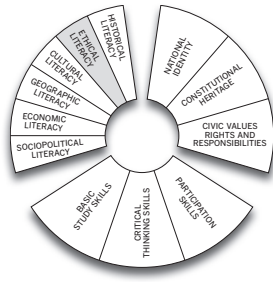
Have students draw pictures of themselves and write the qualities they value in themselves around the picture. Display pictures on a bulletin board. Make a bar graph comparing the qualities that most students chose. Have students conduct a qualities survey. Have students rank, in order, the qualities selected with the most important listed first. Have students write a brief paragraph about the qualities they selected and why.



# Valuable Qualities

Cut out four words or pictures from The Times to represent qualities in yourself or others that are important to you. If you are using The Times electronic edition, you will need to print these items and then cut them out.

<b>1</b> _____	<b>2</b> _____
<b>3</b> _____	<b>4</b> _____



## Curriculum Strand: **Ethical Literacy**

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# Learning About the Dignity of Others

### FRAMEWORK REFERENCE

*To develop ethical literacy, students must recognize the sanctity of life and the dignity of the individual. At the core of ethical teaching is a respect for each person as a unique individual. (page 14)*

### OBJECTIVE

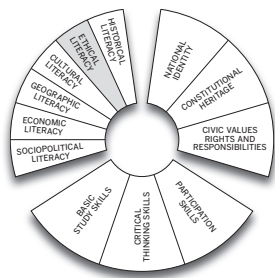
Students will interview each other and make a collage showing how each individual is unique.

### MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, construction paper.

### PROCEDURES

1. Ask students what makes us all unique. Develop a list of questions that would demonstrate the differences between people (i.e., cultural heritage, religion, personal preferences, family customs).
2. Have the class ask questions to practice interviewing skills. Record information on the board. Ask students to look at the photographs in the first section of The Times and see if there are any that are appropriate to represent the teacher's answers. Discuss selections with the whole group.
3. Have students work in pairs. Each pair will interview each other and keep notes. Have students make a collage of newspaper headlines, photographs, and advertisements that represent their partner. If using the electronic edition, students will need to print newspaper items before cutting them out.
4. Share collages with the class.



Curriculum Strand:  
**Ethical Literacy**

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# The Good Life

## FRAMEWORK REFERENCE

*At the core of ethical teaching is a respect for each person as a unique individual. Government policies that disregard the value of human life or that condone inhuman practices are unethical. (page 14)*

## OBJECTIVE

Students will skim *The Times* to locate vocabulary words that describe a regard for human life.

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, scissors, glue, copies of *The Good Life* worksheet.

## PROCEDURES

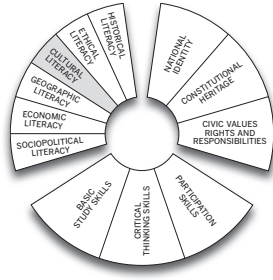
1. Explain to students that our government is organized so that in our society, individual freedom, health, and safety are guaranteed
2. Distribute worksheets. Review the list of words with the class. Solicit definitions or examples from students. Identify any words that are unknown.
3. Distribute *The Times* or direct students to log on to *The Times* electronic edition. Explain to students that they will try to locate as many words from the worksheet as possible in the newspaper.
4. Instruct students to record the location of the words they find on their worksheets. Later they can cut out the words and glue them on the back of the worksheet. If using the electronic edition, students will need to print items and then cut the out.
5. Let students know that they will be given a specific amount of time and that points will be totaled at the end of the lesson.

# Worksheet: The Good Life

Try to find as many of the following words as possible in the pages of The Times. Fill in the information in the boxes below. Circle the point value for each word you find. Total your points.

WORDS	POINT VALUE	SECTION OF THE TIMES	PAGE
health services	1		
education	2		
jobs	4		
vote	2		
freedom	2		
liberty	1		
America	5		
representative	2		
free speech	1		
trial	1		
justice	2		
rights	4		
defense	2		
shelter	5		

TOTAL NUMBER  
OF POINTS



Curriculum Strand:  
**Cultural Literacy**

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# Multicultural Happenings

## FRAMEWORK REFERENCE

*A culture cannot be fully understood without knowledge of the literature, art, music, dance, plays, visual art and other works that express its spirit. (page 15)*

## OBJECTIVE

Students will become aware of the multicultural events and activities available in their area.

## MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, copies of *Multicultural Happenings* worksheet.

## PROCEDURES

1. Discuss with students the ways in which people in a large city can discover and experience the cultures of other people. Discussion should include tasting foods at restaurants, learning from plays or movies, visiting museums, reading a book from the library, etc.
2. Tell students to pretend to plan a two-day “cultural happening.” They will need to use The Times or The Times electronic edition to find and cut out ads for cultural events or activities of interest with an ethnic background occurring in the area. If using the electronic edition, students will need to print items and then cut them out. Have students use the worksheet to list their findings.
3. Have students continue the assignment independently by cutting out items and collecting them for a bulletin board display. Individuals or group can share the multicultural activities they found.

## EXTENSIONS

Have students plan a timed itinerary for a multicultural day in the city, including meals and entertainment. Have a tasting party and bring foods to class from different cultures.

# Multicultural Happenings

---

Use The Times to find an article, announcement or advertisement about multicultural events or activities happening in your area. List your findings below under the appropriate category.

TV Shows to Watch

---

---

---

Movies

---

---

---

Festivals

---

---

---

Concerts

---

---

---

Theater and Performing Arts

---

---

---

Exhibits

---

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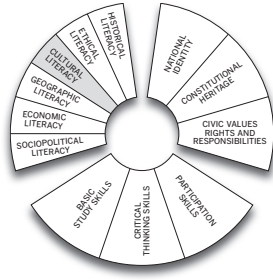
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Restaurants

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Curriculum Strand:  
**Cultural Literacy**

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# The Cultural Challenge

## FRAMEWORK REFERENCE

*Students should develop respect for the human dignity of all people and understanding of different cultures and ways of life. (page 15)*

## OBJECTIVE

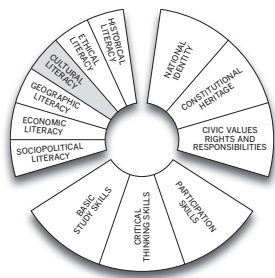
Students will understand the cultural diversity that exists among people.

## MATERIALS

Classroom set of The Times or The Times electronic edition, several large poster boards, pre-selected article.

## PROCEDURES

1. Explain the objective.
2. Generate discussion by asking students to give characteristics of their culture. Share similarities and differences representing the cultures in the classroom.
3. Distribute classroom set of The Times or direct students to log on to The Times electronic edition.
4. Identify and discuss with the class one article describing or representing cultural diversity. On the board, summarize this information.
5. Have students select and read articles, advertisements, comic strips, etc. that describe cultures other than their own.
6. Have students form small groups to discuss the cultural diversity shown by the news items they have read.
7. Have groups create a collage of news items on their poster boards.
8. Ask a spokesperson from each group to report to the class on what the group learned or discovered about cultural diversity.



## Curriculum Strand: **Cultural Literacy**

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# Strength in Diversity

### FRAMEWORK REFERENCE

*To develop cultural literacy, students must develop respect for the human dignity of all people and understanding of different cultures and ways of life. (pages 14-15)*

### OBJECTIVE

Students will identify cultural groups of the United States from The Times. Students will gather and analyze news articles and advertisements and make inferences about how each group has contributed to our society.

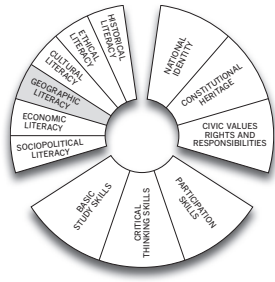
### MATERIALS

Classroom set of The Times or The Times electronic edition.

### PROCEDURES

1. With the class, determine which immigrant cultures and ethnic groups are represented in the school and the community. This may be accomplished through personal interviews, gathering information from office statistics, or utilizing knowledge and information from students within the class.
2. Give students time to read The Times over a number of days. Each student will select an article or ad that is representative of one of the ethnic groups previously identified. The selected articles or ads should show contributions these groups have made to society in areas such as politics, foods, clothing, art, or language.
3. As a class, make a chart that lists ethnic groups present in the community, their influences, and their contributions.





Curriculum Strand:  
**Geographic Literacy**

# Where, Oh Where Can It Be?

## FRAMEWORK REFERENCE

*To study geography, students must be able to use map and globe skills to determine absolute location in terms of the map grid. (page 16)*

## OBJECTIVE

Students will locate names of countries and categorize them as being in the northern latitudes (north of the equator) or in the southern latitudes (south of the equator).

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, atlases, yellow crayons, world maps showing latitude and longitude, scissors, glue, copies of *Where, Oh Where Can It Be?* worksheet.

## PROCEDURES

1. Draw a circle on the board with a line through the middle. Tell students there is an imaginary line around the middle of the earth that is called the equator. It is an equal distance from the north and south poles.
2. Distribute the world maps. Have students locate the equator on their maps and trace over it with a yellow crayon.
3. Explain that the lines on the map that are parallel to the equator are called lines of latitude. All the land and water north of the equator is in the northern latitudes, and everything south of the equator is in the southern latitudes.
4. Ask students to name four countries in the northern latitudes and four countries in the southern latitudes.
5. Distribute copies of *The Times* or direct students to log on to *The Times* electronic edition. Distribute worksheets and read the directions on the worksheet. Guide students to a pre-selected headline with a country name in it. Have students cut out and paste the name in the appropriate section on the worksheet.
6. Have students work in small groups to complete the worksheet.
7. Have students use their completed worksheets and the world map to quiz each other as to whether particular countries are north or south of the equator.

## EXTENSION

Enlarge the worksheet for a bulletin board and over a period of several days have students continue to cut names from headlines and datelines to put on the display.

# Where, Oh Where Can It Be?

Cut names of countries from The Times. If you are using The Times electronic edition, you will need to print these items and then cut them out. Use a map or atlas to determine whether the country is in the northern latitudes (north of the equator) or the southern latitudes (south of the equator). Glue the country name in the correct section of the worksheet below.

