



# Nothing Rhymes with Orange

by Stan Oftelie

## Common Core Aligned Curriculum Guide



Inspected by DAN ALMANZAR

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<p><b>Essential Question:</b> <i>How does where you live influence how you live?</i></p>	<p>Grade 3 Content Area →</p> <p><input checked="" type="checkbox"/> Reading    <input checked="" type="checkbox"/> Writing    <input checked="" type="checkbox"/> Speaking/Listening    <input checked="" type="checkbox"/> Language    <input checked="" type="checkbox"/> Mathematics    <input checked="" type="checkbox"/> History-Social Science</p> <p><input type="checkbox"/> Science    <input checked="" type="checkbox"/> Visual &amp; Performing Arts    <input type="checkbox"/> Health    <input checked="" type="checkbox"/> Physical Education    <input type="checkbox"/> World Languages    <input type="checkbox"/> School Libraries</p>	<p><b>21st Century Learning Capacities</b></p>
<p>Notes:</p>	<p><b>Overview</b></p>	
<p><b>While You Read:</b></p> <p>Please visit <a href="http://www.GiftofHistory.org">www.GiftofHistory.org</a> for more information about the annual event and ways to participate.</p>	<p><b><i>How does living in Orange County influence how you live?</i></b></p> <p>Third-grade students are ready to consider those who migrated or immigrated to their local region and the impact it has had each group has had on those ancestors who came before. As third-graders prepare for learning about California history and geography, they begin thinking about their local community and people within the community who have made a difference. As outlined in the standards, third-graders begin a detailed study of local regions and study biographies of citizens who have had an impact on their local community. Character trait studies will reveal the importance of individual action and virtues that support positive change in the community.</p> <p>The purpose of these integrated lessons is for third grade students to deepen their understanding of their local community, to observe how their community has changed over time and why certain features remained the same, to examine how important people in Orange County play(ed) a role in shaping the lives of others and to determine how <i>where</i> you live influences <i>how</i> you live.</p> <p>The activities are designed to raise student-awareness of individuals who make/made a difference, allow students to examine the character of these individuals, and show how the stories of the featured individuals in <i>Nothing Rhymes with Orange</i> (NRWO) helped influence the growth and development of Orange County. Literature, specific to their local region, can deepen their appreciation for and understanding of their community. Students compare the kinds of transportation people used and the way people lived and worked.</p> <p>The lessons are flexible and directly linked to both the third grade California Standards for History and Social Science and the Common Core State Standards for English Language Arts/Literacy in History/Social Science, Science, and Technical Subjects. The supplementary lessons and Project Based Learning tasks along with historic photos provide background knowledge and the visual support for learners to make meaningful connections as <i>Nothing Rhymes with Orange</i> is read aloud* to students. Resource links are also provided to extend the learning process and reinforce lesson concepts.</p>	

*What teacher actions might encourage students to engage in these "Habits of Mind"?*

**ELA Capacities**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

**Mathematical Practices**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



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**\*Note:** As you read the book *Nothing Rhymes with Orange* aloud to the students, share that the book is realistic fiction that is based on real historical events, stories, and about people who made a difference in Orange County. After reading a few chapters, ask students if they think author Stan Oftelie wrote the book to entertain readers or to inform them. Have them share their thoughts with a partner. Be sure to point out text features of this genre and explicitly ask text dependent questions. How do students demonstrate their understanding of the text?

While you read, you may want to provide a purpose for students to listen such as *Writing to Learn* <https://www.teachingchannel.org/videos/writing-to-learn?fd=1>

Consider using the *Keep it or Junk it* lesson on the Teaching Channel to empower students to demonstrate their understanding of the text and become engaged listeners of the text. <https://www.teachingchannel.org/videos/student-run-lesson>

As you develop this unit consider how the lessons and project might foster these 21st Century Skills:

- Creativity
- Critical Thinking
- Communication
- Collaboration
- Citizenship

Visit The Partnership for 21st Century Skills at (<http://p21.org/>) for more information.

*How will your classroom environment foster these skills? How will they enhance student engagement?*

### How This Unit is Organized

This unit has the following sections: Lessons, Projects and Resources

The LESSONS are a combination of engaging experiences and prompts for activities. They will guide you in thinking how your instruction will address the Essential Understandings and the Essential Question. Lessons include writing experiences that will help to address the Essential Question. All lessons are optional and are designed to build an in-depth understanding of the 21st Century competencies and the CCSS.

RESOURCES include additional readings, technology tools, planning forms, and materials to be used in the lessons.

PROJECTS include the essential elements of a Project Based Learning approach and will foster the development of presentation skills for critique of an audience. The PROJECT is designed to provide real-world application and experiences. The project is driven by the essential question and understandings of the integrated unit of instruction. They are designed to extend students thinking and enable them to apply and adapt the skills they have learned throughout the unit.

*Each lesson and project will develop the Habits of Mind and the levels of the DOK the concepts targeted.*



- Level 1:** Recall & Reproduction
- Level 2:** Basic Skills & Concepts
- Level 3:** Strategic Thinking & Reasoning
- Level 4:** Extended Thinking



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	As you teach the unit, consider where the lessons and projects falls on Web’s Depth of Knowledge. Consider how might you expand upon the lessons to build rigor and relevance?	
<b>What 21<sup>st</sup> Century Themes will students learn?</b> <i>Interdisciplinary</i>  <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy	<b>Big Ideas Addressed:</b> <ul style="list-style-type: none"> <li>• History is alive and all around us</li> <li>• The past affects us and we affect the future</li> <li>• People make a difference</li> <li>• The geography, climate and natural resources of a region influence the economy and lifestyle of the people</li> </ul>	<i>The big ideas of the unit are transferable ideas that are worth understanding and that can be applied to predictable and unpredictable situations in the future.</i>
	<b>Time</b> 2-4 weeks; Ten lessons	
	<b>Focus Standards</b>	
<b>CCSS Abbreviations:</b> <b>RF:</b> Reading Foundational Skills <b>RI:</b> Reading Informational Text <b>RL:</b> Reading Literature <b>SL:</b> Speaking and Listening <b>L:</b> Language <b>W:</b> Writing	<b><u>Common Core State Standards for English Language Arts-Third Grade</u></b> <ul style="list-style-type: none"> <li>• <b>RF.3.4:</b> Read with sufficient accuracy and fluency to support comprehension.</li> <li>• <b>RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• <b>RL.3.1:</b> Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• <b>SL3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>• <b>SL.3.1 (a):</b> Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• <b>SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>	<b><u>Unpacking the Standards to Develop the Essential Question</u></b>  <i>Review the set of standards and identify the key verbs and nouns that are listed (especially nouns that reoccur). Often the nouns related to key verbs in declarative statements identify important concepts and these can form the basis of an important question for student to explore.</i>



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- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- **L.3.4 (d):** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.

