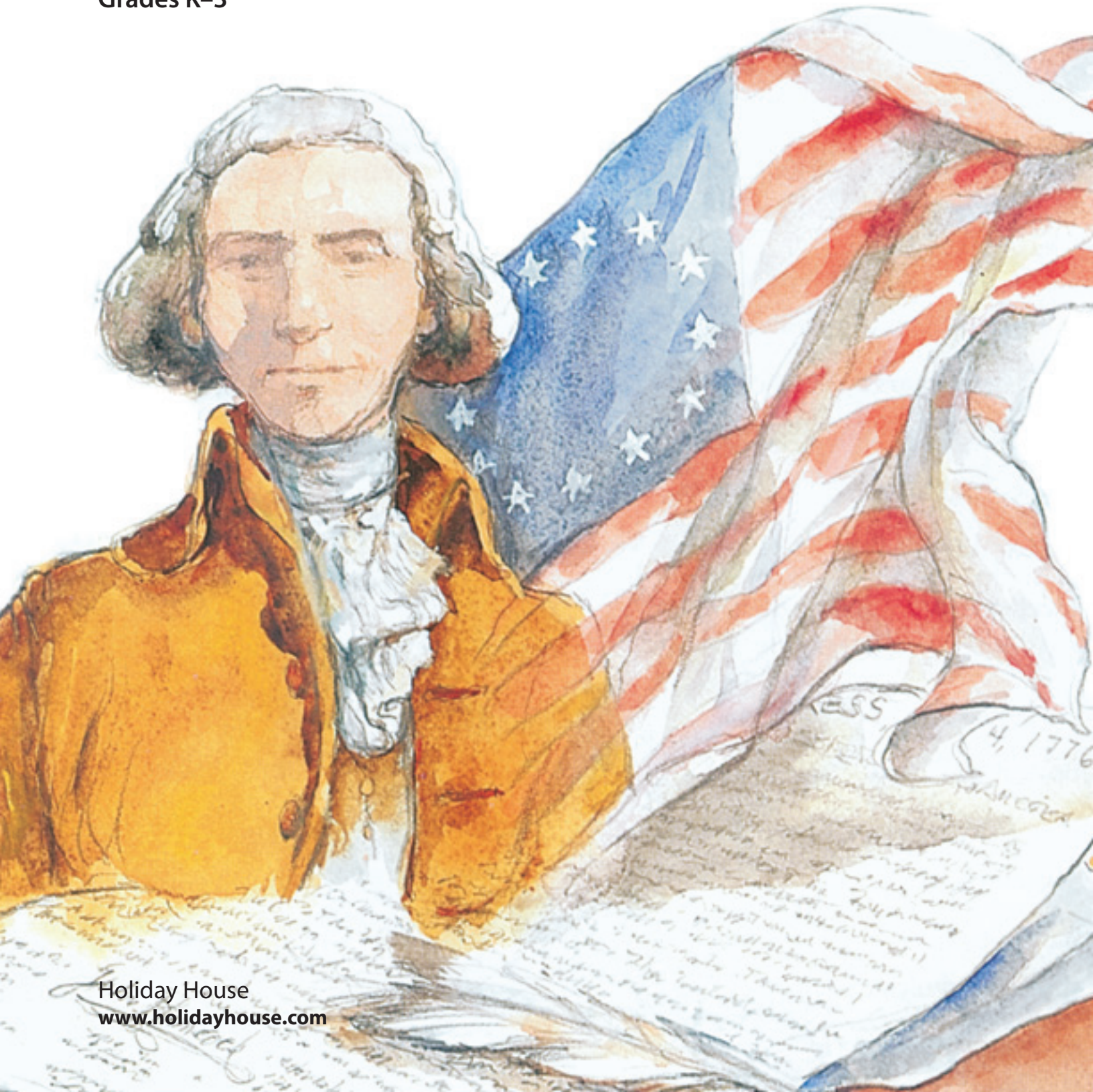


An Educator's Guide to
**The David A. Adler
Picture Book Biographies**

AN AMERICAN HISTORY BOOKSHELF
From 1492 Through the Twentieth Century

Grades K-3

**Common
Core
Connections
Inside**



Dear Educator. . .