**Northern Latitudes**

1. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 6. \_\_\_\_\_  
3. \_\_\_\_\_ 7. \_\_\_\_\_  
4. \_\_\_\_\_ 8. \_\_\_\_\_

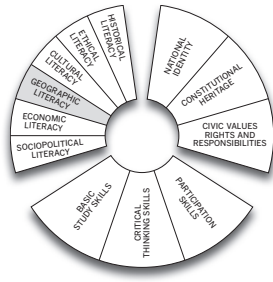
EQUATOR

NORTH

SOUTH

1. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 6. \_\_\_\_\_  
3. \_\_\_\_\_ 7. \_\_\_\_\_  
4. \_\_\_\_\_ 8. \_\_\_\_\_

**Southern Latitudes**



Curriculum Strand:  
**Geographic Literacy**

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# We Are Linked to the World

## FRAMEWORK REFERENCE

To develop geographic literacy, students must understand human movement and transportation networks providing for the continual movement of goods, people, ideas and information throughout a globally interdependent world. (pages 16-17)

## OBJECTIVE

Students will demonstrate the interdependence that exists between places by selecting items from *The Times* which describe or imply movement of goods, people, ideas or information from one place to another.

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, scissors, glue, copies of *We Are Linked to the World* worksheet.

## PROCEDURES

1. Ask students to give examples of movement of people or products such as moves their families have made, products they have in their homes that were manufactured in other areas, or the patterns of movement in the period of history that they are studying.
2. Ask students if they would agree with the statement that goods, people and ideas have always moved from one place to another throughout history. Challenge them to see which student can suggest the earliest example of such movement.
3. Distribute copies of *The Times* or direct students to log on to *The Times* electronic edition. Distribute worksheets. Tell students that they will be using the newspaper to discover movement patterns of the past decade.
4. Direct students' attention to an article which demonstrates movement. Discuss who or what is being moved and to where.
5. Have students work in small groups to scan the newspaper for items which demonstrate or imply movement and use these items to complete the worksheet.
6. Continue collecting items from the newspaper for this activity for one week. Display the movement patterns on a bulletin board with a world map.

## EXTENSIONS

Tell students to collect articles and pictures that describe places and people we depend on to bring foods and other products to our homes from outside the local neighborhood or region (farms, factories, forests, airports, ports, etc.). Using the Business section, have students make a chart illustrating the direction and flow of trade among nations. Tell students to find articles on a local environmental issue which may be a part of a global problem.

# We Are Linked to the World

Search through The Times for articles, headlines, ads or photographs that describe or suggest movement of goods, people, ideas or information beyond the local neighborhood. Cut out the items and paste them on the worksheet. If you are using The Times electronic edition, you will need to print these items and then print them out.

Paste newspaper item here.

Who or what is moving?

---

---

From where?

---

---

To where?

---

---

Paste newspaper item here.

Who or what is moving?

---

---

From where?

---

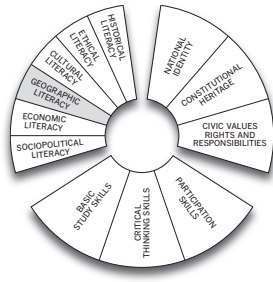
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To where?

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---

Be prepared to share your information with the class. Can you show the movement on the wall map?



Curriculum Strand:  
**Geographic Literacy**

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# Where In The World?

## FRAMEWORK REFERENCE

*To develop geographic literacy, students must understand world regions and their historical, cultural, economic, and political characteristics. An understanding of the major regions of the Western and non-Western worlds is of major importance if students are to appreciate the growing interdependence and global complexity of their world. (page 17)*

## OBJECTIVE

Students will classify news articles according to international, national, state and local news.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Where in the World?* worksheet, resources such as almanacs, encyclopedias, and maps.

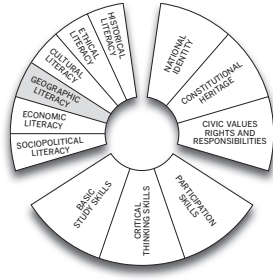
## PROCEDURES

1. Explain to students that news articles can be classified by how much of the world they cover. International or foreign news deals with events outside the United States. National news includes events in the United States. State news covers the State of California. Local news is about events in the city or neighborhood.
2. Explain to students that the dateline of a news article tells where the story originated and is located at the beginning of the lead paragraph. If the story is local news, it may not have a dateline.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute resource articles.
4. Identify with the class examples of international, national, state, and local news stories. Use all sections of The Times.
5. Distribute worksheets for students to complete.

# Where In The World?

Skim today's Los Angeles Times and locate five international, national, state and local news stories. Copy the headlines into the corresponding column below.

International	National	State	Local
1.			
2.			
3.			
4.			
5.			



Curriculum Strand:  
**Geographic Literacy**

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# Borders, Borders Everywhere!

## FRAMEWORK REFERENCE

To develop geographic literacy, students must: Develop an awareness of place...students should learn about the earth's continents, the significant countries and cities, the dominant landscape features of the earth, and the physical and cultural contexts in which these places exist. (pages 15-16)

## OBJECTIVE

Students will choose countries from headlines and datelines which have the distinguishing characteristic of sharing borders with four other countries.

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, scissors, glue, atlases, copies of *Borders, Borders Everywhere!* worksheet.

## PROCEDURES

1. Distribute atlases. Review the concept of country borders (boundaries drawn to define and separate political units or to establish the right of ownership of a territory).
2. Tell students that borders can follow physical features of the earth such as rivers or mountain ranges. Thus the Pyrenees Mountains separate France and Spain. Other borders may be decided by war or by international agreement.
3. Have students turn to a map of one continent in the atlas and locate a country that shares borders with other countries. Name the countries to the north, south, east, and west of the chosen country.
4. Distribute copies of *The Times* or direct students to log on to *The Times* electronic edition. Distribute worksheets. Have students work in small groups to search through the newspaper for names of other countries which have bordering countries to the north, south, east, and west.
5. Have student cut out the country name from the newspaper and glue it on a rectangle on the worksheet. If using the electronic edition, students will need to print items and then cut them out. Students should then write the four adjacent country names on the lines next to the rectangle.

# Borders, Borders Everywhere!

Choose and cut out country names from headlines or datelines in The Times. If you are using The Times electronic edition, print items and then cut them out. Check the atlas to see if it is a country that shares borders to the north, south, east, and west with four other countries. If it is, glue the name in the rectangle and write adjacent country names on the appropriate lines.

(north)

(west) (east)

(south)

(north)

(west) (east)

(south)

(north)

(west) (east)

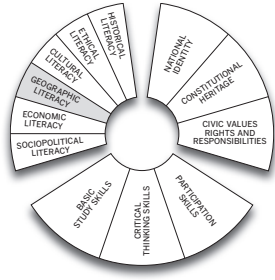
(south)

(north)

(west) (east)

(south)





Curriculum Strand:  
**Geographic Literacy**

# Mercury Monitoring: Keep Your Cool!

## FRAMEWORK REFERENCE

*To understand human events, students must first understand the characteristics of the places in which those events occurred. Physical characteristics of a place include its landforms, water bodies, climate, soils, natural vegetation, and animal life. (page 16)*

## OBJECTIVE

Working in cooperative groups, students will graph the air temperature of a particular city for a five-week period. They will analyze the data and write a brief conclusion about their findings.

## MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, a transparency and student copies of the *Mercury Monitoring* worksheet.

## PROCEDURES

1. Ask students to list ways in which they are affected by the day's temperature. Do they think about the probable high temperature of the day before getting dressed? Has their family ever made plans for an outing and then had to change the plans because of an unusually high or low temperature?
2. Explain that air temperature is one component of weather. Other components are wetness or dryness, calm or storm, and clearness or cloudiness of the atmosphere. Tell students that today they are going to record the air temperature of different cities from around the world.
3. Distribute *The Times* or direct students to log on to *The Times* electronic edition. Have them turn to the weather page. Direct their attention to the map of the Los Angeles basin and ask them to report today's predicted high temperatures the Los Angeles Civic Center, Long Beach, Pasadena, etc.
4. Ask students to record other information available on the page. Allow time for them to explore. Record responses.
5. Choose the city that is closest to your school's location. Use the *Mercury Monitoring* worksheet transparency to record the city name and the date and to demonstrate how to color in a bar on the grid that corresponds to the city's high temperature (a lesson on rounding may be required). Save and continue to record data for the next four weeks.
6. Distribute worksheets. Have students work in small groups and choose a city to monitor for five weeks from either the California, national, or international weather section.
7. Instruct students to fill in the city name and the date, round off the high temperature, if necessary, and color in a bar on the grid. Check graphs.
8. Each week, record correct information on the transparency and have students record data on their graphs.
9. At the end of the five-week period, have students complete the worksheet and share their conclusions.

# Mercury Monitoring

Select a city whose air temperature you would like to study. For five weeks, record the date and graph the high temperature from the city, using the weather page in The Times.

**CITY:** \_\_\_\_\_

110°					
100°					
90°					
80°					
70°					
60°					
50°					
40°					
30°					
20°					
10°					
0°					
- 10°					
<b>DATE</b>					

- Compare this information for the period:
  - How many days was the temperature over 70°? \_\_\_\_\_
  - How many days was the temperature under 70°? \_\_\_\_\_
  - Which day was warmest? \_\_\_\_\_
  - Which day was coldest? \_\_\_\_\_
  - What was the difference between the highest and lowest temperature? \_\_\_\_\_
  - What was the average temperature during this period? \_\_\_\_\_
- Write a conclusion about the air temperature of your city. State some ways in which people's activities may have been affected by the temperature.

