South Carolina
Alternate Assessment
(SC-Alt)

SC-Alt Social Studies Assessment and Instructional Support Guide

Grade 5

2014

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Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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South Carolina Alternate Assessment (SC-Alt)
Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

It is essential for students to know: During the **Civil War**, the **president**, Abraham Lincoln, wanted to keep the country together and end the war fast. After Lincoln was killed, the new president, Andrew Johnson, continued that same plan. After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called **Reconstruction**. People from the southern **states**, or the South, wanted to return to a normal way of life as quickly as possible. **Congress** created a series of programs to help people from the South, especially African Americans (5-1.1). Changes were made to the **Constitution** that helped give some **rights** to African Americans like **freedom** for all **slaves**, **citizenship**, and the right to **vote** (5-1.2). As these new laws were passed, people in the South formed racist groups like the Ku Klux Klan. Some of these groups used **violence** to show **racism** and **discrimination** towards African Americans and **immigrants** (5-1.3). The effects of Reconstruction continued to improve the life of poor white men and African Americans in the South (5-1.4).

Literacy Skills Addressed by This Standard

- Identify multiple points of view/biases and ask questions that clarify points of view.
- Identify and explain cause-and-effect relationships.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify multiple points of view/biases and ask questions that clarify points of view.

- Compare and contrast pictures from life before the Civil War and life today. Ask students questions relevant to their lives (i.e., what jobs were there before the Civil War compared to jobs today? What types of food did they eat before the Civil War compared to today? What activities did kids do for fun?)

Identify and explain cause-and-effect relationships.

Reconstruction of the United States

- Prior to beginning the lesson, discuss with students that the Reconstruction period was a period in U.S. history immediately following the Civil War. Be sure to explain that because of the war, changes were made to the Constitution. These changes gave more rights to African Americans. Some of these changes included the abolishment of slavery and the right to vote. Define key terms such as *slavery, freedom, and Constitution*.
- Read aloud *Out From This Place* or *I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl, Mars Bluff, South Carolina, 1865 (Dear America)* by Joyce Hansen. Both books provide a first-person account of what life was like for slaves before and after the Civil War. Both books can be found at: http://www.scholastic.com/home/.

- Using a piece of chart paper, create a T-chart and place it in the front of the room. Label the top left, "Cause," and the top right, "Effects."
- While reading aloud, work with students identifying cause-and-effect relationships. Help students with the task by writing them on the chart paper (e.g., because Patsy can read and write, she can teach the other freed slaves).
- NOTE: As you read aloud, deepen student engagement through questioning techniques (e.g., "How did learning to read and write help slaves?").
- Ask questions in order to clarify or strengthen understanding (e.g., "What effect did the Reconstruction period have on plantation owners once the slaves were free?").
- Help students make personal connections with the characters in the story.

Establish chronological order in the reconstructing a historical narrative.

Amendments

- Help students identify the important amendments added to the Constitution during the Reconstruction period.
  - Using chart paper, create a timeline indicating when the 13th, 14th, and 15th amendments were added to the Constitution (i.e., 1865, 1868, and 1870).
  - Create cards or sentence strips with a statement about each of the amendments. Sentence length and wording can vary (e.g., "The 13th Amendment ended slavery.").
  - Read the sentences aloud to each student. Ask students to place the cards on the timeline in the correct order.
  - To increase difficulty, remove the dates from the timeline and add only the amendment numbers to the timeline. Create cards or sentence strips with the amendment information only (no dates or numbers). Ask students to place the dates in the correct order.

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Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

It is essential for students to know: After the **Civil War,** many people in the United States moved west for **economic** reasons. Traveling was hard because people had to cross mountains, deserts, and rivers (5-2.1). The **government** provided the land for settlers. New **technologies** helped the settlers. The **railroad** provided transportation for some people and supplies, and new farming tools made it easier for settlers to do their work (5-2.2). Different groups of people like ranchers, miners, farmers, and Mexican Americans were in **conflict** or **cooperation** based on the availability of natural resources. As news of chances to get wealthy spread, more people moved west which created more conflict (5-2.3). At first, many **Native** Americans welcomed and cooperated with explorers of the West. As more and more people moved onto Native American land, the government made laws that forced Native Americans onto smaller, unwanted pieces of land called **reservations**. There were no jobs and food, housing, and schools were scarce on the reservations.