<http://commoncore.org/free/resources/CCSS-ELA-Standards.pdf>

### **History-Social Science Standards for Grade Three**

**HSS 3.3: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

- Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
- Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

**HSS 3.4: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**

- Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).



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	<p><b>Student Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop background knowledge of people in the Orange County community that have made an impact in the county.</li> <li>• Engage in the process of designing projects to practice 21st Century competencies, balanced with learning significant content.</li> <li>• Synthesize literature focused on making a difference in their community.</li> <li>• Define and apply words such as “creative” and “inventive” to describe artists, politicians, and inventors in the early twentieth century.</li> <li>• Ask and answer questions about the book (<i>Nothing Rhymes with Orange</i>) related to being a person in the local community who made/makes a difference. Apply the concepts to their own lives.</li> <li>• Read biographies of local artists, politicians, and inventors, and look for patterns in their strengths and character traits.</li> <li>• Compare and contrast themselves to people who have made a difference in their communities.</li> <li>• Take simple research notes while reading biographies and mini-bios from NRWO.</li> <li>• Design and create five slides for a Power Point or Prezi presentation on a person in the community who made a difference in Orange County.</li> <li>• Write a personal autobiography in a narrative format using the <i>Nothing Rhymes with Orange</i> design and format.</li> </ul>	
	<p><b>Lessons and Extensions</b></p> <p>The following lessons are designed to raise awareness of individuals who make a difference:</p> <p><b>Concept Board:</b> As teachers read aloud <i>Nothing Rhymes with Orange</i>, they may deepen student understanding by applying and extending the concepts from the book using the lessons provided.</p> <p>To record student thinking, consider having students develop a concept board. Using a concept board as a tool, students will begin their investigation of Orange County history.</p>	



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### Lesson 1

Focus Question: *Why do people choose to volunteer in their community?*

#### Materials and Resources:

- Map of Orange County
- Youtube video: Emerson Elementary
- Chart paper
- Markers
- Stacking/nesting boxes
- T-chart graphic organizer
- *Nothing Rhymes with Orange (NRWO)*

Start the Concept Board for students by posting photographs from Orange County history, orange crate labels (as found in the book), and magazine or newspaper articles about our county. Encourage students to bring in artifacts they might have to add to the board. Resources from the classroom, from the community and from home can be posted on the board to “hold” the thinking as students develop a deeper understanding of the big ideas:

- History is alive and all around us
- The past affects us and we affect the future
- People make a difference

## Lesson 1: Working Together

**Lesson Overview:** This lesson will explain how a community is a place where people, live, work and play together. Students will learn how a county is a community and how it serves its citizens.

#### Expected Learning Outcomes:

In this lesson students will:

- Define the need for community
- Discuss how a county is a community and how a county serves its citizens
- Think about the role people play in their community

#### Activating Background Knowledge: Launching the Theme

- Help students activate prior knowledge by asking them to share with a partner their response to the question: “Who are the important people in our school?” Have students work in partners to list their responses on white boards\*.
- “Now that we have identified who the important people are, I would like you to take some thinking time and think about what might happen if people in our school did not work together? For example, what would happen if the students didn’t help the teachers? If teachers didn’t help the parents? If the janitor didn’t help the principal?” Students can pair-share their ideas with a partner; teacher may chart responses.
- “Working together is what makes our school a community. A community is a group



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of people who live or work in the same area, or who have something in common with each other. Our school is a place where people work together and what we all have in common is that this is a place we come to learn.”

- Provide students a blank sheet of paper. Tell them you will show a video about a school who works together. Their purpose for watching is to think about the meaning of the phrase- “Pay it Forward.” Tell the students that after they watch the video you will ask them to draw a picture of what they think the concept “Pay it Forward” means. Show video: Emerson Elementary- Ask students how the kids came together as a community. Ask them what it means to “Pay it Forward.” “How did the school come together to be successful with their project?”
- ([http://www.youtube.com/watch?v=9nQjtQcxfhs&safety\\_mode=true&persist\\_safety\\_mode=1](http://www.youtube.com/watch?v=9nQjtQcxfhs&safety_mode=true&persist_safety_mode=1))
- Have students create a visual representation of their interpretation of “Pay it Forward.” Have them work with partners to share their perspectives.
- Pose the question, “Why are your pictures all different?” “How do the different pictures help us to understand the term, ‘Pay it Forward?’”

\*Note: if you do not have individual whiteboards for your students, consider using heavy duty sheet protectors with white cardstock slipped inside.

### **The Lesson:**

Share with students that communities are a place where people live, work and play. Repeat the definition and then have students echo it back to you. Ask students to share how they would describe the community they live in. Chart their responses (add chart to concept board and as the lessons progress, add additional thinking to the chart).

Share with students that they live in a house, their house is in a neighborhood, their school is also in that neighborhood, their neighborhood is in a city and their city is in a county. Use boxes that stack inside one another to illustrate this example in a concrete way.

Next, explain that, “A county is a community. It is a region or a large area of land, with its own local government and made up of cities. Orange County is a community because it is made up of many cities, and, just like our school, needs people to work together for it to be



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successful. Orange County must have citizens that work together to help it to grow and survive. We are going to be reading a book about Orange County called *Nothing Rhymes with Orange* (show the book). This book is about the community of Orange County, the community we live in.”

- Show a map of Orange County. Place the definition of county under a document camera or on an overhead and read it aloud to them pointing to the words in the description.
- Ask them, “What is a county?” Have the students chorally read the definition aloud as you point to the words. *A county is a region or a large area of land, with its own local government and is made up of cities.* (Teacher may want to ask this question again to emphasize importance of understanding what a county is.) “Now, (point to the map) think about Orange County. What would happen if people didn’t work together in our county?”
- “Close your eyes and think about someone you know that is really helpful. Tell your partner why you think that person is helpful. There are many jobs that are helpful to people who live in a community. Together with your table group, brainstorm different jobs that can help people in the community they live in. “

\*Consider creating a Cognitive Content Dictionary for all the academic vocabulary for this unit. As you develop an understanding for the academic voc See the template in the resource section.