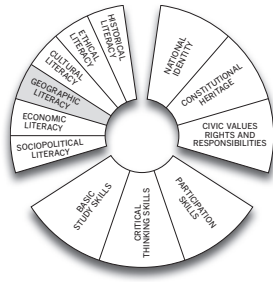
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Curriculum Strand:  
**Geographic Literacy**

# California Grown

## FRAMEWORK REFERENCE

*One of the most dynamic aspects of geographic education is the study of the ways people and environments interact. From the earliest grades students can examine how people in their neighborhood and locality are “changing the land” by turning desert lands into agricultural oases. (page 16)*

## OBJECTIVE

Students will identify products grown in California in the grocery ads of the Los Angeles Times and glue them onto a map of California as a collage.

## MATERIALS

The Thursday Food section of The Times or The Times electronic edition, scissors, glue, copies of *California Grown* worksheet.

## PROCEDURES

1. Distribute The Times or direct students to log on to The Times electronic edition. Assist students in locating grocery ads.
2. Identify fruits and vegetables in the ads.
3. Discuss which fruits and vegetables are actually grown in California. Students may have some firsthand knowledge of these facts if they live near an agricultural area or pass roadside produce stands. A partial list is included on the worksheet. Books about California may be another source of information.
4. Instruct students to circle and then cut out all the examples of California produce they can find in the newspaper. If using the electronic edition, students will need to print items and then cut them out.
5. Have students arrange and glue the California produce they selected onto their worksheets as a collage.
6. Display on a bulletin board entitled, “CALIFORNIA GROWN.”
7. Have students repeat the activity for homework with another worksheet and different examples of produce.

## EXTENSIONS

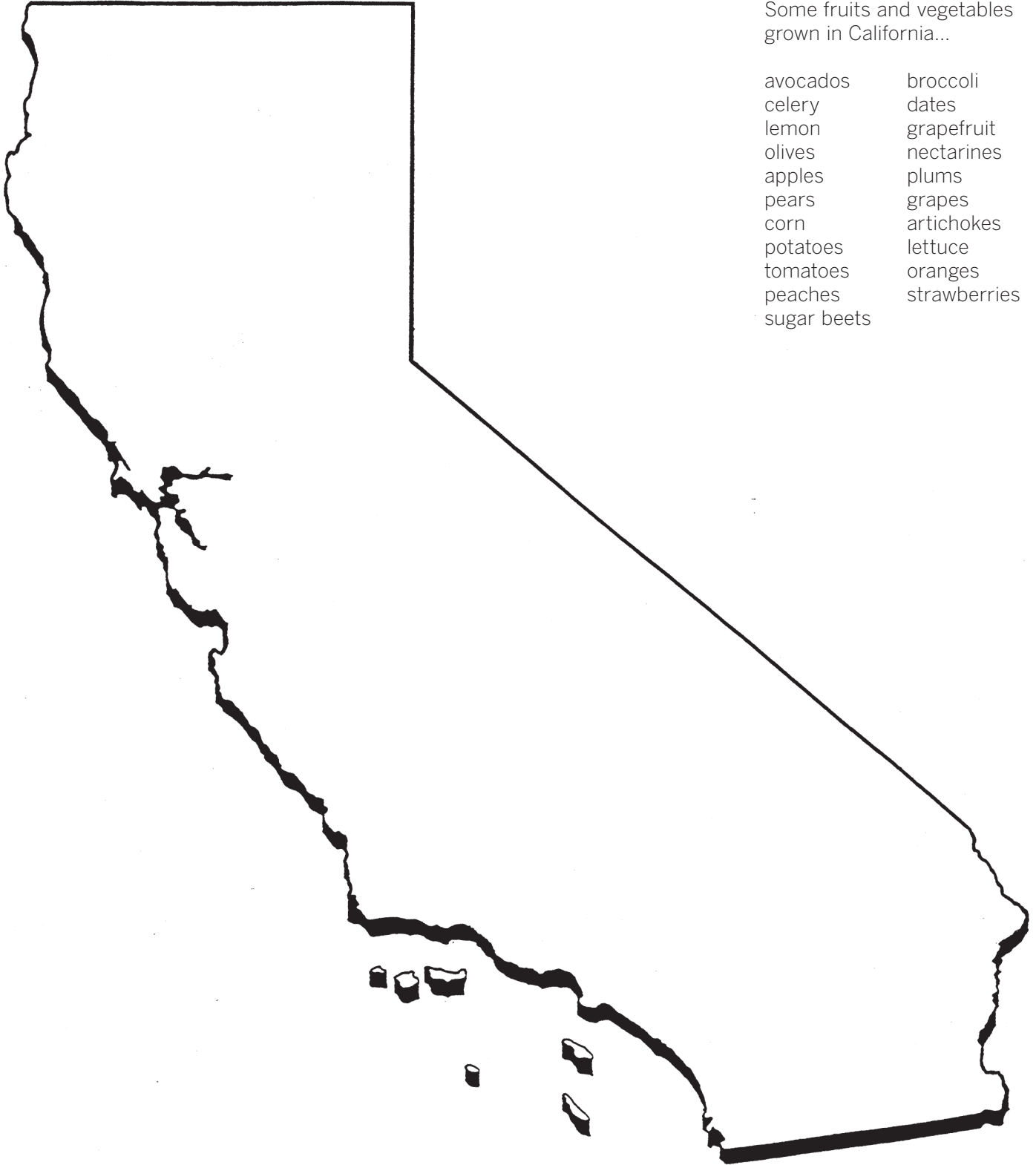
Have students survey local markets to find out which produce is California grown. Have students classify the produce found in the newspaper into sub-groups such as citrus fruit, leafy green vegetables, legumes, etc. Show students how to create alliterations about some of the produce they have selected, for example: “Luscious, leafy lettuce” or “tangy, tasty tomatoes.” See if students can find an example of California produce for all the letters of the alphabet – from asparagus to zucchini – and assemble their alliterations into an ABC book with illustrations from the grocery ads.

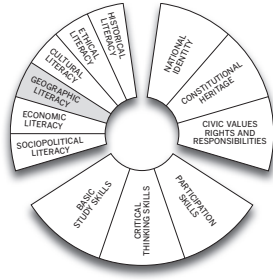
# California Grown

Cut out examples of fruits and vegetables from The Times which are grown in California. If you are using The Times electronic edition, you will need to print items and then cut them out. Glue your items on the map to make a collage.

Some fruits and vegetables grown in California...

- |             |              |
|-------------|--------------|
| avocados    | broccoli     |
| celery      | dates        |
| lemon       | grapefruit   |
| olives      | nectarines   |
| apples      | plums        |
| pears       | grapes       |
| corn        | artichokes   |
| potatoes    | lettuce      |
| tomatoes    | oranges      |
| peaches     | strawberries |
| sugar beets |              |





Curriculum Strand:  
**Geographic Literacy**

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# Fun for the Whole Family

## FRAMEWORK REFERENCE

To develop geographic literacy, students must develop an awareness of place. (page 16)

## OBJECTIVE

Students will plan a family outing using information from The Times.

## MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, crayons, map of California, copies of *Fun for the Whole Family* worksheet.

## PROCEDURES

1. Distribute The Times or direct students to log on to The Times electronic edition. Distribute worksheets.
2. Direct students to the Calendar section, which contains entertainment information. Call their attention to a pre-selected advertisement for a family attraction. As a group, use this ad to answer the questions on the worksheet. Record responses on the board.
3. Have students search through their newspapers to find ads and articles describing activities and attractions for their family.
4. Working in small groups, have students choose one attraction and use it to complete their worksheets.
5. Allow time for each group to present its plan to the class.
6. Have students display their plans on a bulletin board with a wall-sized map of California. Students can use string or yarn to connect line #1 on the worksheet to its location on the map.

## EXTENSIONS

Have students use the weather page of The Times to determine the type of clothing they will need for their outing. Have students write a brief description about the experiences they and their families will have. Ask students to create an ad for the place they chose to visit. Have students use words or phrases cut from the newspaper to make an acrostic poem for the words "Family Outing."

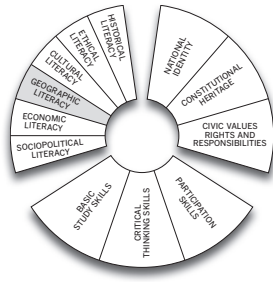
# Fun for the Whole Family

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Choose one attraction or activity from the items you have found in The Times and plan a family outing. Fill in the information below as you plan your trip.

1. We are planning to go to: \_\_\_\_\_
2. The address is: \_\_\_\_\_
3. The phone number: \_\_\_\_\_
4. The direction in which we will travel is: \_\_\_\_\_
5. On the way, we will pass by the following places:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. The mode(s) of transportation we will use to get there is: \_\_\_\_\_  
\_\_\_\_\_
7. The admission cost for the whole family will be: \_\_\_\_\_  
\_\_\_\_\_
8. Items we will need to take with us include: \_\_\_\_\_  
\_\_\_\_\_

Draw a picture of your family on the outing or find 10 adjectives using headlines from The Times to describe your family on the outing and glue them in the space below.



Curriculum Strand:  
**Geographic Literacy**

# The Geography of Congress

## FRAMEWORK REFERENCE

*To understand human events, students must first understand the characteristics of the places in which these human events occurred...Human characteristics include the population, the full array of human activities and settlement patterns on the land; the ideological, religious, and philosophical beliefs of its people; and their political and social institutions. (page 16)*

## OBJECTIVE

Students will know the names and locations of the United States senators and representatives mentioned in the Los Angeles Times, and how the areas they represent influence the bills they support.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *The Geography of Congress* worksheet.

