

Leaving Home Without a Ticket: The Literature of Travel and Exploration

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Whether or not you reach your goals in life depends entirely on how
well you prepare for them and how badly you want them . . .
You're eagles! Stretch your wings and fly to the sky!

- Ronald McNair

INTRODUCTION

Have you ever walked into your classroom and looked around and asked yourself the question, "Where will my students be ten or twenty years from now?" Do you wonder if they will have left the communities that have nurtured their lives to experience the world beyond? Will they enter the military, make it to Washington, or even venture to some far away place because they were driven to do so by something they learned in school? Well, I often have these thoughts of the students I teach. It is my hope that someday one of them will return to tell me of some grandiose travel experience that was prompted by something I said, did, or taught. Most of all I hope that they will begin their story by saying "It started when I left for college in two thousand and . . ."

When I was young, traveling was not always an issue of "where" or "how," but mostly of "when" and "for what duration." My father was in the United States Air Force, and our family moved frequently because of his profession and often vacationed for leisure. Some of our travels came in the form of orders from the government, and some were voluntary as was the case with joining the military during the 1960s and 1970s. One of the most important events that occurred during the sixties was the Vietnam War. Whatever circumstances attributed to my father becoming a military man, I am happy for it because I was able to travel. Sometimes I feel that this is a selfish position, but when I realize the many positive impacts that traveling had on my family, I guess I'd consider my position as "good selfishness."

My mother was originally from Houston, Texas, and my father from Lincoln, Pennsylvania. They met in San Francisco, California, but that is another story. Nonetheless, once my parents were married, they called Mather Air Force Base in Sacramento, California their first home. My older sister and I were born at the base hospital. Within three years after my birth, we moved to Japan, where my mother gave birth to my younger sister. Once returning state side, we lived in the Carolinas and on several other military installations in California. I guess you could say I was born to be on the move.

While living in California, each summer or at some other opportune time during the year, our family would venture by car back to my parents' roots in Texas and

Pennsylvania. I recall jumping into the car, eager to get going. We two sisters with two dogs (we always had two dogs) were on our way to Big Mamma's and Nana's houses, ready to entertain my cousins with stories about West Coast living. The thing I remembered most about our trips is that we stopped frequently to explore the sites and monuments between California and Texas. I can still recall visiting Sutter's Fort and Folsom Dam, learning about the Gold Rush, viewing the Grand Canyon from a look-out point, crossing the Golden Gate Bridge, purchasing relics from some out-of-the-way attraction, and touring Indian Reservations while developing an appreciation for their rituals and respect for Mother Nature. But once we began our trip from Texas to Pennsylvania, my parents made special provisions so that we would only stop when we absolutely had to. Despite all the towering billboards with enticing language luring travelers to stop and tour, we drove pass each exit with little discussion and no explanations for the changed behavior. My Dad drove day and night, only stopping for gas, and my Mother's job was to prepare enough food before leaving Texas to sustain us until we reached the East coast. Once we reached Maryland, things were back to "normal."

I didn't understand the sudden shift in behaviors during our trips cross-country until a little later in life. My parents' desire to shield my sisters and me from the real roadblocks on our journey somewhat stifled our learning about the significant events that were taking place in "our" country during this time. We were not allowed to be tourists, become explorers, or engage in adventures; instead, we became astronauts on a mission gone wrong. Even Houston could not be called on to render support. There was a war for equality being waged by black Americans, not against a foreign enemy, but against other Americans. During the 1960s and early 1970s, America was still manifesting some of the idiosyncrasies from what John Hope Franklin refers to as "That Peculiar Institution otherwise known as slavery" (Moss and Franklin 122).