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

The Effects of Building a Railroad

- Provide students with background knowledge about the transcontinental railroad by reading aloud the book *Ten Mile Day: And the Building of the Transcontinental Railroad* or the play *Done: The Transcontinental Railroad*. Both can be found at: http://www.scholastic.com/home/.
  - Before reading the book or play aloud, create a deck of note cards for students. Each note card should present a cause or effect example related to the development of the railroad with examples from the story or play.
  - Help your students build a railroad track in your classroom. Use a Lincoln Log set, craft sticks, or create and cut railroad strips from brown construction paper. Your students will be using the materials to build a railroad track.
  - Start to build the beginning of a railroad by laying the tracks (only a short distance so that students can get a sense of how it should look).
  - After reading the book or play, explain to students that they will be learning the causes and effects of building a railroad. Create a T-chart on the board or chart paper with the labels “Causes” and “Effects.”
  - Lay out the supplies listed for building the railroad.

- Explain to students that they will each draw a card from the deck and will be identifying whether it describes a cause or an effect.
- Help the students read the cards aloud. Support students in identifying whether their card is a cause or an effect and why.
- After the student provides an answer (right or wrong), allow him or her to choose a craft stick or log. Assist students in correctly placing it onto to the railroad track.
- For each card drawn, the students will be adding to their railroad track. Allow students to play until the railroad is complete.

Identify multiple points of view/biases and ask questions that clarify points of view.

- Using a graphic organizer, place picture symbols or historical photos to compare different groups' (miners, farmers, Mexican Americans) opinions about the benefits and consequences of westward expansion.

Establish chronological order in the reconstruction of a historical narrative.

Farming During the 1800s

- Explain to students how farming in the 1800s was not easy. Tools were very simple. They were mostly handheld iron devices. Injuries were common because farming relied on human power as opposed to animal or machine power. As technology advanced, new farming tools helped settlers farm more efficiently.
- Provide students with pictures and describe how early farming tools were used. Pictures and information on a variety of farming tools can be found here: http://www.britannica.com:
  - **Scythe** (a sharp curved blade at the end of a pole used for mowing or cutting grains)
  - **Cultivator** (horse-drawn plow with six blades)
  - **Flail** (a manual tool used to separate the seeds from the grain)

Farming During the 1900s

- After introducing the early farming tools and discussing how they were used, explain how farming became more efficient in the 1900s. Provide students with pictures and describe how those early farming tools have changed:
  - **Lawn mower** (advanced from handheld to manual push lawn mowers and riding)
  - **Tractor drawn** (advanced from horse drawn to tractor drawn)
  - **Combine** (advanced from handheld to horse drawn to tractor drawn)
- At the conclusion of the lesson, help students place the pictures in order showing the progression over time.

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Grade 5: United States Studies 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

It is essential for students to know: After the **Civil War**, many people in the United States gradually went from working on farms to working in **factories**. Life became easier due to new **technologies** and **inventions** like the light bulb, telegraph, and telephone (5-3.1). African Americans still faced **racism** and **discrimination**. **Unfair laws** were passed by all of the **governments** in the southern **states**. These laws were called Jim Crow laws. The goal of these laws was to keep white men in power (5-3.2). Many people came to the United States from other **countries**. These people were called **immigrants**. Immigrants came to the United States for **economic** and religious reasons. The growth and development of America continued to change because immigrants brought their different **cultures** (5-3.3). Many people were needed to work in factories and other big businesses. The availability of jobs attracted many people to the cities to work. The living and working conditions in the cities were very bad. Some people, known as Progressives, worked to make these conditions better (5-3.4). For the first time, the United States' began to control lands far away, especially after the **Spanish-American War** (5-3.5). The United States wanted to stay out of **World War I**, but entered the war after a series of events by Germany—like sinking ships with American citizens on them and **threatening** the United States. The United States fought with other countries in Europe against Germany and its allies. The United States and its allies won the war (5-3.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Create a list of technology invented just after the Civil War using pictures, words, or objects. Use a graphic organizer to tell how each invention has made life easier for us today.