## PROCEDURES

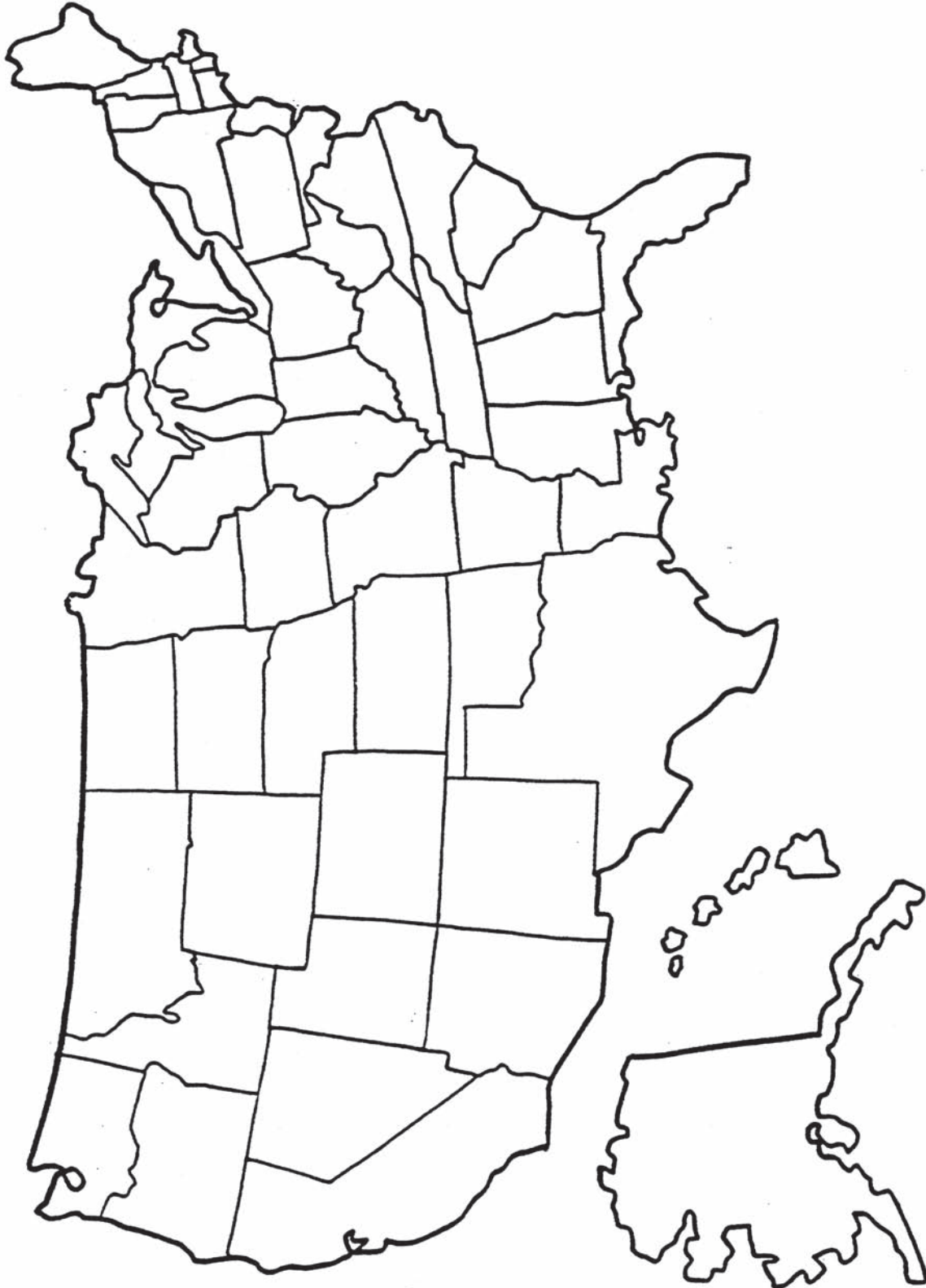
1. Ask students to name several prominent senators and representatives. What states do they represent? From what geographic region of the United States do they come? How might the areas they represent influence the laws they propose?
2. Tell students that the geographic areas in which members of Congress live greatly affect the various bills that they help to support or defeat.
3. Explain that when they read a news story about a senator or a representative, it is helpful to know where they are from in order to understand the issue they are addressing. Tell students this activity is designed to familiarize them with the location of the senators and representatives who are in the news.
4. Tape a copy of the worksheet to the board or use a large map of the United States. Select two news stories from The Times that name a U.S. senator or representative. Write their names inside the states they represent.
5. Have students work in cooperative groups to find two additional names of senators or representatives.
6. Distribute worksheets. Have students scan the first section of The Times for additional names of senators or representatives and write the names on their individual maps.

## EXTENSION

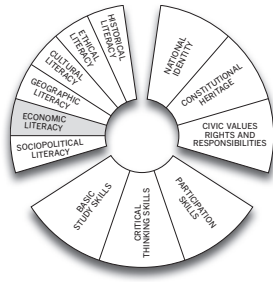
Have students analyze articles to determine a geographic reason why a senator or representative may or may not support an issue.

# The Geography of Congress

Scan the first section of The Times for names of U.S. senators and representatives. Write the names of the senators or representatives in the states they represent.







## Curriculum Strand: **Economic Literacy**

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# Needs and Wants

### FRAMEWORK REFERENCE

*In these studies the children should be acquiring some basic understanding of economics, for example, of the goods and services that people need and want. (page 36)*

### OBJECTIVE

Students will use the Los Angeles Times to learn the difference between things they need and things they want.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Needs and Wants* worksheet, scissors, glue, chart paper, tape.

### PROCEDURES

1. Ask how many students ever go to a toy store. Ask if they ever see anything they want.
2. Explain to students that there is a difference between things we need (items that are necessary for everyday life, such as water, food, clothing and shelter) and things we want (items that are extras, such as pets or toys).
3. State the objective: Today we are going to search through The Times for items we could use in our daily lives and categorize them as “Needs” or “Wants.”
4. Distribute copies of The Times or direct students to log on to The Times electronic edition.
5. Divide a large sheet of paper into two sections with the headings: “NEEDS – necessary for everyday life” and “WANTS – extras.”
6. Have students turn to a pre-selected advertisement for a familiar product in the newspaper. Discuss whether it is a “need” or a “want.” Have one volunteer cut out the item and tape it in the appropriate section on the chart paper. Repeat the procedure with three additional pre-selected items.
7. Distribute worksheets and read the instructions.
8. Have students complete the worksheet. Tell them to cut out the “Needs” and “Wants” sections of the worksheet on the dotted lines and tape them in the appropriate section of the chart paper.

# Needs and Wants

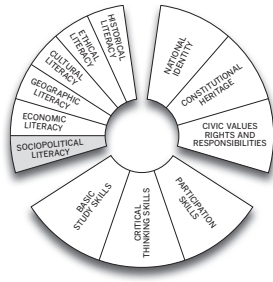
Search through The Times for pictures of items you have or would like to have. Cut out each picture. If you are using The Times electronic edition, you will need to print items and then cut them out. If an item is something you need, glue it in the "Needs" house below. If it is something you want, glue it in the "Wants" house. When complete, cut on the dotted lines and follow the teacher's directions.

**"WANTS"**

Name \_\_\_\_\_

**"NEEDS"**

Name \_\_\_\_\_



Curriculum Strand:  
**Sociopolitical Literacy**

# An Advisory Letter to Your Legislator

## FRAMEWORK REFERENCE

To develop socio-political literacy, students should come to understand that important public issues and controversies that are not resolved within the social institutions of society regularly make their way into the political system and the courts for their ultimate resolution. (page 19)

## OBJECTIVE

Students will, over the course of one semester, read, summarize, analyze and record information regarding a contemporary social issue of importance. They will write a well-informed letter to their legislator expressing their point of view and seeking the action of the legislator in support of their viewpoint.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Legislator Checklist* worksheet, notebook.

## PROCEDURES

1. Explain objective.
2. Over a three-week period, have students identify, discuss, read about and report on major social issues found in The Times.
3. At the fourth week, students should select a social issue they wish to act upon as participants in the political process.
4. Have students keep a notebook of information from the newspaper on the issue.
5. Have students research the issue in the school library using the Readers Guide to Periodical Literature.
6. Direct students to discuss the issue with members of their community.
7. Distribute the checklist and discuss.
8. Have students formulate a position on the issue and express it in a clear statement to the class. Discuss the variety of issues represented.
9. Have students use their notes, checklists, and knowledge gained to write a letter to a legislator expressing their point of view and seeking action in support of their viewpoint.

## EXTENSION

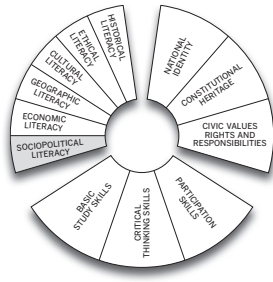
1. Have students communicate with the active people involved in the issue (Item #2 on the checklist).
2. Have students form action groups with other individuals concerned about the issue.
3. Have students volunteer to help at one of the many service or volunteer agencies to accomplish the objective referred to in their letter to the legislator.

# Legislator Checklist

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As you research the contemporary social issue you have selected, use this checklist to summarize and analyze the information you gather.

1. What is your issue? \_\_\_\_\_  
\_\_\_\_\_
2. Who are the active people involved in your issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What do they have to do with your issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Where does your issue have the most impact? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How does the information you have gathered help clarify or explain the issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What do you need to know more about to influence the issue? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What do you think should happen regarding the issue? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What will happen if your position should become "the law of the land?" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Curriculum Strand: **Sociopolitical Literacy**

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# Rule vs. Law

### FRAMEWORK REFERENCE

To develop socio-political literacy, students must understand the close relationship between society and the law. (page 18)

### OBJECTIVE

Students will recognize the difference between rules and laws.

### MATERIALS

Classroom set of The Times or The Times electronic edition, scissors, glue, copies of *Rule vs. Law* worksheet.

### PROCEDURES

1. Ask students how many of them know that they should not run in the halls at school? If they run in the halls, are they breaking a school rule or a law? If they rob a bank, are they breaking a rule or a law? Tell them that in this lesson they will learn the difference between rules and laws.
2. Explain to students that a rule is made to help them at school, in the library, in the classroom, etc. It is something that tells them how to act or how not to act. A rule is for certain places, circumstances, etc. A law is something that includes everyone in a city, a state, or a country. The Constitution is a collection of laws for the United States. If you break a law, you could get fined or go to jail.
3. Distribute The Times or direct students to log on to The Times electronic edition. Have students turn to the Sports section. Discuss some of the rules for a sport. Ask students if anyone in the game would go to jail for breaking a rule.
4. Then have the students turn to a pre-selected article that involves a law that has been broken. Identify the law. Ask students if the person who broke the law could go to jail or be fined. Which has the greater consequence, a rule or a law?
5. Distribute worksheet. Have students work in small groups to search through the newspaper for an article that involves a rule or a law and use that article to complete the worksheet.