I recall my mother saying, "Things were better when we lived abroad." While living on a military installation in Japan, my older sister and I learned the art of eating with chopsticks, and much of our wardrobe consisted of *kimonos* and *tatami* sandals. We had Japanese caregivers, and some of our meals were influenced by the local cuisine. Today, my parents' home is still filled with furnishings they purchased while in Japan. Every holiday we pull out the revered "Bone China" that my mother keeps locked away in a cabinet like a hibernating bear waiting for its time to emerge from deep sleep. As we consume the meal with traditional baked turkey and all its fixings, we are reminded that some of the dishes derive from African, while others were from the Native American and Spanish, cultures. What a simple lesson about how we have evolved to be the nation we are today: a melting pot with many faces from many places.

I learned many things from my travels, and it didn't stop there, because I continue to travel and learn today. Unfortunately, many of my students are not privileged with the same opportunities to travel that I had, and it interferes with their ability to think "outside the box" when discussing culturally different prospective. Children's understanding

comes from formal training and exposure, and they can only verbalize what they comprehend. As a teacher, it is my responsibility to bring the unknown *to* my students when my students can not physically partake in an experience for themselves. One medium that can be used to bridge any gap in understanding is literature.

I often have conversations with my students about places they would like to visit. Their choices often include places that they have learned about in their World and Cultural Studies class, which means that they are having a positive experience in their studies of other places and other cultures. Many of them only want to visit relatives who live either in another city in Texas or some neighboring state (Louisiana or Oklahoma). I hope my unit will change the later choice.

STUDENT PROFILE

One of my ex-students whom I will call “John” has a passion for reading, and I often recommend books that I think he might enjoy. I realize that John is an exceptional student because many of my students cherish video games and television a lot more than they do a good book. When John finishes reading a book, he will come to my classroom so we can discuss the things he liked or disliked about the story. We also discuss the main conflict, how it was resolved, and what changes he would make to the story if any. Many of our discussions center on the setting, the mood, and the author’s purpose for the stories. I use this opportunity to ask him questions about where or when the story took place, and we use the internet to gather additional information about the places he reads about. Sometimes these sessions turn into an opportunity to discuss travel, historical events or cultural differences.

Because of his passion for reading and his innate ability to carry on an intelligent discussion, John will probably become a success in whatever undertakings he is involved. He reads for understanding, and he is not afraid to ask questions. When John and I first developed our reading relationship, I recommended books to him. Recently, John came to my room to share his recommendations with me. What an awesome feeling! I want to create more “Johns” in my class. No pun intended.

UNIT OBJECTIVES

“Beyond Houston: Literature of Travel and Exploration” has provided me with enough information to design a unit with the theme “Where can I go from here; leaving home without a ticket.” The unit will be designed to help students investigate unknown places vicariously. The impact I plan to have on students is to stimulate their interests and curiosity in the world beyond Houston. Additionally, I hope to motivate them to want to venture outside their communities to unknown places and to become life long readers. I hope to develop their appreciation for cultural diversity. This will be accomplished by exposing them to books that have real life experience about people in other places.

Students will participate in projects and activities that will require them to use interactive technology, books, maps, artifacts, and guest speakers. I will engage the other content areas and teachers to form an interdisciplinary connection. At the end of the unit, students will have deliverables to display around the school. This should encourage other students in the school community to want to participate in similar activities thus creating a school environment that is conducive to learning.

BACKGROUND INFORMATION

The “. . . extreme population changes have generated a new consciousness of our nation's diversity and an increased interest in addressing the educational needs of youth from different cultures” (Dunn 38). With this said, as a teacher, it is my job to address and celebrate the cultural diversities of the students I teach. I plan to accomplish this task by using them (the students) as the main determiner of some of the places we will study and some of the customs we will come to understand in this interdisciplinary unit about travel. I estimate that the unit will take about six months to teach, and I plan to begin fairly close to the beginning of the school year to ensure that four of the books and lessons are completed before instruction shifts towards standardize test preparation. The remaining two units will be part of instruction after testing has concluded. Although the focus will be on the reading content area, there will be ample opportunities for students to enhance what they have learned in the other content areas. Additionally, I will integrate the arts (art, drama, and music) into some of the lessons.