Identify multiple points of view/biases and ask questions that clarify points of view.

African American Storyboard

- Define important terms such as:
  - **Racial Segregation**—The practice of restricting people to certain circumstances, areas of residence, or separate schools or churches and facilities because of race.
  - **Jim Crow Laws**—Laws that enforced racial segregation in the South.
  - **Separate but Equal**—The doctrine that racial *segregation* is constitutional as long as the facilities provided for blacks and whites are roughly equal.
  - **Laws**—A set of rules made by the government, town, state, or country.

- Create a storyboard using pictures. Locate pictures that tell the story of what one day in the life of an African American would have looked like after the Civil War.
  - Locate a picture related to racial segregation: http://life.time.com/history/civil-rights-and-segregation-rare-color-photos-south-carolina-1956/#1.
- As you walk through the storyboard with students, ask them to identify whether the pictures appear to support integration or segregation of African Americans. Explain why. Describe what biases appear in the photos.

Establish chronological order in the reconstructing of a historical narrative.

Historical Wars

- Using a graphic organizer, create a timeline indicating "First," "Next," "Last."
- Locate pictures related to the Civil War, the Spanish-American War, and World War I. Assist students in arranging the photos in chronological order.

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Grade 5: United States Studies 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

It is essential for students to know: The daily life of many Americans was affected by the good **economic** times of the 1920s. Wealthy Americans enjoyed new **technologies** and **inventions** like automobiles, airplanes, and appliances. More changes were made to the **Constitution** including the right to **vote** for women. **Racism** and **discrimination** continued against African Americans and **immigrants** through this time (5-4.1). Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s. In the 1930s, many people lost their jobs and could not find new jobs. Many people were poor. They struggled to live and provide for their families (5-4.2). To help Americans, President Roosevelt introduced programs in his plan called the **New Deal**. These programs provided food, created jobs, and put **laws** in place to prevent these problems from happening again (5-4.3). Because of poor economic conditions around the world, unfair leaders like Hitler, Mussolini, and Stalin came to power and took over other **countries**. The Second World War, or WWII, began. The United States tried to stay out of the **war**, but after the bombing of **Pearl Harbor** by Japan, the United States joined the war. Eventually, the United States and its **allies** retook control in Europe and the **Pacific**, winning the war (5-4.4 and 5-4.5). During the war, most men were fighting outside of the country. Because of a need for more workers, more women and African Americans worked in factories (5-4.7). Key developments in technology like computers, better planes, and better weapons changed how the war was fought and helped the economy of the United States both during the war years and in the postwar period (5-4.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Explain the difference between fact and opinion.
- Establish chronological order in reconstructing a historical narrative.
- Create and interpret data in timelines.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Life during the Great Depression

- To teach students about the Great Depression era, provide them with a brief description of what life was like for Americans during the 1930s. Review key vocabulary terms (e.g., *unemployment*, *depression*, *debt*, *charity*, *soup kitchen*, *donation*, the *stock market*).
- Use a graphic organizer with the labels “Cause” and “Effect.” Discuss with students causes of the Great Depression and effects it had on American families:
  - The stock market crash caused people to lose a lot of money and jobs.

  - The unemployment rate was very high.
  - A lot of people were in debt.
  - Many Americans did not have jobs.
  - Many people lost their homes.
  - Many Americans were forced to live in shacks.
  - Americans were suffering.
  - Charities donated meals to feed people in need.
- To reinforce learning and understanding read aloud *Meet Kit: An American Girl* by Valerie Rane Tripp.
- Tell students to listen for causes of the Great Depression and/or effects that Kit and her family endure.
- While reading aloud, stop and ask questions to support student understanding.
- Create a new T-chart and place it next to the previous chart.
- Write new cause-and-effect examples from the story

Identify multiple points of view/biases and ask questions that clarify points of view.