**Checking for Understanding:**

Together as a table group, students create a T-chart (see handouts) on large chart paper to record jobs, both paid and volunteer, in the community that help others. Be sure they share their thinking about why and how these jobs help people in the community (show examples from the Power Point).

“There are many people that have jobs that have helped Orange County to grow and survive over many years. There are some important people that have gone above and beyond, have done a lot, to help shape Orange County.”



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**Read Aloud:**

**Activate Prior Knowledge**

Students will begin to relate prior knowledge as they listen attentively while you begin to read the chapters aloud.

“In his book, *Nothing Rhymes with Orange*, the author, Stan Oftelie, shares information about people who have helped Orange County to grow and survive and have done a lot to help the people. At the end of each chapter of the book, the author shares about the lives of these people and how they helped Orange County to be a better place. As we read about these people, we will make a t-chart listing their names and what they accomplished. (The mini-bios and pictures from the chapters are on the Power Point slides provided. These slides can be displayed as the teacher reads aloud the chapters).”

“As I read aloud today, your purpose for listening is to think about these people and why you think they were helpful to Orange County.”

**Beyond the Lesson-Extension Activities**

- Have students research their community to identify people that work together to help its citizens. Have students organize their information and prepare a presentation around the major points of information.

**Lesson 2**

Focus Question: *Think about your community. How do people work together?*

Materials and Resources:

- Newspaper or other pictures
- Chart paper
- Post-it notes
- Markers
- *Nothing Rhymes with Orange*

**Lesson 2: Kids Can Make a Difference**

**Lesson Overview:** This lesson will enable students to identify ways in which people can be helpful to their community. Students will gain a better understanding of how individuals within a community work together. They will begin to explore people in their local community that have made a difference in the lives of others. Students will explore ways in which they can make a difference in their school community.

**Expected Learning Outcomes:**

Students will be able to:



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- Describe how the contributions of individuals in their local community make an impact and contribute to the common good.
- Identify character traits and commonalities of those who have made a difference.
- Think about ways they can apply these traits to make a difference in their school.

**Activating Prior Knowledge:**

Display several newspaper clippings or other pictures that exhibit some need of intervention in your community: a polluted lot, a person who needs help, etc. Remind students that there are many jobs that are helpful to people in the community. Share that these jobs help to contribute to the community in different ways. Explain that they are all important to the growth and survival of the community. Give examples: “Without firemen, we would not be able to fight fires that would destroy our homes. Without mail carriers, we could not receive important information from people throughout the world. Without teachers, we would not be able to help kids learn what they need to know to be successful in life.”

**The Lesson:**

“Yesterday we identified people in the community who help others. Today we will do a gallery walk. A gallery walk is when a group creates a poster, like you did in lesson one (jobs in the community that help others), reviews it, and then moves to another group’s poster when they hear a signal. The purpose of this gallery walk\* is to begin to think about ways you would like to help your community when you grow up and to think about ways you can help your school and community now.” Have the students do the gallery walk and look at each other’s posters from lesson one. Have them think about what jobs interest them. On a Post-it note, have them write down two or three jobs they see that they might consider doing when they grow up.

After completing the gallery walk, have students share with a partner why they are interested in the jobs they chose and have them write down how that type of job would contribute to the community they live in.

Have students consider the strengths of a person who performs the job they chose. For example, a fireman would have courage and strength to go into a burning building to save a person, and a teacher would be nurturing and care deeply for each student she/he teaches.



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Explain that, “When we describe a person’s strengths we are describing character traits. Character traits are special features that define what is good about that person.” Have students think of character traits for the jobs they are interested in. On a white board, have them write the words that describe the strengths of a person who holds that job in the community. Have them share their thinking with a partner.

Then, create a learning web that is entitled “People Who Make a Difference.” Around the web, have students share out the traits they were able to identify. As students share the traits aloud, elaborate and use appositions or act out the trait to clarify. Tell students that you will be keeping the web on the concept board and as they learn more about people in Orange County who have made a difference, they will add more character traits to the web.

#### **Checking for Understanding**

Have students consider the character traits of community helpers and think about ways they might be a community helper in their school. Give table groups a big sheet of chart paper to create a plan to be a helper at school. Display the plans around the school and discuss ways in which to implement the plans.

#### **Read Aloud:**

##### **Activate Prior Knowledge**

Show students the cover of *Nothing Rhymes with Orange*. Ask them to tell a partner a connection they made to the people featured in the book (e.g. Walt Disney, Ralph B. Clark, Gaspar de Portola, etc.). Then ask students the following questions:

- Using the learning web we created, what character traits do you think these people might have/had?
- Tell students through the characters, Miss Jones, Chris and Katie, the author, Stan Oftelie, gives important facts about the history of Orange County to help students learn how history is alive and all around us. History is found in the names of streets and buildings. It is found in the places we visit and the people who have helped to build the community. Mr. Oftelie featured people in the book that made a difference in Orange County.

Read aloud a few more chapters from the book. Pause at the end of the chapters to discuss the mini-bios of the identified people. Prompt students to identify patterns in their



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strengths and behaviors by writing in a response journal. Also have them write in their journals to consider why they are a person who has made a difference in Orange County.

\*A **gallery walk** is a discussion technique for active student engagement. Groups of students circulate around the room to either answer questions or reflect upon ideas from other groups. Questions and ideas are usually posted for viewing on chart paper. Online examples of a gallery walk <https://www.teachingchannel.org/videos/gallery-walk>

**Extension of the lesson:** Technology is key to becoming a global citizen of the 21st century. To incorporate technology with this lesson consider introducing the concept of *digital citizenship* <https://www.teachingchannel.org/videos/teaching-digital-citizenship?fd=1>

### **Lesson 3: Collecting Facts**

**Lesson Overview:** In this lesson, students will begin to gather facts about people in Orange County who have made a difference and they will begin to analyze how these people were able to make a difference in the community.