Assuming a metamorphosis does not occur during the next school year and transform my school's mix from students who are now largely African American, Hispanic, and Asian, I have included books set in places and/or with customs that have help to mold the lives of these groups in America. I hope that all students come to understand the people, places, and cultures we will study and gain appreciation for individual differences. During the process, maybe we will get off the “beaten path” and learn even more than what was expected.

Even if my students never physically visit the places we observe in this unit because of the passage of time or some other barrier, they will like John be able to speak intelligently about them because of their literary explorations and adventures. All of the novels I have included as part of the reading component are fiction, but many of the themes are universal. I found it necessary to include books that had realistic subject matter that can be compared to actual real life experiences because my students have traditionally had a tendency to shy away from topics to which they cannot relate. I'm sure this will change over time or maybe even by the end of my unit.

OVERVIEW OF THE SIX TRAVEL BOOKS WITH TIMELINE

All of the books in this unit have an adolescent who is part of a travel experience, and with the exception of one book (*A Year Down Yonder*), all of the main characters are

male. Understanding my classroom dynamics and that “The classroom is unique among other contexts in terms of which texts are used” (Golden 5), I had every intention of selecting books that would appeal to both boys and girls. In the past, my female students did not respond negatively when reading a book whose central character is a boy, but my male students were just the opposite; they shy away from books whose main character is a girl. I have, however, made an accretive effort to select some books that include strong female figures.

The Watsons Go to Birmingham – 1963

We will start our travel unit in August with *The Watsons Go to Birmingham – 1963* mainly because it will provide an opportunity to reference the August 1963 March on Washington and the movement towards civil rights for minorities.

In the Newberry Award winning book *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis, Kenny and his family, African Americans, leave Flint, Michigan, heading South to Birmingham, Alabama, as “Civil order collapsed... when Bull Connor’s fire hoses and police dogs failed to control the thousands of African American activists and schoolchildren who converged on the downtown business district shortly after noon on May 7, 1963” (Eskew 3). We will join Kenny and his family on their journey. It is important for students to understand how the Civil Rights movement has shaped the lives of African Americans today. Students will use critical thinking skills to interpret their findings and attempt to answer the question “Have things changed or are things still the same?” During this process we will look at social changes, economic changes, demographic changes, and political changes. Additionally, I hope students will be able to clarify their roles in making a positive change in their homes, schools, communities, and beyond.

The Cay

Next, I plan to start reading *The Cay* by Theodore Taylor around the end of September. This book will allow students to understand that negative perceptions can change for the better.

The Cay is about the ordeals that Phillip, a 13-year-old boy, faces after being stranded on a Caribbean island whose only inhabitant is Timothy. Phillip is blind, but although he cannot see, he knows Timothy is black. Phillip’s mother has influenced his feeling about black people. “They are not the same as you” and “They are different, and they live differently” she had said. Phillip will learn a valuable lesson during his unexpected travels.

A Year Down Yonder

Thirdly, we will begin reading *A Year Down Yonder* in November. I think this will be a good lead into the Thanksgiving holiday.

A Year Down Yonder by Richard Peck will take us on a journey with a fifteen year old “Rich Chicago Girl” named Mary Alice. She has to move from Chicago, Illinois to downstate Illinois, or the country, with her Grandmother after the Depression leaves her father unemployed and unable to care for his family. She has visited her Grandmother before but never without her brother and only during the summer. She will learn the true meaning of what it is like to be a member of a small town community.

The Single Shard

In January, to coincide with Chinese New Year, we will begin reading *The Single Shard*. *The Single Shard* by Linda Sue Park will take students to twelfth-century Korea during a time and a place when a master artisan was revered by royalty.