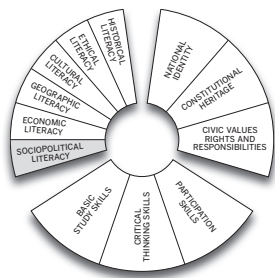
# Rule vs. Law

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Find and cut out an article from The Times that involves a rule or a law. If you are using The Times electronic edition, you will need to print items and then cut them out. Glue the article in the space below. Underline a sentence that mentions or suggests the rule or law. Then answer the questions below.

Answer the question below:

1. What rule or law is discussed or implied? \_\_\_\_\_  
\_\_\_\_\_
  
2. Has a rule or law been broken? \_\_\_\_\_  
\_\_\_\_\_
  
3. What is the consequence? \_\_\_\_\_  
\_\_\_\_\_



Curriculum Strand:  
**Sociopolitical Literacy**

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# The Impact of Law on Our Lives

## FRAMEWORK REFERENCE

*To develop socio-political literacy, students must come to know how judicial decisions influence society's goals and values, its institutions, and the attitudes of individual citizens. (pages 18-19)*

## OBJECTIVE

Students will identify articles relating to laws as reported in The Times and evaluate how those laws directly affect their lives.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *The Impact of Law on Our Lives* worksheet.

## PROCEDURES

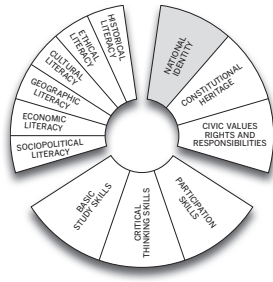
1. Ask students to name five important school rules and explain how each affects the daily lives of students. Write the rules on the board. Make two columns on the board: Label one "rule" and the other "effects."
2. Distribute newspaper or direct students to log on to The Times electronic edition. Instruct students to turn to a pre-selected, law-related article. Write the headline on the board, then briefly write how the law affects citizens.
3. Distribute the worksheet. Read the instructions. Have students work in small groups to scan the newspaper for law-related articles and use them to complete the worksheet.
4. Have each group choose one of the most interesting articles they found and share it with the class.

# The Impact of Law on Our Lives

Identify news stories in The Times that deal with laws. Write the headline and the law, then evaluate how this law affects people's lives.

HEADLINE	LAW	EFFECT(S)





Curriculum Strand:  
**National Identity**

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# A Patchwork Quilt

## FRAMEWORK REFERENCE

*To understand this nation's identity, students must realize that true patriotism celebrates the moral force of the American idea as a nation that unites as one people the descendants of many cultures, races, religions, and ethnic groups. (pages 20-21)*

## OBJECTIVE

Students will recognize that people come in all sizes, shapes, and colors and are as varied as the colors and patterns of a patchwork quilt. Students will use newspaper items to represent these differences and to create a "multicultural quilt."

## MATERIALS

Classroom set of *The Times* or *The Times Electronic Edition*, copies of *A Patchwork Quilt* worksheet, scissors, glue, pre-selected picture.

## PROCEDURES

1. Read *The Patchwork Quilt* by Valerie Flourney to the class.
2. Discuss how people are different and how these differences are important to the cultural makeup of our country. Outline on the board some of the special contributions such as food, clothing, arts, holidays, etc. that were borrowed from other cultures and are significant in our country today.
3. Distribute *The Times* or direct students to log on to *The Times* electronic edition. State the objective: Today we are going to make a patchwork quilt of items from the newspaper that represent some of the contributions from people of different cultural backgrounds.
4. Distribute the worksheet. Have students turn to a pre-selected picture or item in the newspaper that represents something borrowed from another culture. Discuss where it came from and how it is used in our country. Tell students to cut it out and glue it on the circle portion of their worksheets.
5. Tell students to continue searching through the newspaper for words or pictures that represent other cultures. Have students cut out the items and glue them in the circle on their worksheets.
6. When students have completed filling the circles, have them simultaneously color the border section of the worksheet the same designated color. Next instruct them to color the corner any colors they choose. Encourage them to use a variety of colors to enhance the classroom quilt.
7. Cut out the individual squares and position them on a bulletin board to represent a patchwork quilt. You may wish to design "ties" which can be placed at the intersecting corners.

## EXTENSION

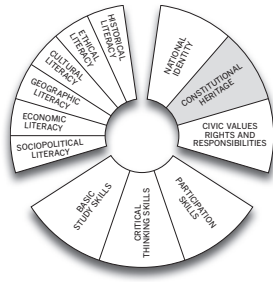
Have students investigate their cultural background. Repeat the same lesson using items from the newspaper and student drawings to create a patchwork quilt representing the cultural heritage of the class.

# A Patchwork Quilt

Look through The Times to find items representing contributions of different cultural groups. Cut out the items and glue them in the circle below to make your “multicultural quilt.” If you are using The Times electronic edition, you will need to print items and then cut them out. Follow your teacher’s instructions for coloring the borders of the quilt.



**GLUE  
— ITEMS —  
HERE**



Curriculum Strand:

# Constitutional Heritage

# Constitutional Symbols

## FRAMEWORK REFERENCE

Students must understand the nation's constitutional heritage and the principles of the Constitution that created our democratic form of government. (page 21)

## OBJECTIVE

Students will locate symbolic pictures in The Times and link them with a specific part of the Constitution.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies  
Constitutional Symbols worksheet, scissors, glue, copies of the Constitution.

## PROCEDURES

1. Discuss the lesson objective with the class. Define the term "symbol."
2. Direct students' attention to the editorial page of The Times. Tell them to look at the masthead (box which includes The Times' logo and names of the publishers and management). Ask students to find the symbol for The Times. What does it represent?
3. Show students a pre-selected picture that symbolizes an aspect of the Constitution and discuss how it relates to the Constitution.
4. Distribute copies of The Times or direct students to log on to The Times electronic edition. Distribute Constitutional Symbols worksheet.
5. Have students scan the political cartoons, comic section, and ads in The Times for symbolic pictures that relate to the Constitution and cut them out. If using the electronic edition, students will need to print items and then cut them out. Tell students to list all of the symbols they find. Have students glue appropriate symbols on the worksheet.

## EXTENSIONS

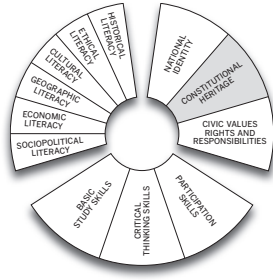
Have students select pictures from The Times that represent good citizenship.  
Have students create a classroom constitution and design original symbols to represent the Constitution.

# Constitutional Symbols

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Find symbolic pictures in The Times that can be identified with the Constitution of the United States. Cut them out and glue them below according to the part of the Constitution they represent. If using the electronic edition, you will need to print items and then cut them out.

PREAMBLE	ARTICLE I
ARTICLE II	ARTICLE III
BILL OF RIGHTS	ALL OTHER PARTS OF THE CONSTITUTION



Curriculum Strand:

# Constitutional Heritage

## Constitutional Cutlines

### FRAMEWORK REFERENCE

Students must understand the nation's constitutional heritage and the principles of the Constitution that created our democratic form of government. (page 21)

### OBJECTIVE

Students will become familiar with the basic rights and freedoms guaranteed all citizens under the U.S. Constitution. They will select photographs from The Times that are examples of citizens participating in a constitutionally guaranteed activity and will write cutlines (captions) describing the activity.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Constitutional Cutlines* worksheet, scissors, glue.

### PROCEDURES

1. Discuss the lesson objective with the class.
2. If possible, show copies of the U.S. Constitution, including the Bill of Rights, to students. Review the different parts of the Constitution and Bill of Rights.
3. Review the basic rights and freedoms guaranteed to all citizens under the Constitution, including: freedom of speech, the press, assembly, and religion, the right to petition, right to bear arms, right to privacy and the right to trial by jury.
4. Distribute copies of The Times or direct students to log on to The Times electronic edition. Have students find photos (also called "cuts" in the newspaper) that are examples of citizens participating in a constitutionally protected activity.
5. Distribute worksheets and have students cut out their photographs and glue them to the worksheet. If using the electronic edition, students will need to print items and then cut them out. In the space provided on the worksheet, have students write a cutline (caption) that describes which right or freedom is depicted in the photo.