#### **Expected Learning Outcomes:**

In this lesson, students will:

- Take notes using a journal
- Write on demand

#### **Activating Prior Knowledge**

Using the provided Power Point, share some of the slides/profiles of people who made a difference in Orange County. As you read aloud the chapters in *Nothing Rhymes with Orange* to your students, give them a purpose for listening. Share: “Today boys and girls we will begin taking a closer look at the 29 people featured who have made a lasting impact on Orange County’s past and future. We will have a purpose for reading their profiles. The purpose is to think about who they were. Why did they make a difference in the Orange County community? When did they serve? How did they make a difference? And, how are you similar or different to the featured person?” Ask students to record their ideas and thoughts about these questions in their journals.

#### **Lesson 3**

Focus Question: *Think about your community. What are some things people do to make their community a better place?*

Materials and Resources:

- White boards
- Bubble Map
- Journal
- *Nothing Rhymes with Orange*



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**Teacher does-** On a white board, using a Bubble Map(handout), teacher models creating a web to organize the character traits (adjectives) of the featured people in the book that have made or continue to make an impact on Orange County history.

**We do together-** Gather a few more ideas from students to add to the web organizer; students will record additional ideas on their web organizers. Guide them further in thinking about the people they read about in today's lesson by having them imagine what life must have been like for that person and what role they played to help their community.

**You do together-** Students will finish adding ideas to the web organizer. After completing the web, have students share their thinking with a partner. To check for understanding, move around-the room to listen in to their discussions.  
In groups of three, students dialogue using the following questions to guide their discussion: (Make sure that students can access these questions during group work.)

- How did/do the people we read about today make a difference in Orange County?
- What did they do? Why do you think they did/do what they did/do?
- How do people know they made/are making a difference in Orange County?

## **Lesson 4: Power to Make a Difference**

**Lesson Overview:** In this lesson, students will begin to identify specific character traits of people in Orange County who made/make a difference. This lesson will help them to identify similarities and differences of character traits that future leaders of Orange County might have.

### **Expected Learning Outcomes:**

In this lesson, students will:

- Compare and contrast the character traits of local Orange County leaders to leaders in American History

### **Activating Prior Knowledge:**

Boys and Girls, we have been learning about people who have made/make a difference in Orange County. We have thought about their character traits to help us identify what

### **Lesson 4**

Focus Question: *How do character traits help someone be a strong leader?*

Materials and Resources:

- *A Picture Book of Abraham Lincoln* by David Alder
- Journal
- *Nothing Rhymes with Orange*



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make/made them so special. Together with your elbow partner, I would like you to think about these questions:

- What kinds of people make a difference?
- Are there common characteristics/traits they have?

**The Lesson:**

“Today we are going to read aloud from another book called *A Picture Book of Abraham Lincoln*. How many of you know who Abraham Lincoln was? Whisper and tell your partner who you think he was. You’re right. Abraham Lincoln was the 16<sup>th</sup> president of the United States. He was someone who made a big difference in our country. He too has character traits of someone who makes a difference. Today our purpose for reading is to identify his character traits and compare them to some of the Orange County people we have learned about.”

“Take out your journals and fold one of the pages in half. (Model this strategy on a document camera or in front of the students with an actual journal.) As I read to you, remember that your purpose for listening is to think about the character traits Abraham Lincoln had and to think about why these traits made him a good leader. On the left side of your journal you will write the traits, and after we finish reading, you will fill in the right side with why you think the traits you wrote helped him make a difference. For example, Abraham Lincoln was courageous. So, on the left side I will write courageous in my journal. Then after we finish reading the story, I will write why I think being courageous helped him to be a person who made a difference.”

**Checking for Understanding:**

“Share one of the traits you wrote in your journal with your partner. Together, think about the people we have read about in *Nothing Rhymes with Orange*. Discuss how Abraham Lincoln is like or is not like some of these people. How is he different? Be ready to share your argument with the class.”



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## Lesson 5

Focus Question: *How do my character traits help me make a difference in my community?*

Materials and Resources:

- Journal
- Double bubble organizer
- *Nothing Rhymes with Orange*

## Lesson 5: Making Connections-Caring About Your Community

**Lesson Overview:** In this lesson, students will review how people in Orange County have made a difference and begin to compare and contrast themselves to people who have made a difference in their community.

### **Expected Learning Outcomes:**

In this lesson, students will:

- Identify the traits they have in common with local community leaders
- Compare and contrast themselves to people in Orange County who have made a difference
- Make connections to Orange County history and the present day community

### **Activating Prior Knowledge:**

“Yesterday we read about Abraham Lincoln and we compared his character traits to those people in Orange County that have made a difference in the community. Today we will begin to think about why we are learning about character traits and why this makes a difference in our own lives. Right now I would like you to look back at your journal pages and think about some of the traits you have in common with these people. When we are finished reflecting and thinking about this question, you will share out with your partner.”

- *What do the people around you need?*
- *How can you make a difference in your community?*
- *How would you begin the process of making a difference in your community?*

### **The Lesson**

“Today as we continue to read aloud *Nothing Rhymes with Orange*, your purpose for listening is to think about what you have in common with the people in Orange County that have made a difference. When we finish reading, you will write your reflection in your journal.”

“For example, we read about Arnold Beckman who was a famous scientist in Orange County. Dr. Beckman created a charity to give to education and research. I think that I am a charitable person. I have been involved in many charitable events like... (Elaborate or give



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another example that is authentic).”

### **Checking for Understanding**

Have the student do a double bubble (see handout) comparing themselves to people who make a difference in Orange County. Model for them how to fill out the double bubble (see example). Ask students to take time, using their double bubble, to write about what they have in common with people in Orange County who have made a difference, how those traits will help them make a difference, and what they could do in their community to make it a better place. Students read their entries to a partner. Choose several students to share ideas they have or their partner has with the whole class to conclude the lesson.

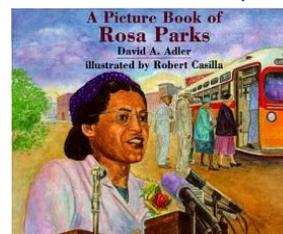
## **Lesson 6: Can One Person Make a Difference?**

**Lesson Overview:** In this lesson, students will learn how one’s personal strengths can make a difference in the world we live in.