Linda Sue Park delves into a Korean society whose celadon pottery is at the heart of the community’s livelihood. Min is the most brilliant potter in the village of Ch’ulp’o, but he has never received a commission from the royal emissary who will soon visit the town. Tree-ear can only dream of becoming a potter, although he already displays the gift of creating exceptional celadon figures. Only the sons of potters have this honor and Tree-ear is an orphan. When Tree-ear has to travel to the emissary to present more of Min’s work because Min is too weak to make the trip himself, Tree-ear earns the respect necessary to become a potter’s apprentice.

How Tía Lola Came to (Visit) Stay

About the end of April or beginning of May we will begin reading *How Tía Lola Came to (Visit) Stay* by Julia Alvarez. I will use this book to piggy back a lesson about *Cinco De Mayo* since the main characters are Latino.

When Miguel’s parents get divorced, he moves with his mother and his sister from New York to Vermont where his mother has found a new job. Miguel and his family are unlike the other people he meets in Vermont; their skin is brown and their hair is black, and they people of Vermont are pale with light hair and light eyes. Miguel feels like a foreigner in a foreign place.

To assist with their transition, Miguel’s mother has invite *Tía* (aunt) Lola from the Dominican Republic to come to Vermont. Miguel sees this as a big problem because *Tía* Lola doesn’t speak any English and she has unusual grooming and fashion practices. Miguel thinks this will only add to his problems, and he is quick to let *Tía* Lola know she is not welcomed.

Hatchet

Finally, we will end the year with *Hatchet* by Gary Paulsen. This book provides an excellent opportunity for a thematic unit across disciplines, and will be a great book to end the year.

After his parents divorce, thirteen-year-old Brian is on his way to Canada to visit his father in the oil fields. When the pilot of the airplane suddenly dies of a heart attack, Brian is forced to crash-land the plane, and he finds himself alone in the Canadian wilderness. Besides the clothes on his back, his only possession is a hatchet. His very survival depends on how well he can use the hatchet.

IMPLEMENTATION STRATEGIES

Objectives

The unit will focus on the following TEKS reading objectives:

1. The student uses a variety of word recognition strategies.
2. The student reads with fluency and understanding in texts at appropriate difficulty levels.
3. The student comprehends selections using a variety of strategies.
4. The student expresses and supports responses to various types of texts.
5. The student analyzes the characteristics of various types of texts (genres).
6. The student inquires and conducts research using a variety of sources.
7. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Beginning Activity

At the beginning of the unit, I will survey the class to compile a list of all of the places students have visited. This activity will be done in a collaborative setting, and each student will have an opportunity to talk about the places he or she has visited. The students will write their names on pieces of paper. Using a large wall map, we will post their names next to the places they have visited. If a student visits another place during the course of the school year, they will need to update the map with a new posting. Likewise, we will make posting on the map of the places discussed in each book. As we begin reading each book, we will look at the map to determine if anyone has traveled to the destination we are reading about. Students will be asked to bring pictures, tell personal stories, and explain the reason for their trip.

Vocabulary

Students will be given a list of vocabulary words before reading each book. We will place the words on a Word Wall for future reference, and we will add new words as we read. We will create a separate Word Wall for foreign words and include English translations for the words. This will come in very handy when we begin reading *How Tía Lola Came to (Visit) Stay* because Tía Lola only speaks Spanish in much of the book.

Author Study

It is important for the students to become familiar with the authors of each of the stories, so we will conduct a thorough study before we begin reading a novel. If available, our

primary source will be the author’s internet homepage; however, we will utilize the library and other tools. Once we have concluded our study of an author, students will be asked to look at other pieces of literature to determine if there is a common tread. I will include other works by each author in the classroom library for students who are interested.

Book Talk

The school librarian will be asked to conduct a “book talk” before we begin reading a book. He/she will also inform the students of other book that are available for checkout in the school library. Additionally, the librarian will we asked to provide the names of books and authors who write in the same genre.

Portfolio

Students will keep a portfolio with all of the assignments for the unit on travel. At the end of the year, I will use the portfolios to determine if any adjustments can be made to enhance the unit for future use.