A Woman's Right to Vote

- Read the 19th Amendment to students. Explain how prior to 1920 women could not vote in elections.
- Create a list of quotes related to the 19th Amendment. Some quotes should be in favor of the new amendment and others should oppose it. Examples:
  - "No man is good enough to govern any woman without her consent."—Susan B. Anthony
  - "Only men should be allowed to vote in elections."
  - "Woman and men are created equal."
  - "The right to vote should be a right everyone has."
  - "Men should decide whether their wives can vote."
  - "A women's vote does not matter."
- Ask the student to decide whether the quote favors women's suffrage or opposes it.
- Have students create voting paddles using colored construction paper or a tag board and tongue dispensers. One paddle can be red and the other can be blue. Have the students raise one paddle if the quote read aloud is in favor of the 19th Amendment and the other paddle if the quote opposes it.

Explain the difference between fact and opinion.

What Really Happened in World War II?

- Divide your classroom in half. Label one side of the room with a large "Fact" poster and the other side of the room with a large "Opinion" poster.

- Read aloud fact or opinion statements related to World War II. You can write them on the board or project them.
- Ask students to decide whether each statement, you have read aloud or written on the board, is a fact or an opinion and go to the corresponding side of the room. Allow students to change their mind and switch if they think they have made a mistake.
- Once a statement has been read and the students have moved to either side of the room, ask for a volunteer to explain why he or she thinks the statement is a fact or an opinion. Examples may include:
  - "Pearl Harbor was bombed on December 7, 1941."
  - "Pearl Harbor is a beautiful place to visit."
  - "President Roosevelt is the smartest man in history."
  - "Pearl Harbor is located in Oahu, Hawaii."

Establish chronological order in the reconstruction of a historical narrative.

A Historical Interview

- Have students interview a person who heard President Roosevelt's "Day of Infamy" address or someone who has read about the speech. Provide students with a list of questions they may ask during the interview.

  Examples:

  1. "How old were you when you heard the speech?"
  2. "What led the president to deliver such a speech?"
  3. "Why did the Japanese bomb Pearl Harbor?"
  4. "What did Americans do next?"

Create and interpret data in timelines.

- Create a timeline of events leading up to World War II and the results of the war. Label the beginning, middle, and end of the timeline.

South Carolina Alternate Assessment (SC-Alt)
Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

It is essential for students to know: After World War II (WWII), the United States and the **Soviet Union** did not agree on types of **governments**. The **Cold War** was a period of time in which the United States and Soviet Union competed to try to influence other **nations** to follow their styles of government. This competition led to a series of conflicts like the Korean War, building the Berlin Wall, Cuban Missile Crisis, and Vietnam War. There was also a fear that powerful weapons called **atomic** bombs would be used (5-5.1). In the United States, there were many changes to people's lives after WWII like building of **suburbs**, air travel, use of credit cards, and **mass media**. Because they were no longer needed in the factories, women returned to working in the home (5-5.2). African Americans were still facing racism and **discrimination** in the United States. The **Civil Rights** movement grew after WWII. This movement focused on getting more **rights** and fair treatment for African Americans. Civil rights leaders like Rosa Parks and Dr. Martin Luther King, Jr. helped bring positive changes in schools, public places, and **voting** (5-5.3).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

History of the Berlin Wall

- Ask students to imagine how their life would change if the city in which they live was divided in half by a large cement wall. Have them pretend that they live on the east side of the wall and some of their friends and family live on the west side. Use a city map to demonstrate what this may look like for their city.
- Explain to them that if they lived on the east of the wall the government would not allow them to leave or have a lot of the basic rights they have today. Remind them that if they had friends and family on the west side, they would not be allowed to communicate with them.
- As a class, create a cause-and-effect chart. Tell students that the cause of the Berlin Wall is associated with political power (write this on chart paper). Ask students to describe how they think living in a divided city would affect them. Write their ideas on the effect side of the chart.
- Explain to students that this is what life was like for many people in the city of Berlin for almost 30 years.
- Provide students with pictures of the Berlin Wall. http://www.history.com/topics/berlin-wall.
- After discussing and researching the Berlin Wall, read the book *The Wall: Growing Up Behind the Iron Curtain* by Peter Sís.
- Invite students to identify causes and effects as you read the book aloud.
- Create a similar chart and document the students' responses.