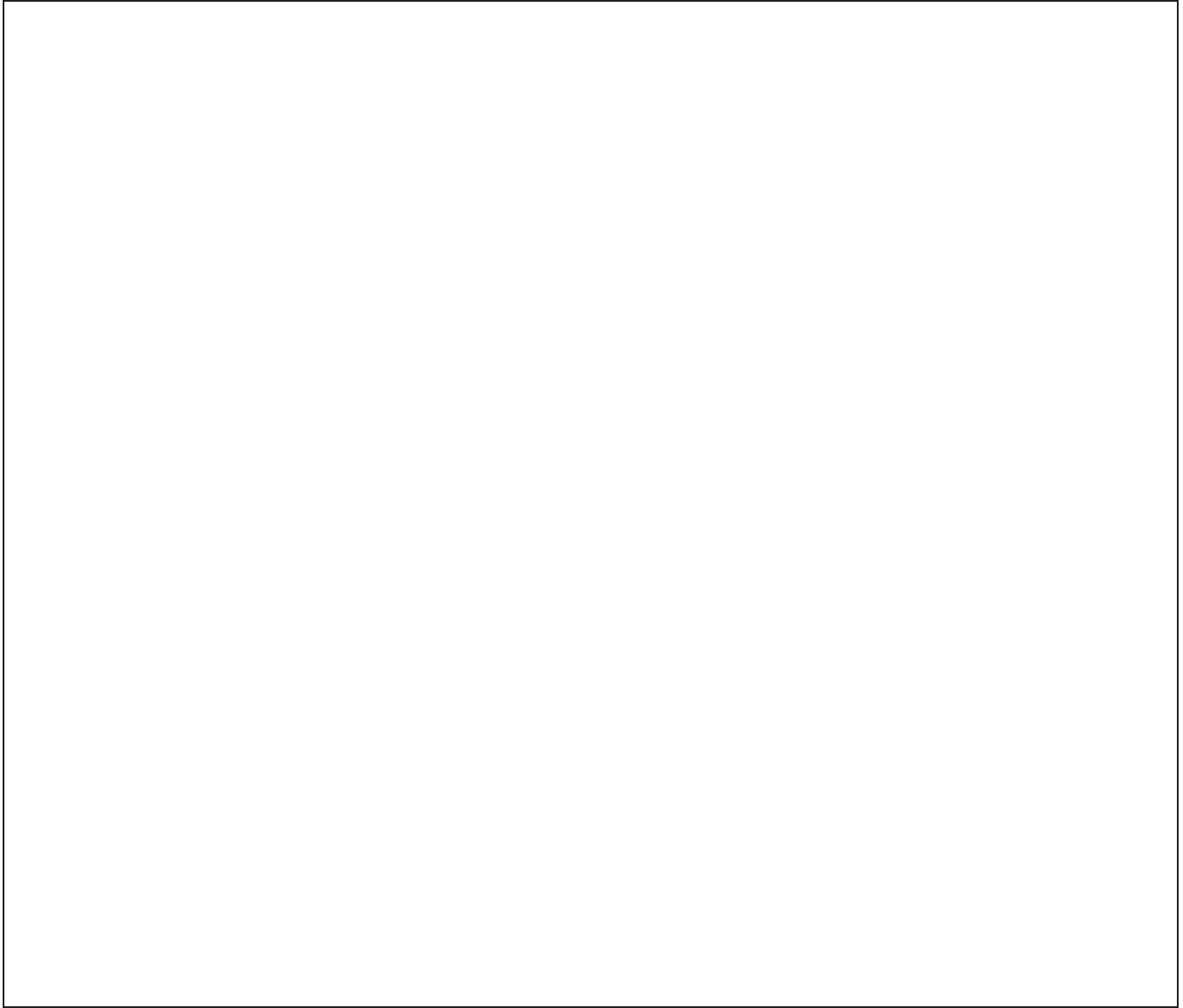
### EXTENSIONS

Have students keep track of various photographs over a period of time and graph the number and type of newspaper photos relating to various constitutional rights and freedoms. Have students create individual or class collages of related photographs.

# Constitutional Cutlines

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Glue a photograph from The Times in the space below that shows people exercising rights or freedoms guaranteed under the Constitution. Write a cutline (caption) that describes the constitutionally-protected activity.



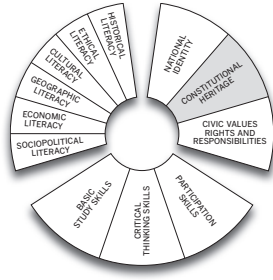
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Curriculum Strand:

# Constitutional Heritage

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## We The People

### FRAMEWORK REFERENCE

To understand the nation's constitutional heritage, students must understand the historical origins of basic constitutional concepts. (page 22)

### OBJECTIVE

Students will understand the purpose of the Constitution by clipping photographs from The Times.

### MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *We the People* worksheet, scissors, glue, tag board.

### PROCEDURES

1. Read the Preamble of The Constitution to the class and explain how it can be depicted in pictures.
2. Give students time to look at photos from the main news section of The Times and identify pictures that depict the phrase, "We the people." Have several students share their pictures with the class.
3. Explain each of the six parts of the Preamble and write them on the tag board.
4. Have students look for photos, cut them out, and glue them under the appropriate phrase. If using the electronic edition, students will need to print items and then cut them out.

# We The People

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Collect pictures from The Times that illustrate each phrase in the Preamble of the Constitution. If using the electronic edition, you will need to print items and then cut them out. Arrange the pictures in an interesting grouping and glue them in place on your tag board. Use the lines from the Preamble below to describe each picture. Glue them with the picture(s) that illustrates that part of the Preamble.

-----

**WE THE PEOPLE OF THE UNITED STATES**

-----

**IN ORDER TO FORM A MORE PERFECT UNION**

-----

**TO ESTABLISH JUSTICE**

-----

**TO INSURE DOMESTIC TRANQUILITY**

-----

**TO PROVIDE FOR THE COMMON DEFENSE**

-----

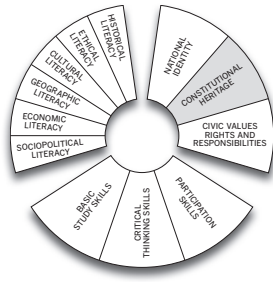
**TO PROMOTE THE GENERAL WELFARE**

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**TO SECURE THE BLESSINGS OF LIBERTY TO OURSELVES AND OUR POSTERITY**

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Curriculum Strand:

# Constitutional Heritage

# Examining the Seven Roles of the President

## FRAMEWORK REFERENCE

Students should examine the workings of the executive branch and the roles and limits of presidential power concepts. (page 104)

## OBJECTIVE

Students will name the seven major roles of the president and find examples of each in The Times.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *The President's Seven Roles* worksheet.

## PROCEDURES

1. Discuss lesson objective with the class.
2. Discuss with students the seven roles of the president as:
  - a. Legislative leader,
  - b. Party leader,
  - c. Economic chief,
  - d. Head of State,
  - e. Military leader,
  - f. Administrative director, and
  - g. Chief diplomat.
3. Distribute copies of The Times or direct students to log in to The Times electronic edition. Distribute worksheets.
4. Working cooperatively in groups, have students go through the main news section to find articles representing the president's roles.
5. Give students an opportunity to share and discuss the articles they have selected.
6. Over several weeks, have students keep track of how frequently the president fulfills various roles.

# The President's Seven Roles

---

Write each of the president's seven major roles on the lines below. Then find an example in the news of each role and explain it below.

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

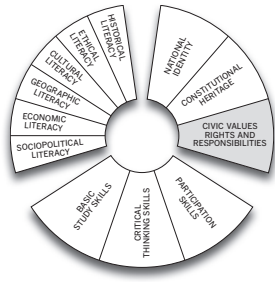
Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Role: \_\_\_\_\_  
\_\_\_\_\_  
Example: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Curriculum Strand:  
**Civic Values, Rights  
and Responsibilities**

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# Issues in the News

## FRAMEWORK REFERENCE

*The ability to think critically about public issues, candidates for office, and government decisions is an essential attribute of good citizenship in a democratic society. (page 25)*

## OBJECTIVE

Students will select articles from The Times that relate to a current issue in their community, state, or nation. They will then use the information to write a letter to The Times about the issue.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Issues in the News* worksheet, pre-selected letter to The Times.

## PROCEDURES

1. Distribute copies of The Times or direct students to log on to The Times electronic edition.
2. Discuss the lesson objective with the class.
3. Direct students' attention to the editorial page. Read a sample letter in the editorial section to the class. Explain the purpose of Letters to the Times.
4. For several days, have groups of students select articles from the newspaper that pertain to one local, state, or national issue.
5. Distribute worksheets and have each group discuss and complete the five W's portion of the worksheet base on the articles they have found.
6. Have students analyze how their issue could be solved and brainstorm possible actions that could be taken to solve the problem. Students should also brainstorm the possible consequences of each action and then complete the analysis of section of the worksheet.
7. Direct students to write a sample letter to The Times using the information from the worksheet in order to present an analysis of an issue and a possible solution.

## EXTENSIONS

Have students continue collecting new articles that relate to a particular issue. Tell them to follow the editorial page to see if a letter on the issue appears. Invite a speaker knowledgeable about a current issue to discuss the facts and arguments surrounding the issue with the class. Have students participate in a mock debate presenting the pros and cons of a particular issue. Have primary grade students share and discuss issues in their local community and collect pictures from the newspaper that relate to a particular issue.

# Issues in the News

Fill in the information below from using articles from The Times concerning a current issue in the community, state, or nation.

**WHAT** is the issue? \_\_\_\_\_  
\_\_\_\_\_

**WHO** is involved in this issue and who is affected by it? \_\_\_\_\_  
\_\_\_\_\_

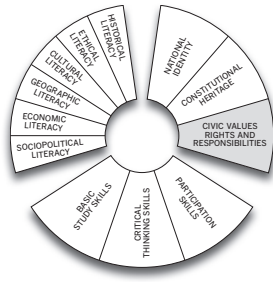
**WHERE** is the issue taking place? \_\_\_\_\_  
\_\_\_\_\_

**WHEN** did the story take place? \_\_\_\_\_  
\_\_\_\_\_

**WHY** is this issue important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ANALYSIS:** Think about how this issue could be resolved and fill in the spaces below.

POSSIBLE SOLUTIONS:	
1. _____ _____ _____	3. _____ _____ _____
2. _____ _____ _____	4. _____ _____ _____
BEST POSSIBLE SOLUTION AND WHY:	
_____ _____	



Curriculum Strand:  
**Civic Values, Rights  
and Responsibilities**

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# Recycle It!

## FRAMEWORK REFERENCE

*Students should develop understanding of the major environmental issues confronting modern societies and of the consequences, intentional and unintentional, of human decisions that affect the environment. (page 16)*

## OBJECTIVE

By looking through the grocery store advertisements, students will identify items that can be recycled and items that cannot be recycled.

## MATERIALS

Classroom set of The Times or The Times electronic edition on Wednesday, copies of *Recycle It!* worksheet, scissors, glue.