LESSON PLANS

Lesson Plan 1: *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis

Activity 1 – Author Study

A study of the author will be done using one of the following websites:

- <<http://www.christopherpaulcurtis.smartwriters.com/>>.
- <<http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorhome.jhtml?authorID=499&collateralID=5135&displayName=Biography>>.

Students will complete the following Question and Answer form while we are conducting a study of the author using Internet websites:

QUESTION	ANSWER
1. What is the author’s full name?	
2. Where and when was the author born?	
3. Is the author married and does he/she have any children?	
4. Where does the author live?	
5. What influenced the author to write young adult literature?	
6. Has the author written other books? If yes, what are the book titles?	
7. Additional information that I found to be interesting.	

Activity 2 – Book Talk

The school librarian will be asked to come in and conduct a book talk.

Activity 3

Students will be given a list of vocabulary words. In a collaborative setting, students will be assigned to define a group of words. After each group has defined their words, they will present the definition to the class. Everyone will record the definitions during the presentation. The groups will be responsible for posting words on the Word Wall.

VOCABULARY WORDS	DEFINITION
Civil	
Rights	
Territory	
Nanook	
Hambone	
Blizzard	
Regards	
Negroes	
Professor	
Public Housing	
Jerk	
Nappy	
Nazi	
Tyrannosaurus	
Triceratops	
Imitations	
Zombie	
Parachute	
Flamethrower	
Welfare	
Swedish Cremes	
Chihuahua	
Ultra-Glide	

Students will locate Flint, Michigan and Birmingham, Alabama on the wall map. A KWL chart will be used to determine what students Know, what students Want to know, and after reading discuss what students have Learned about both places.

KNOW	WANT TO KNOW	LEARNED

Note: Use the poster sized Post-Its to create the chart and hang it on the wall.

Chapters 1 – 2

Activity 1

Since the weather in Flint, Michigan was “freezing,” have students discuss what the temperature must have been for it to be freezing. Using a thermometer, have students locate the freezing point of water in Fahrenheit and Celsius. Have students convert Celsius temperature to Fahrenheit using the rule $F \approx 2C + 30$.

Example:

Celsius Temperature (°C)	6	11	16	21
Fahrenheit Temperature (°F)	42.8	51.8	60.8	69.8

Activity 2

Kenny has to read poetry by Langston Hughes. Display poetry books around the class. Conduct a study of poet Langston Hughes. Read a poem written by him, and ask students to write a response to it. One poem that lends itself well to this activity is “Freedom” from the *Collected Poems of Langston Hughes*.

Chapter 3 – 6

Activity 1

Kenn’s favorite toys are plastic dinosaurs. Have students bring in pictures of dinosaurs. Use the pictures to create a mural to display in the class. Read books that tell when dinosaurs lived and what caused their extinction.

Epilogue

Activity 1

Take the students to the library and have them check out books on the Declaration of Independence. Have the class create a poster with the Constitutional Amendments regarding citizen rights. Using the Constitutional Amendments as a guide, students will create a Classroom Constitution.

Activity 2

Divide the class up into two groups (The Reds and The Blues). Tell the Reds to put all their belongings on the Blues’ desks. Now tell the entire class to write one paragraph stating why they think their color is better. Obviously, the Reds will not have anything to write with and will have to ask the Blues for their belongings. The Blues will refuse. Have a whole class discussion about the activity.

Lesson Plan 2: *A Year Down Yonder* by Richard Peck

Activity 1 – Author Study

A study of the author will be done using the following websites:

- <<http://www.richardpeck.smartwriters.com/>>.
- <<http://www.tallmania.com/peck.html>>.

Students will complete the Question and Answer form found in Lesson Plan 1 while we are conducting study of the author.

Activity 2 – Book Talk

The school librarian will be asked to come in and conduct a book talk.

Activity 3

In a collaborative setting, students will be asked to analyze the passage below. They should pay close attention to grammar and usage as well as meaning both literal and implied. Each group will be given a dictionary to look up words they are not familiar with. These words should be part of their discussion:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.