### **Expected Learning Outcomes:**

In this lesson, students will:

- Identify the strengths needed to overcome challenges that we face when we stand up for what we believe in or for a cause we support
- Compare and contrast people who have made a difference in our country to people who have made a difference in Orange County



### **Activating Prior Knowledge:**

“Today we are going to read aloud again from another book called *A Picture Book of Rosa Parks*, also written by author David Adler. How many of you have heard of a woman named Rosa Parks? Whisper and tell your partner who you think she was. Rosa Parks was an African American woman who fought for civil rights, particularly the right for African Americans to have the same rights as white people. She was known as “the mother of the freedom movement.” She was someone who made a big difference in our country. She

### **Lesson 6**

Focus Question: *How can just one person alone make a difference in their community?*

Materials and Resources:

- *A Picture Book of Rosa Parks* by David Adler
- List of people in *Nothing Rhymes with Orange* the class has read about
- Journal
- Double bubble map
- *Nothing Rhymes with Orange*



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stood up for what she believed in and has character traits of someone who makes a difference. Today our purpose for reading is to identify how one person can make a difference in their community and compare them to some of the Orange County people we have learned about.”

**The Lesson:**

“In lesson 4 we identified traits we felt we had in common with Abraham Lincoln. Today, we are going to compare and contrast Rosa Parks to a person in Orange County who made a difference. Take a look at the list we have created of People Who Make a Difference in Orange County and use your journal to reflect on those people we have learned about (Richard Henry Dana, Jr., Ralph B. Clark, President Richard Nixon, etc.). Together with your partner, think of someone from *Nothing Rhymes with Orange* that you would like to compare and contrast to Rosa Parks. Together with your partner you will record your thinking on a double bubble map.” (Teacher: model your metacognitive process as you share with students how you would use the double bubble to compare and contrast Rosa Parks to someone in the book.)

**Checking for Understanding**

Role-play the story in *A Picture Book of Rosa Parks*. Have students randomly choose characters from a hat. Help the students to improvise their dialogue to briefly act out the story. Debrief the experience and have the students’ share how it felt to be each of the characters. Have them reflect and dialogue about the impact Rosa Parks had on her community. Have students consider the people featured in *Nothing Rhymes with Orange* and think about how those featured may have single handedly impacted their community. Students may record thoughts about how Rosa Parks and the person they chose from *Nothing Rhymes with Orange* are similar and different, and how the Orange County person made a difference in the community.



Consider having students use the *Comic Life* App to create a comic strip that exemplifies the dialogue created as they acted out the story. This App enables students to create a photo comic strip taking their creative ideas to the next level.



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## Lesson 7

Focus Question: *How am I like a person who made a difference in Orange County?*

Materials and Resources:

- Flat Stanley cutout
- Butcher paper
- Scissors
- Stapler
- Paint
- Paint brushes
- *Nothing Rhymes with Orange*

## Lesson 7: Painting a True Picture of People

**Lesson Overview:** In this lesson, students will begin to connect themselves to people of Orange County who have made a difference by creating concrete representations of one of the people featured in *Nothing Rhymes with Orange* and themselves.

### Expected Learning Outcomes:

In this lesson, students will:

- Identify the likes and differences between themselves and people who made/make a difference in Orange County



### Activating Prior Knowledge:

“How many of you have read the book *Flat Stanley*, written by [Jeff Brown](#) and illustrated by [Macky Pamintuan](#)? Have any of you ever made a *Flat Stanley* cutout before? Here is a picture of what a Flat Stanley might look like (display on overhead or document camera of Flat Stanley cut out).”

“Well today, we will begin to think about the people we have read about in *Nothing Rhymes with Orange*, those we have listed on our graphic organizer, and we will choose someone from the book that we connected with and create a life-size cutout and painting of them. On one side will be the person we chose and on the other side will be you! As you trace and create your cutout, you will be thinking of ways you are the same and you are different.”

### The Lesson

Have students work together with a partner to trace their bodies on two sheets of large butcher paper that is stapled together.

Next, have them begin to cut out their tracing keeping the two pieces of butcher paper together. They may need adult help for this. Be sure to keep all of the paper scraps students have left over (they will be used to stuff the figure). It might be tricky for them to keep the two pieces of paper together as they cut out the tracing. Once both



sheets are cut so they are the exact same size, staple them together and leave an opening for students to stuff them with paper scraps later to make them 3 dimensional.

Have them paint one side as a self-portrait. You may want to give them a mirror to look at themselves and have them identify specific features they would like to capture in their painting. Have students paint the other side as a portrait of the Orange County person they chose.

**Tips:** To paint the tracings, lay out the tracing on another piece of large butcher paper. Have students paint one side on one day, let it dry and paint the other side on day 2. This may take a few days for your class to complete. Consider a parent or student volunteer to help monitor the process and perhaps help to mix the paints needed. When brushes are needed to be clean, place them all in an extra-large freezer bag and double wrap them in a plastic bag. Ask a student to volunteer to take them home to clean (you may want to get parent approval first). This really helps with clean up.

#### **Checking for Understanding**

- Have students create speech bubbles in which they write something that the person they chose would say to make a difference in their community.
- Have students write a fact sheet for their person. Tell them that the sheet would include information that they might share with someone who never learned about that person.

The fact sheet and speech bubble can be attached to the cut out.

- Display the cut outs on the bulletin boards or around your school. Entitle the board- "People Who Make a Difference."

#### **Lesson 8**

Focus Question: *What questions might I ask someone who made a difference in orange County to learn more about them and their contributions to the community?*

### **Lesson 8: Crafting Questions**

**Lesson Overview:** In this lesson, students will generate interview questions for four people highlighted in *Nothing Rhymes with Orange*.