## PROCEDURES

1. Explain to students the meaning of the word “recycle” (processing in order to regain materials which will be used in manufacturing new products).
2. Ask students how many of their families are collecting solid wastes such as cans, glass, plastic and newspaper for recycling. Discuss the advantages that such actions have in saving money, energy, raw materials, water and scarce landfill space.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Tell students that they will be locating items in the Wednesday Food section of The Times and deciding whether or not an item or its package or container can be recycled.
4. Select one grocery item from the Food section of The Times and ask the class to decide if it can be recycled. Discuss.
5. Have various students elect items and have the class decide if it can be recycled.
6. Distribute worksheet.
7. Have each student find and cut out five items and glue them in the appropriate category on the worksheet. If using the electronic edition, students will need to print items and then cut them out. Check work and discuss.

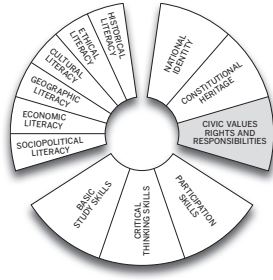
# Worksheet: Recycle It!

Find pictures of five things in The Times that either can or cannot be recycled. Cut these items out of the newspaper and paste them under the proper heading below. If you are using the electronic edition, you will need to print items and then cut them out.

**YES – CAN BE RECYCLED**

**NO – CANNOT BE RECYCLED**

YES – CAN BE RECYCLED	NO – CANNOT BE RECYCLED



Curriculum Strand:  
**Civic Values, Rights  
and Responsibilities**

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# Leaders in the News

## FRAMEWORK REFERENCE

*Students must understand the qualities and individual responsibilities required of citizens in a democracy. (page 22)*

## OBJECTIVE

Students will select articles in The Times that describe the activities and attributes of citizens helping others in need. Each student will then create a leader of the week award.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Leaders in the News* worksheet, scissors, pre-selected article from The Times.

## PROCEDURES

1. Put the following quote on the board and discuss with students: “The good of the individual is contained in the good of all; that is, the more one gives to society, the more one gains personally.” — Mahatma Gandhi.
2. Explain lesson objective to students and discuss the meaning of the term “civic leadership.” Tell students that they are going to look through The Times for examples of civic leaders.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition.
4. Direct students’ attention to the pre-selected article. Read ad, then discuss how this article portrays a person helping others.
5. Working individually or in small groups, have students select an article that demonstrates a citizen doing something for the good of others.
6. Distribute worksheets (the leader award certificates) and have students fill it in with the recipient’s name and tell why they selected this person to receive the award.


## EXTENSIONS

Have groups of students research and illustrate additional quotes that describe the concept and importance of people helping others. Invite speakers from volunteer organizations to talk about the work they do for others. Students in primary grades can make murals or collages of related pictures drawn from the newspaper. Have students identify specific careers that center around public service and find stories or pictures related to these careers in the newspaper. Have students identify “quiet leaders” who do important things for others with very little recognition.

# Leaders in the News

Select a "leader of the week." Fill in the recipient's name, the date, and the reason you selected this person on the certificate below.

*“Leader of the Week”  
Award*

*Presented to* 

\_\_\_\_\_

*on this date of*

\_\_\_\_\_

*for*

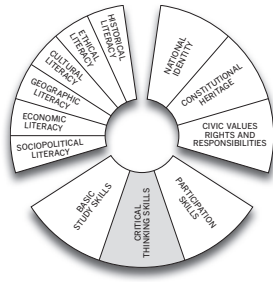
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Curriculum Strand:  
**Critical Thinking Skills**

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# Signs of the Times

## FRAMEWORK REFERENCE

*Throughout recorded time, societies have used their history as a vehicle for maintaining their identity as a people and a nation. The study of history allows people to explain and transmit their ideals and traditions to the younger generation. (page 13)*

## OBJECTIVE

Students will use The Times to identify and collect items that reflect our times for inclusion in a time capsule.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Signs of the Times* worksheet, teacher's self-made time capsule, scissors, a small box or large envelope for each student to use as a time capsule.

## PROCEDURES

1. Display a time capsule filled with items representing a time period in your life. Explain that these items tell people in the future about you and what life was like in the time period in which you grew up.
2. Tell students that they are going to look through the newspaper and cut out pictures, headlines, ads, and articles that tell something about them or the time period in which they live. If using the electronic edition, students will need to print items and then cut them out.
3. Distribute copies of The Times or direct students to log on to The Times electronic edition. Guide students through the newspaper, helping them to identify some pictures, headlines, ads and articles that reflect our times.
4. Direct students' attention to the display advertising sections of the newspaper. Select an ad for current popular product. Discuss how this item reflects the latest technology. Have students choose another ad that they would like to include in their time capsule.
5. Distribute worksheets and review the list of items that students must include in their time capsules. Have students check off each item after they have cut it out and placed it in their time capsule.

## EXTENSIONS

Display students' time capsules. Have a bulletin board entitled, "Signs of the Times." Write autobiographies using pictures, ads, headlines and articles from the newspaper.

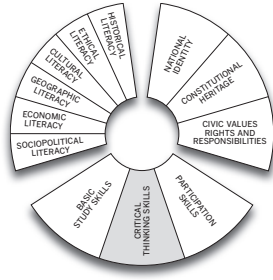
## Worksheet:

# Signs of the Times

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Scan the Los Angeles Times to find items that tell something about you or the time period in which you live. Cut out the items and include them in your own time capsule. If using the electronic edition, you will need to print items and then cut them out.

- Favorite food (include price if available)
- Favorite TV show
- Favorite movie
- Favorite sports team and athlete
- Favorite entertainer
- Favorite car (include price if available)
- Something I'd like to buy
- Latest fashion clothes
- What I want to be when I grow up
- The house I'd like to live in (include price if available)
- Current political leaders
- An important headline, newsmaker, or major event
- A famous woman in the news
- A famous man in the news
- A famous child in the news
- A trip I'd like to take (include price of airfare and hotel, if available)
- A popular product
- A controversial issue
- A disaster
- Favorite comic strip



Curriculum Strand:  
**Critical Thinking Skills**

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# Examining Both Sides

## FRAMEWORK REFERENCE

*The ability to think critically about public issues, candidates for office, and governmental decisions is an essential attribute of good citizenship in a democratic society. (page 25)*

## OBJECTIVE

Students will identify and evaluate opposing views on a current topic in the news.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *Examining Both Sides* worksheet.

## PROCEDURES

1. Ask students to list controversial topic they are aware of in the news.
2. Record student responses on the board. You may want to add to the list so that more major issues are listed.
3. Select one topic and have students discuss the “pros” and “cons.”
4. Distribute The Times or direct students to log on to The Times electronic edition. Review some of the news articles, editorials, and Letters to the Times that relate to the issues on the board.
5. Have students work in small groups to locate a news article, editorial, or letter to The Times covering one of the topics listed on the board.
6. Distribute worksheets and explain the directions.
7. Assign a topic to each group.
8. Have students use the article, editorial or letter to complete the worksheet.

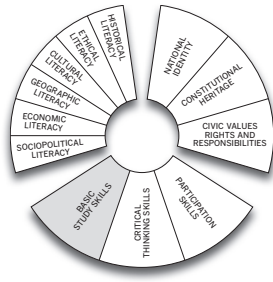
**Worksheet:**

# Examining Both Sides

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Look through The Times to locate an article, editorial or letter to The Times covering the topic assigned to your group. List the topic and pro and con statements in the spaces below.

CON	
PRO	
TOPIC	



## Curriculum Strand: **Basic Study Skills**

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# A Picture is Worth a Thousand Words

### FRAMEWORK REFERENCE

*The basic skills of history-social science include the ability to read and interpret charts, tables, pictures, and political cartoons. (page 26)*

### OBJECTIVE

Students will be able to write a concise cutline (caption) for a photograph that accurately explains the photograph.

### MATERIALS

Classroom set of *The Times* or *The Times* electronic edition, copies of *A Picture is Worth a Thousand Words* worksheet.

### PROCEDURES

1. Define for the class the meaning of cut ad cutline. In newspaper terminology, a cut is a photograph and a cutline is the caption accompanying the photo.
2. Discuss how and why newspapers use photos. Discuss what information is given in a cutline.
3. Distribute *The Times* or direct students to log on to *The Times* electronic edition. Direct students' attention to a pre-selected photo or cut. Discuss with students what is in the photo. Then read the caption or cutline. Have students suggest alternative cutlines and write their responses on the board.
4. Explain to students that they will be writing new cutlines for cuts in the newspaper.
5. Have students locate and cut out a photo in *The Times* that interests them. If using the electronic edition, students will need to print items and then cut them out.
6. Distribute worksheets. Have students glue the photo they selected and then write a concise cutline for it.

# A Picture is Worth a Thousand Words

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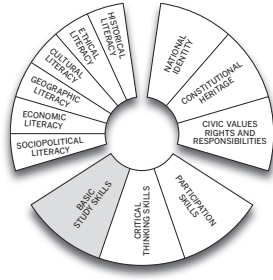
Glue a photo from The Times in the space below and write a concise outline for it.



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Curriculum Strand:  
**Basic Study Skills**

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# What's in The Times?

## FRAMEWORK REFERENCE

*The basic skills of history-social science include the ability to locate, select and organize information from written sources. (page 26)*

## OBJECTIVE

Students will be able to use the index and reference system of The Times to locate and organize information.

## MATERIALS

Classroom set of The Times or The Times electronic edition, copies of *What's in The Times?* worksheet.

## PROCEDURES

1. Explain objective.
2. Review and clarify how sections and pages are lettered and numbered.
3. Distribute The Times or direct students to log on to The Times electronic edition.
4. Demonstrate how information can be located by using the index and reference system in the newspaper.
5. Distribute worksheet and have students fill in the information for the first three questions.
6. Check for understanding by discussing student answers.
7. Have each student complete the worksheet.

# What's in The Times?

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Using the index and reference system in The Times, fill in the following information.

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**1. SPORTS**

Find the name of an athlete in the news.