–Charles Dickens, opening of *A Tale of Two Cities*

Activity 4

Students will locate Chicago, Illinois, and “downstate Illinois” on the wall map. A KWL chart will be used to determine what students Know, what students Want to know, and after reading discuss what students have Learned about both places. (See chart in Lesson Plan 1.)

Activity 5

Because the book focuses on the difficulties families faced during the Depression, students will be asked to compare the price for basic household goods during 1937 to their cost in today’s market. To get today’s prices, students will have to go to the grocery store or find them in a sales paper.

ITEM	COST IN 1930S	COST TODAY	DIFFERENCE
TWENTY-FOUR LB SACK OF FLOUR	\$0.63		
THREE CANS OF MILK	\$0.20		
THREE PK OF SOAP	\$0.20		
TEN LBS. SUGAR	\$0.47		
ONE LB. BUTTER	\$0.24		
ONE LB. OF BACON	\$0.13		
THREE LBS. OF APPLES	\$0.10		

Prices for items during the Depression were found on the following websites and I found a variance in the lists:

- <<http://www.mcsc.k12.in.us/mhs/social/madedo/pri32-33.htm>>.
- <<http://www.mcsc.k12.in.us/mhs/social/madedo/pri30a.htm>>.

Lesson Plan 3: *A Single Shard* by Linda Sue Park (Alternative Book)

Activity 1 – Author Study

A study of the author will be done using one of the following two websites:

- <<http://www.lindasuepark.com/>>.
- <<http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorhome.jhtml?authorID=6072&collateralID=11580&displayName=Biography>>.

Students will complete the Question and Answer form found in Lesson Plan 1 while we are conducting study of the author.

Activity 2 – Book Talk

The school librarian will be asked to come in and conduct a book talk. Students will locate Korea on the wall map. A KWL chart will be used to determine what students Know, what students Want to know, and after reading discuss what students have Learned about both places.

Activity 3

Using clay and water, students will create their own pot using information obtain from the book.

Lesson Plan 4: *How Tía Lola Came to Visit Stay* by Julia Alvarez

Activity 1 – Author Study

A study of the author will be done using one of the following websites:

- <<http://www.english.emory.edu/Bahri/Alvarez.html>>.
- <<http://voices.cla.umn.edu/newsite/authors/ALVAREZjulia.htm>>.

Students will complete the Question and Answer form found in Lesson Plan 1 while we are conducting study of the author.

Activity 2 – Book Talk

The school librarian will be asked to come in and conduct a book talk.

Activity 3

Students will locate Vermont and Dominican Republic on the wall map. A KWL chart will be used to determine what students Know, what students Want to know, and after reading discuss what students have Learned about both places.

Activity 4

Create a Dominican Republic welcome party to help Tía Lola not feel so homesick:

- Make a welcome banner that includes the bright colors, parrots, and other things that Tía Lola loves.
- Make bright colored paper flowers.
- Make piñatas.
- Learn welcome phrases in Spanish.
- Cook a welcome dish like banana fritters or a fruit salad that includes tropical fruits and nuts.

Activity 5

Place a copy of the list, “Key Moments in Hispanic History of New York” (found on the Scholastic website listed below) in the center of each group. Have the groups read the information: <<http://teacher.scholastic.com/activities/hispanic/nyhistory.htm>>.

Activity 6

Students will be asked to focus their attention on one period. Using old magazines whose audience is Latinos, groups of students will create collages which might depict the period they have chosen.

Grading Rubric

1. Did the collage include pictures of people, places, or things that may have existed during the period chose?	1	2	3	4	5
2. Was the collage a good representation of Latino culture?	1	2	3	4	5
3. Did the group work as a team?	1	2	3	4	5
4. Did the collage include the date or period?	1	2	3	4	5
5. Was the collage neat and organized?	1	2	3	4	5
Total points X 4					

Lesson Plan 5: *Hatchet* by Gary Paulsen

Activity 1 – Author Study

A study of the author will be done using one of the following website:

- <<http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorhome.jhtml?authorID=71&collateralID=5258&displayName=Biography>>.
- <<http://www.scils.rutgers.edu/~kvander/paulsen.html>>.