#### **Expected Learning Outcomes:**

In this lesson, students will:



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<p>Materials and Resources:</p> <ul style="list-style-type: none"> <li>• Foldable (handouts)</li> <li>• Chart paper</li> <li>• Journal</li> <li>• <i>Nothing Rhymes with Orange</i></li> </ul> <p><b>Lesson 9</b> Focus Question: <i>What can I learn about a person through role-play and interviews?</i></p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> <li>• Costume (optional)</li> <li>• Name badge with picture of Orange County leader represented</li> <li>• Interview question from lesson 8</li> <li>• Tea and snacks (optional)</li> <li>• Journal</li> <li>• Lesson 9 graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Craft strategic questions that enable them learn how people help their communities</li> <li>• Research people in Orange County who have made a difference</li> <li>• Create the foldable to organize the questions they have for four people they would like to interview and the questions they might ask that person if they could really meet them</li> </ul> <p><b>Activating Prior Knowledge:</b> Review with students what they have learned so far about their community/Orange County, its history, and the people who helped shape it. “When good students and good readers interview people, they craft questions that help them to better understand the person’s beliefs and to learn more about what that person thinks is important.” (Offer one question as an example of what someone might ask in an interview. Generate with students what topics they should ask questions about and record the list on chart paper.)</p> <p><b>Checking for Understanding</b> Students write questions in their journals for each of the four people they chose. Students may work individually to generate their list or in small groups. Ask students to choose one set of questions for one of their people and write about why they chose to ask these questions.</p> <p><b>Lesson 9: People Who Make a Difference Tea Party</b></p> <p><b>Lesson Overview:</b> This lesson will enable students to apply and adapt what they have learned about people who made/make a difference in Orange County. Students will role play as if they are the characters they have chosen to connect with, and they will experiment and try to exhibit the character traits of the person they represent. Teacher may want to encourage students to dress up like their person or create a “costume” in class that helps them identify the person they will represent. Teacher will also give each student a name badge with a picture of the person they will represent.</p>	
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**Expected Learning Outcomes:**

In this lesson, students will:

- Role play and represent the Orange County person they focused on
- Interview classmates using the questions they crafted in the previous lesson
- Apply their background knowledge about the Orange County Community to ask and answer questions
- Synthesize how the lesson helps them think about the person they would like to be when they grow up

**Preparation for the Lesson:**

Teacher will model expectations for the “tea party.” Demonstrate explicitly how to interact socially at a tea party, how to approach a classmate and ask the questions, how to close out a conversation, and how to record in a journal their findings. If students have actual tea, you might ask older students to volunteer to be the hosts and hostesses. The older kids can serve tea and any snacks. They can also encourage students if they get stuck with their question and answer dialogue.

**Activating Prior Knowledge:**

Together with a partner, students will share the questions they crafted from lesson 8. They will then think about questions that might be asked of them and then brainstorm possible ways in which they might answer the questions.

Teacher will model the expectations for the tea party. She/he will share that students will be given 30 minutes to interact with classmates who represent people who make/made a difference in Orange County. Teacher will model how to ask questions of classmates and how to record important information about the interviewee into a journal.

**The Lesson**

Beginning with their elbow partner, students will greet one another and begin the interviews. Teacher, parents, and student volunteers will act as host/hostesses and encourage the dialogue. Students will continue with the interviewing process for the 30 minutes designated for this culminating activity. Students will then “leave” the tea party and return to their seats. There they will share with a partner all that they learned about the people they interviewed.

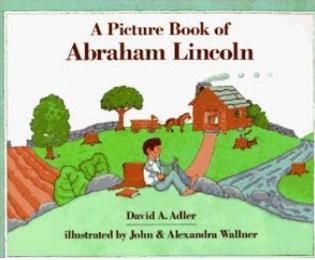


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<p><b>Lesson 10</b></p> <p><b>Focus Question:</b></p> <p><i>How did we make a difference in our community?</i></p> <p>Materials and Resources:</p> <ul style="list-style-type: none"> <li>Emerson Elementary video from Lesson 1</li> <li>Access to PowerPoint for presentations</li> </ul>	<p><b><u>Checking for Understanding</u></b></p> <p>Distribute the graphic organizer for lesson 9. On the graphic organizer students will consider the character traits that they learned about in their interview that the people who make/made a difference in Orange County have. They will then think about which of the identified traits they would like to apply to their own life and how it might affect who they become in the future. Students will record reflections on the graphic organizer.</p> <p><b><u>Lesson Extension:</u></b> Using the same design and format of the mini-bios in <i>Nothing Rhymes with Orange</i>, have students write a mini-bio about themselves using the identified character traits to illustrate the person they are presently and would like to become in the future. Teacher will model the process of writing the bio by doing a write aloud. Using the metacognitive process of write aloud the teacher will write while sharing his/her thinking aloud about how they organize and craft the mini-bio.</p> <p><b><u>Lesson 10: Kids Can Make a Difference Too!</u></b></p> <p><b><u>Lesson Overview:</u></b> Students will apply what they have learned about being a good person and making a difference in the community they live in. Working as a group, the students will explore projects in the community in which they can make a difference. They will identify a philanthropic project, formulate their plan, and execute the project.</p> <p><b><u>Expected Learning Outcomes:</u></b></p> <p>Students together with the help of their teachers will:</p> <ul style="list-style-type: none"> <li>List needs in the school and local Orange County community</li> <li>Create a plan to meet one of the needs</li> <li>Identify the character traits needed to accomplish the identified goals of the project</li> <li>Identify the roles needed to complete the project and assign the roles</li> <li>Create a Power Point presentation documenting the groups accomplishments</li> </ul> <p><b><u>Activating Prior Knowledge:</u></b></p> <p>Re-show the Emerson Elementary video and have students think about the character traits of the students involved in the project. Ask them to think about why the students chose to do this particular project. Discuss how the students in the video made a difference in their</p>	
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	<p>community.</p> <p><b>The Lesson</b> Working in small groups, students will brainstorm needs in their community and what they could do to meet one of those needs. Students will select one need, form a plan, and execute their plan. While serving their community, students may keep reflections in a journal and/or take pictures of their work to include as information in their final projects, a PowerPoint presentation.</p> <p><b>Checking for Understanding</b> Students will present PowerPoint projects to the class to show how they applied their learning and how they made a difference in their communities.</p>	
<p><b>Focus Question:</b> <i>How can we create museum exhibits and plan an event that explains and celebrates the history of our community?</i></p> <p><b>CCSS Standards:</b> Reading information text (RI.3.1-6); informative writing (w.3.2a-d); Math (G.A.2 &amp;MD.D.8)</p>	<p><b>Project Based Learning: Building Local Pride</b></p> <p>A project is meaningful if it fulfills two criteria. First, students must perceive it as personally meaningful, as a task that matters and that they want to do well. Second, it must be meaningful. This meaningful project fulfills an educational purpose of developing an in-depth understanding of the essential question-<b>How does where you live influence how you live?</b></p> <p><b>Project Idea #1 Building Local Pride:</b> Students learn about the history of their community through field trips, guest speakers, and interviews with residents, and reading primary source documents. Working in teams, they write reports on various topics, create exhibits focused on different aspects of their history-economic, social, and geographic-which are displayed at an evening event they plan for the community.</p> <p><b>Major Products:</b> Research report; visual display, with written explanations of visual elements; community event</p> <p><b>Public Audience:</b> Parents and community members attending the event.</p> <p><b>Building Prior Knowledge:</b> Before you introduce the project to your students consider sharing the sharing the video Above &amp; Beyond <a href="http://p21.org/tools-and-resources/abovebeyond4cs">http://p21.org/tools-and-resources/abovebeyond4cs</a>. This video will enable students to shape and refine the 21st Century skills needed to craft their projects. Using the poster of Above &amp; Beyond as a springboard for conversation, have students work in groups to define how they will apply the</p>	 <p><input checked="" type="checkbox"/> <b>Level 3:</b> Strategic Thinking &amp; Reasoning</p> <p><input checked="" type="checkbox"/> <b>Level 4:</b> Extended Thinking</p>