Athlete's name \_\_\_\_\_

Sport \_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**2. MOVIES**

Find a movie that you would like to see.

Movie title \_\_\_\_\_

Theater \_\_\_\_\_

Time \_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**3. COMICS**

Find a comic strip that you like to read.

Title \_\_\_\_\_

Main idea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**4. TELEVISION**

Find a program you would like to watch at 7:00 tonight.

Title \_\_\_\_\_

Channel \_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**5. BUSINESS**

Find the name of a company in the news.

Company name \_\_\_\_\_

What is the company's product or service? \_\_\_\_\_

\_\_\_\_\_

Newspaper section and page # \_\_\_\_\_



# What's in The Times?

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Using the index and reference system in The Times, fill in the following information.

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**6. LOCAL NEWS** Find an article relating to local news.

Headline \_\_\_\_\_

Main idea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**7. WORLD NEWS** Find an article relating to world news.

Headline \_\_\_\_\_

Main idea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

**8. ECONOMICS** Find an article relating to the economy  
(money, the stock market, supply and demand, labor, trade, etc.).

Headline \_\_\_\_\_

Main idea \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Newspaper section and page # \_\_\_\_\_

# What's in The Times?

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Using the index and reference system in The Times, fill in the following information.

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**9. EDITORIAL**

Read an editorial.

Headline \_\_\_\_\_

Main idea \_\_\_\_\_

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Newspaper section and page # \_\_\_\_\_

**10. U.S. GOV'T.**

Read an article relating to the U.S. government.

Headline \_\_\_\_\_

Main idea \_\_\_\_\_

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Newspaper section and page # \_\_\_\_\_

# Literature Extensions for Lessons at the Elementary Level

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## **HISTORICAL LITERACY**

### Lesson: **New and Improved**

*Tin Lizzie*, Peter Spier

*Bridging the Golden Gate*, Kathy Pelta

*What Was It Like, Thomas Edison?* Michael Weinberg

*What's the Big Idea, Ben Franklin?* Jean Fritz

*Louis Braille: The Boy Who Invented Books for the Blind*, Margaret Davidson

### Lesson: **Chronologically Speaking**

*My Prairie Year*, Brett Harvey

*House on Maple Street*, Bonnie Pryon

*A Grain of Wheat: A Writer Begins*, Clyde Robert Bulla

*Constance, A Story of Early Plymouth*, Patricia Clapp

### Lesson: **California Yesterday**

*Children of the Wild West*, Russel Freedman

*The Queen's Own Grove*, Patricia Beatty

*Vallejo and the Four Flags*, Esther J. Comstock

*Fog Island*, Elsa Falk

### Lesson: **News and Novels**

*Island of the Blue Dolphins*, Scott O'Dell

*By the Great Horn Spoon*, Sid Fleischman

*Little House in the Big Woods*, Laura Ingalls

*Josefina Quilt Story*, Eleanor Coerr

*Johnny Tremain*, Esther Forbes

### Lesson: **California Here I Come**

*Molly's Pilgrim*, Barbara Cohen

*Watch the Stars Come Out*, Riki Levinson

*How Many Days to America? A Thanksgiving Story*, Eve Bunting

*Journey to America*, Sonia Levitin

# Literature Extensions for Lessons at the Elementary Level

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## ETHICAL LITERACY

### Lesson: **Valuable Qualities**

*Umbrella*, Taro Yashima

*Rosie and Michael*, Judith Viorst

*It's Mine! A Greedy Book*, Crosby Bonsall

*They Were Strong and Good*, Robert Lawson

*The Value of Friends*, Eric Mellen

### Lesson: **Learning About the Dignity of Others**

*Maria Tallchief*, Tobi Tobias

*Watch Out for Chicken Feet in Your Soup*, Tornie DePaola

*See You Tomorrow, Charles*, Miriam Cohen

*A Weed is a Flower*, Alik

### Lesson: **The Good Life**

*American Independence*, George Sanderlin

*Cesar Chavez*, Ruth Franchere

*The Story of the Trail of Tears*, Conrad R. Stein

*America Forever New*, Sara Brewton

*Mary McLeod Bethune: Voice of Hope*, Milton Meltzer

## CULTURAL LITERACY

### Lesson: **Multicultural Happenings!**

*Rice Cakes and Paper Dragons*, Seymour Reit

*Pedro, the Angel of Olvera Street*, Leo Politi

*Pinatas and Paper Flowers*, Lila Perl

*The Chinese New Year*, Hou-Tien Ching

*The Magician*, Uri Shulevitz

*Easter*, Gail Gibbons

### Lesson: **Strength in Diversity**

*The You and Me Heritage Tree: Children's Crafts from 20 American Traditions*,

Phyllis Fearotte

*Three Stalks of Corn*, Leo Politi

*Cornrows*, Camille Yarbrough

*Mexicans in America*, Jane Pinchot

*Little Leo*, Leo Politi

# Literature Extensions for Lessons at the Elementary Level

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## GEOGRAPHIC LITERACY

### Lesson: **Where, Oh Where Can It Be?**

*What is a Map?* Sally Cartwright

*Maps and Globes*, Ray Broekel

*Geography from A to Z: A Picture Glossary*, Jack Knowlton

### Lesson: **We are Linked to the World**

*Bananas: from Mango to Margie*, George Ancona

*The Little House*, Virginia Lee Burton

*Favorite Folktales from Around the World*, Jane Yolen

*The Long Road to a New Land*, Joan Sandlin

*Big City Port*, Betsy Maestro and Ellen Del Vecchio

*The Venetians: Merchant Princes*, Thomas Chubb

### Lesson: **Where in the World?**

*All in a Day*, Mitsumasa Anno

*Truck Song*, Diane Siebert

*California*, Janet Pack

*Anno's U.S.A.*, Mitsumasa Anno

### Lesson: **Borders, Borders Everywhere!**

*Where the River Begins*, Thomas Locker

*The Book of Where, or How to Be Naturally Geographic*, Neill Bell

*Maps and Globes: Fun, Facts, and Activities*, Caroline Arnold

### Lesson: **Mercury Monitoring: Keep Your Cool!**

*The Year of Maple Hill Farm*, Alice Provensen

*Mojave*, Diana Siebert

*Rainy Day Together*, Ellen Parsons

*Fox's Dream*, Keizaburo Tejima

### Lesson: **California Grown**

*Oranges*, Zack Pogrow

*From Beet to Sugar*, Ali Mitgutsch

*Rice*, Sylvia Johnson

*The Long Road to a New Land*, Joan Sandlin

*From Seed to Jack-O'-Lantern*, Hannah Lyons Johnson

*The Milk Makers*, Gail Gibbons

### Lesson: **Fun for the Whole Family**

*Let's Go to the Museum*, Lisa Weil

*Sing a Song of People*, Lois Lenski

*Harbor*, Donald Crews

*Miss Rumphius*, Barbara Cooney

*Stringbean's Trip to the Shining Sea*, Vera B. and Jennifer Williams

# Literature Extensions for Lessons at the Elementary Level

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## ECONOMIC LITERACY

### Lesson: **Needs and Wants**

*A Chair for My Mother*, Vera Williams

*Family Farm*, Thomas Locker

*A New Coat for Anna*, Harriet Ziefert

*Hundred Dresses*, Eleanor Estes

## CULTURAL LITERACY

### Lesson: **Rule vs. Law**

*Safety First! School*, Eugene Baker

*Mr. Grumpy's Outing*, John Burningham

*We the People: The Constitution of the U.S.*, Peter Spier

### Lesson: **The Impact of Law on Our Lives**

*Your Right to Privacy*, Dorothy Hoobler

*The Constitutional Amendments*, William Loren Katz

*Three Cheers for Mother Jones*, Jean Bethell

*Rosa Parks*, Eloise Greenfield

## NATIONAL IDENTITY

### Lesson: **A Patchwork Quilt**

*A is for Aloha*, Stephanie Feeney

*How My Parents Learned to Eat*, Ira R. Friedman

*The Twelve Days of Christmas*, Ja Brett

*All the Colors of the Race*, Arnold Adoff

*Anno's U.S.A.*, Mitsumasa Anno

*The Patchwork Quilt*, Valerie Flournoy

### Lesson: **Red, White, and Blue Words**

*Boston Tea Party: Rebellion in the Colonies*, James Knight

*The American Revolutionaries: A History in Their Own Words*, Milton Meltzer

*America Forever New*, Sara Brewton

*Black Heroes of the American Revolution*, Burke Davis

# Literature Extensions for Lessons at the Elementary Level

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## CONSTITUTIONAL HERITAGE

### Lesson: **Constitutional Symbols**

*The Statue of Liberty*, Leonard Everett Fisher

*The New "Colossus,"* Emma Lazarus

*Favorite Poems Old and New*, Helen Ferris

*What You Should Know About the American Flag*, Earl P. Williams

*Fireworks, Picnics and Flags: The Story of the Fourth of July Symbols*, James Cross Giblin

### Lesson: **Constitutional Cutlines**

*If You Were There When They Signed the Constitution*, Elizabeth Levy

*Ssh! We're Writing the Constitution*, Jean Fritz

*The American Revolution*, Richard Brandon Morris

*A More Perfect Union: The Story of Our Constitution*, Betsy and Giulio Maestro

### Lesson: **We the People**

*Thomas Jefferson: Father of Our Democracy*, David A. Adler

*We the People: The Constitution of the U.S.*, Peter Spier

James Madison, Susan Banfield

Alexander Hamilton, Mollie Keller

*1776: Journal of American Independence*, George Sanderlin

### Lesson: **Examining the Seven Roles of the President**

*George Washington and the Making of a Nation*, American Heritage

*The Story of the Power of Congress*, R. Conrad Stein

*The Constitution*, Richard Brandon Morris

## CRITICAL THINKING SKILLS

### Lesson: **Sign of the Times**

*From Me to You*, Paul Rogers

*When I Was Nine*, James Stevenson

*The Remembering Box*, Eth Clifford

*When I Was Young in the Mountains*, Cynthia Rylant