Establish chronological order in the reconstruction of a historical narrative.

Martin Luther King Jr.

- Introduce the story of Martin Luther King Jr. by reading aloud *A Picture Book of Martin Luther King, Jr.* by David A. Adler and Robert Casilla.
- After reading the story, outline and discuss the important events described in the story about Martin Luther King Jr.'s life.
  - Schooling
  - Books
  - Nobel Prize
  - "I Have a Dream" speech
- Allow students to locate examples of important events in the book. Support students by telling them which pages to look for.
- Invite students to draw illustrations, write a story, or locate pictures, from Martin Luther King Jr.'s life. Choose three important events and have the students draw them in chronological order.
- Allow students to use the book to support their illustrations and the ordering of events.

South Carolina Alternate Assessment (SC-Alt)
Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

It is essential for students to know: The **Cold War** came to an end in the 1980s and 1990s (5-6.1). The United States continued trying to help **countries** in the Middle East that were in danger of being taken over or attacked. This involvement made some groups of people in other countries angry (5-6.2). On September 11, 2001, or 9-11, the United States was attacked by **terrorists**, and life for all Americans changed (5-6.3). **Technology** continues to improve the daily life of many Americans with the use of computers, satellites, and other **communication** inventions (5-6.4). The United States and other countries depend on each other for goods and natural resources. American **culture influences** and is influenced by cultures around the world (5-6.5). People are much more concerned about the **environment**. Many people speak of "going green" meaning to reduce, reuse, and recycle (5-6.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Explain the relationship of him/herself to others in his/her society and culture.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in the reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Using pictures create a timeline of events leading up to the Cold War. As each new picture is added, discuss the cause of this event and the relationship to the previous events on the timeline.

Explain the relationship of him/herself to others in his/her society and culture.

- On a map, illustrate the distance between Russia and the United States. Mark where your students live in the United States. Use real-life pictures to compare the culture and climate of the two places.

Identify multiple points of view/biases and ask questions that clarify points of view.

Going Green

- Explain to students that during World War II there was a shortage of supplies (e.g., metal, paper, clothing). The government began asking people to donate and reduce the use of many different kinds of materials.
- As a class or group, research and define what it means to "go green" (i.e., to reduce, reuse, and recycle).

- Ask students if they recycle at home. Ask them to give examples. Do they separate paper and plastic from their garbage? Why do they think it is important to "go green"? What are some benefits (e.g., cleaner planet, more trees, less waste)?
- Challenge students by asking why some people do not recycle, reduce, or reuse materials. Discuss why this may not be important to everyone (e.g., do not know the impact, do not know how to recycle, do not care about the planet).
- Ask students to describe how they feel about "going green." They can list and illustrate different ways they can help the environment (e.g., recycling, turning off lights, saving water). Display student work and talk about different ideas.
- Brainstorm and discuss different ways your classroom can reduce, reuse, and recycle together. Have students create posters from recycled materials promoting these goals and place them around the school.

Establish chronological order in the reconstruction of a historical narrative.

Making a Difference

- Read aloud *The Little Chapel that Stood* by A. B. Curtiss. This book illustrates the historic chapel less than 100 yards from the Twin Towers that withstood the September 11 attacks. Firemen hung their shoes on the fence and ran to help people when the Twin Towers were attacked. The story of terror overcome by courage and bravery will help teach students that no one is too small to make a difference.
  - Provide students with a simple graphic organizer with beginning, middle, and end. Ask them to describe the events in book.
  - Support the students by filling in the graphic organizers as a group.