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**Focus Question:**

*Why is Orange County a prime location for the successful expansion of an NFL football team?*

**CCSS Standards:**

Reading information text (RI.3.1-6); informative writing (W.3.2a-d); Math (G.A.2 & MD.D.8)

**Focus Question:**

*How does a road trip build awareness and appreciation for the community we live in?*

**Materials & Resources:**

- Globe
- U.S. Maps
- State Maps

4C's to the projects at hand.

Consider using an iPad App called Tellagami. Tellagami is a free iPad App that students will enjoy using to create narrated animations. Tellagami allows students to create customized avatars that can be placed in a background scene in the local community. The students can alter the characters to create an animation that represents the people they learn about and the community they live in. They can choose from voices, emotions, background and what the

**Project Idea #2 Bringing a National Football Team to Orange County:**

Students act as advisors to the NFL and must recommend to the league supervisors why they should choose Orange County for the home of an expansion football team for the league.

**Major Products:** Students develop an advertising board that highlights the strengths of Orange County and they write an argument defending which city the stadium should be located in and why.

**Building Prior Knowledge:** Before you introduce the project to your students consider sharing the sharing the video Above & Beyond <http://p21.org/tools-and-resources/abovebeyond4cs>. This video will enable students to shape and refine the 21st Century skills needed to craft their projects. Using the poster of Above & Beyond as a springboard for conversation, have students work in groups to define how they will apply the 4C's to the projects at hand.

**Project idea #3 Developing a Travel Plan to the Gift of History Event:**

As students have the opportunity to travel to the GOH event this project will develop their interest for particular locations. Students will study and analyze different types of travel brochures and be invited to create a travel brochure to share information about the places they visit along the route to Anaheim Stadium with others. They can draw pictures, use photographs, add maps, and write details about what they see or learn. In the end, they will be creating their own souvenirs from the event!

Students can visit *The History of Orange County* by PBS SoCal Education at <http://www.tinyurl.com/ochistorymap> to map the route to the event from your school and



- Level 3:** Strategic Thinking & Reasoning
- Level 4:** Extended Thinking



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- Level 4:** Extended Thinking



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- County Maps
- *Book: Me on the Map*
- *Book: Nothing Rhymes with Orange*
- Nesting boxes
- Travel brochures
- Primary Source documents of OC maps as they developed over time

see some key landmarks and historical sites.

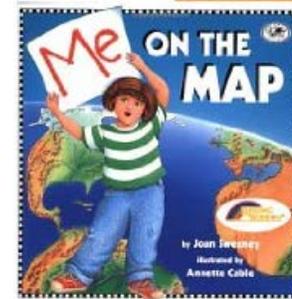


Consider using Quark App to have students design their brochure. Quark is an app for students to create posters, flyers, brochures, projects and more.

**Major Products:** Students will create a map and travel brochure for the purpose of sharing with an authentic audience to practice their presentation skills.

**Building Prior Knowledge:** Before you introduce the project to your students consider sharing reading the book *Me on a Map*. Build a concrete understanding of their location on earth and how it relates to their location in Orange County. The following resources may be helpful to developing the concept:

- <http://www.pinterest.com/pin/149111437632022166/>
- <http://www.teacherspayteachers.com/Product/Me-on-the-Map-Lesson-Plan-and-Activity-Book-196095>



**Getting Started:**

1. Have students share their travel stories (if they have not traveled recently ask them about a place they would like to go):
  - Where did they go?
  - How did they get there?
  - What were their favorite moments in their travels?
  - What was the best place to visit and why?
  - What activity was most fun?
2. Learn about what makes a successful travel brochure. Collect travel brochures from travel agents, local chamber of commerce or tourist's sites.
  - Together you can look online at sites that create travel journals such as: <http://www.notesfromtheroad.com/> and <http://travel.nationalgeographic.com/travel/continents/north-america/>