Students will complete the Question and Answer form found in Lesson Plan 1 while we are conducting study of the author.

Activity 2 – Book Talk

The school librarian will be asked to come in and conduct a book talk.

Additional Activities

For this book, I will be using the activities on the “Hatchet” website:
<<http://www.mce.k12tn.net/survival/hatchet/hatchet.htm>>.

CONCLUSION

By the end of this unit on travel literature, students will have read six books which cross four cultures. I hope they enjoy the literature, the authors, and the opportunity to travel vicariously. Most of all, I hope the experience touched them in a way that will make them want to travel the world.

ANNOTATED BIBLIOGRAPHY

Works Cited

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Explains how narrative text can be written and interpreted in the classroom.

Moss, Alfred A. Jr. and John Hope Franklin. *From Slavery to Freedom: A History of African Americans*. New York: McGraw-Hill, 1994.

A comprehensive history of African Americans in the United States.

Supplemental Resources

Adoff, Arnold, ed. *Black Out Loud: An Anthology of Modern Poems by Black Americans*. New York: Macmillan, 1970.

Selected poems will be read aloud to students.

Funston, Sylvia. *The Dinosaur Question and Answer Book*. Boston: Little, Brown and Company, 1992.

A Question and Answer book about dinosaurs.

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This book provides information about the Fourteenth Amendment and why it was needed.

Hughes, Langston. *The Collected Poems of Langston Hughes*. Edited by Arnold Rampersad and David Roessel. New York: Alfred A. Knopf, 1994.

Langston Hughes is being studied in Chapter 2 of *The Watsons Go to Birmingham 1963* so I thought it fitting to review his work and why it was significant to the story.

King, Martin Luther, Jr. *I Have A Dream*. New York: Scholastic Press, 1997.

The book is entirely devoted to the *I Have A Dream* speech delivered by Dr. Martin Luther King, Jr. on August 28, 1963.

Morris, Richard. *The Constitution*. Minneapolis: Lerner Publications Company, 1985.
This book will be used to teach students about the Constitutional Amendments.

Pringle, Laurence. *Dinosaurs*. Pennsylvania: Caroline House Mills Press, 1995.
A young readers guide to dinosaurs.

Siegel, Alice. *Kid Stuff People, Places, and Things to Know*. New York: Bantam Books, 1991.
This book is a supplement to our studies.

Webster's International Atlas. 2003 ed. Singapore. Federal Street Press, 2003.
A book of world map that will be used to locate some of the places we will visit.

Student Resources

Alvarez, Julia. *How Tía Lola Came to (Visit) Stay*. New York: Dell Yearling, 2001.
Miguel's life is being turned up-side-down by his parents' divorce. His problems began when his family moves from New York City to Vermont. Miguel's feels his life is further complicated when Tía Lola, who is from the Dominican Republic, moves in to help the family. She can't speak English, and he wants to keep her a secret.

Curtis, Christopher Paul. *The Watsons Go to Birmingham – 1963*. New York: Bantam Doubleday Dell Books, 1995.
A view of African-American life during the 1960's one of the most volatile periods in United States history. Students will use this book to help answer the question "Have things changed or are they still the same?"

Park, Linda Sue. *A Single Shard*. New York: Clarion Books, 2001.
A Newberry Awarding winning book, Linda Sue Park does an excellent job at using historical information about Korean artisans during the 12th century. The actual Korean communities of Ch'ulp'o, Kangjin, and Songdo are brought to life although the story itself revolves around the fictional characters Tree-ear, Crane-man, and Min. Park's book is full of moral lessons. Additionally, she goes further in the *Author's Notes* to distinguish facts from fiction, which makes it an excellent extinction tool.

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