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	<ul style="list-style-type: none"> <li>Consider the text features of the brochure. Teach the types of features used and why they are used (i.e.; maps, photos, diagrams, illustrations, informational text, language and vocabulary, lists, paragraphs, places that are highlighted, etc.)</li> </ul> <p>3. Once they have examined and analyzed the brochure have student return to the list they created in step #1 to use as a reference. Tell them that they will be creating a brochure about the GOH event.</p> <ul style="list-style-type: none"> <li>What additional information do they need to make a useful travel brochure? Ask them to consider the following questions: <ul style="list-style-type: none"> <li>Who is your audience for the brochure?</li> <li>What is the purpose?</li> <li>What text features need to be incorporated?</li> </ul> </li> </ul> <p><b>Presentation of their brochure:</b> In small groups, students present their brochures and convince outside audiences (second graders) to consider visiting next year's Gift of History Event.</p>			
<p>Consider using the Keep it or Junk it lesson on the Teaching Channel to facilitate a discussion: <a href="https://www.teachingchannel.org/videos/student-run-lesson">https://www.teachingchannel.org/videos/student-run-lesson</a></p>	<p><b>Building Robust Vocabulary</b></p> <table border="1"> <tr> <td data-bbox="485 841 1024 1408"> <p><b>Content:</b> Biography Brochure Contribution Community County Citizen City Continent Digital Citizen History Impact Culture Pay it Forward Creative Inventive</p> </td> <td data-bbox="1024 841 1619 1408"> <p><b>Academic Language:</b> Predictions Biography Auto-biography Metacognition Informational Text Gallery walk Collaboration Communication Creativity Critical Thinking</p> </td> </tr> </table>	<p><b>Content:</b> Biography Brochure Contribution Community County Citizen City Continent Digital Citizen History Impact Culture Pay it Forward Creative Inventive</p>	<p><b>Academic Language:</b> Predictions Biography Auto-biography Metacognition Informational Text Gallery walk Collaboration Communication Creativity Critical Thinking</p>	
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	<p>Courageous Character trait Map Globe Primary Source Document Philanthropic</p>		
	<p><b>Reflection: To What Extent Did We Achieve Our Purpose?</b></p> <p>Consider how students will provide evidence of the understanding of the Essential Question and the Big Ideas:</p> <ul style="list-style-type: none"> <li>• How were your goals for the unit met?</li> <li>• Did you meet the objectives of the unit?</li> <li>• Were you able to connect the lessons and projects back to the big idea to build relevance?</li> <li>• What is the evidence that the connections were made between the big idea and the application of the 21st Century Themes?</li> </ul>		
	<p><b>Materials and Resources</b></p> <p><b>HISTORICAL FICTION TEXTS</b></p> <p><b>Stories (Read Aloud)</b></p> <p><i>A Picture Book Of Abraham Lincoln, Holiday House, 1989</i>  <i>A Picture Book Of Rosa Parks, Holiday, 1993.</i>  <i>A Picture Book Of George Washington, Holiday House, 1989.</i>  <i>A Picture Book Of Martin Luther King, Jr., Holiday, 1989.</i>  <i>A Picture Book Of Benjamin Franklin, Holiday, 1990.</i>  <i>A Picture Book Of Thomas Jefferson, Holiday, 1990.</i>  <i>A Picture Book Of Helen Keller, Holiday, 1990.</i>  <i>A Picture Book Of Eleanor Roosevelt, Holiday, 1991.</i>  <i>A Picture Book Of Christopher Columbus, Holiday, 1991.</i></p>		



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*A Picture Book Of John F. Kennedy, Holiday, 1991.*  
*A Picture Book Of Harriet Tubman, Holiday, 1992.*

### Videos

The Teaching Channel- <https://www.teachingchannel.org/videos/writing-to-learn?fd=1>

Above & Beyond- <http://p21.org/tools-and-resources/abovebeyond4cs>

### INFORMATIONAL TEXTS

- *My Name is Georgia: A Portrait* (Jeanette Winter)
- *Vincent van Gogh: Sunflowers and Swirly Stars* (Brad Bucks and Joan Holub)
- *The Yellow House: Vincent Van Gogh and Paul Gauguin Side by Side* (Susan Goldman Rubin)
- *Picasso and the Girl with a Ponytail* (Laurence Anholt)

### LINKS:

Web's Depth of Knowledge Levels: [http://dese.mo.gov/divimprove/sia/msip/DOK\\_Chart.pdf](http://dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf)

Bowers Museum-<http://www.bowers.org/kidseum.php>

OC Register-

<http://www.ocregister.com/search/?q=children%27s+section+new&fitool=cluster&site=ocregister>

OC Archives-<http://egov.ocgov.com/ocgov/Clerk-Recorder%20-%20Tom%20Daly/Orange%20County%20Archives/Archives%20in%20Education>

The Teaching Channel: <https://www.teachingchannel.org/>

A Look At Guide for Third Grade:

<http://www.cde.ca.gov/ci/cr/cf/documents/glc3rdgradecurriculum.pdf>

Partnership for 21st Century Skills: <http://p21.org/tools-and-resources/abovebeyond4cs>

### COMMUNITY RESOURCES

Register in Education - <http://www2.ocregister.com/rie/>

*Lesson Plans - Regional Resources*

OC Historical Commission - <http://www.ocparks.com/historicalcommission/>

*Historical information and resources*

OC Historical Society - <http://www.orangecountyhistory.org/>



The Children's Education Foundation of Orange County is a non-profit organization founded to promote educational opportunities for the children in Orange County, California.

For more information, please visit us at:

[www.giftofhistory.org](http://www.giftofhistory.org)



<p><i>Historical information and resources</i>  OC Heritage Museum - <a href="http://heritagemuseumoc.org/#">http://heritagemuseumoc.org/#</a>  <i>Historical information and resources</i>  OC Archives in Education - <a href="http://egov.ocgov.com/ocgov/Clerk-Recorder%20-%20Tom%20Daly/Orange%20County%20Archives/Archives%20in%20Education">http://egov.ocgov.com/ocgov/Clerk-Recorder%20-%20Tom%20Daly/Orange%20County%20Archives/Archives%20in%20Education</a>  <i>OC Stories photos and slide shows - Lesson Plans</i>  Discovery Science Museum/ Teacher Education Network (TEN) - <a href="http://ten.discoverycube.org/">http://ten.discoverycube.org/</a>  <i>Lesson plans and opportunities</i>  OC Water District - <a href="http://www.ocwd.com/">http://www.ocwd.com/</a>  <i>Water 101 - Conservation Information - Children's Water Education Festival</i>  Southern California Edison - <a href="http://www.SCE.com">www.SCE.com</a>  Anaheim Public Utilities - <a href="http://www.anaheim.net/section.asp?id=54">http://www.anaheim.net/section.asp?id=54</a>  Angels Baseball Team History - <a href="http://losangeles.angels.mlb.com/ana/history/index.jsp">http://losangeles.angels.mlb.com/ana/history/index.jsp</a>  Angels Stadium History - <a href="http://losangeles.angels.mlb.com/ana/ballpark/information/index.jsp?content=history">http://losangeles.angels.mlb.com/ana/ballpark/information/index.jsp?content=history</a>  Anaheim Ducks - <a href="http://ducks.nhl.com/">http://ducks.nhl.com/</a>  Kaiser Permanente Orange County/ Live Well information - <a href="https://healthy.kaiserpermanente.org/health/care/consumer/health-wellness/live-healthy">https://healthy.kaiserpermanente.org/health/care/consumer/health-wellness/live-healthy</a>  OC Transit Authority - <a href="http://www.OCTA.net">www.OCTA.net</a></p>	
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