Dear Educator,

In the space of a single bookshelf, educators can bring an entire American history curriculum into the classroom with David A. Adler's Picture Book Biographies. In addition, this guide offers suggested activities which will help teachers and librarians implement the Common Core State Standards (CCSS). The Standards, adopted in forty-five states plus three territories, are designed to offer educators a clear understanding of the knowledge and skills that students need to learn in their K-12 education in order to be prepared for college and beyond. The CCSS, with a focus on using informational text, allows teachers to embrace a wealth of strong nonfiction books, like the Adler Biographies.

David A. Adler's stories of the people who shaped our country and helped it to grow allow young children to enter the past in a way that's easily understandable and memorable. The author tells us:

"I have always enjoyed learning about our history through the lives of the people who lived it, people who made history. Also, George Washington, Martin Luther King, Jr., Sojourner Truth, Helen Keller, Benjamin Franklin, and others were not only important people, they also led very interesting lives."

In the Picture Book Biography series, young readers discover that these historic figures were once children. They had parents and brothers and sisters. They got in trouble sometimes; they faced challenges; and each triumphed in an individual way, most often not expected. Each child in your class is sure to recognize the empowering message, that he or she may be the next one to make history.

David A. Adler continues:

"I am always surprised how one man's or one woman's work has changed history. Benjamin Franklin's years in France as a representative of our new nation got the aid that the Continental Army needed to win the Revolution. George Washington's approach to a president's role in our government helped shape our nation. Harriet Beecher Stowe's writing helped to end slavery in this country."

Your students will be surprised and fascinated too!

Holiday House

An Educator's Guide to **The David A. Adler Picture Book Biographies** AN AMERICAN HISTORY BOOKSHELF



From A Picture Book of Samuel Adams

Getting Started

Using David A. Adler's Picture Book Biographies in Your Classroom

The titles included in this guide can be grouped in many ways, offering educators a variety of options that connect the books to curriculum. Educators may choose any of the subject areas included in the guide for study:

- **The American Revolution and the Founding Fathers**
- **Explorers, Adventurers, and Pioneers**
- **The Civil War**
- **Personal Achievement**
- **The Civil Rights Movement**
- **Women**
- **Presidents**

or create a different grouping, such as assemble a group of inventors, designate a number of people involved in social change and justice, or study the figures from the school's geographical region. The strength of these titles is their flexibility.

The activities and projects are similarly adaptable and can be applied in ways beyond those specified here. Educators will find that these activities take the books across curriculum areas, from language arts to music, from history to science.

In addition to ideas for activities, projects, and discussions based on the various subject groupings of the books, there are a number of reproducibles to share with students:

- **My U.S. Map—1861**
- **Performance Reading of the Preamble of the Declaration of Independence**
- **My Reading Checklist**
- **Certificate of Achievement**

There are several activities that span all of the books. The Celebrate American History calendar, Classroom Time Line, Outstanding Quotations, My American History Journal, and the vocabulary list are designed to be used as the students are reading through the books. They allow them to respond and contribute to classroom projects as they complete each book. The final project, based on the children's own journals, pulls together all of the books in a fun-filled game that tests the children's knowledge of what they have learned.

In addition, there are several book-specific activity sheets at the end of this guide.

The David A. Adler Picture Book Biographies

AN AMERICAN HISTORY BOOKSHELF

This at-a-glance reference to the books featured in this guide includes the books' categories for study.

A Picture Book of...

Samuel Adams

The American Revolution and the Founding Fathers

Samuel Adams organized the Boston Tea Party, was a delegate to the First and Second Continental Congresses, and was one of the signers of the Declaration of Independence in 1776.

George Washington Carver

Personal Achievement

This selfless man worked tirelessly for the benefit of his people.

Cesar Chavez

Personal Achievement

He dedicated his life to helping American farmworkers.

Christopher Columbus

Explorers, Adventurers, and Pioneers

His historic voyage and his experiences in the New World.

Davy Crockett

Explorers, Adventurers, and Pioneers

Sharpshooter, storyteller, and congressman, he fought and died at the Alamo.

Frederick Douglass

The Civil War

After escaping slavery, he became an orator, writer, and leader of the abolitionist movement.

Amelia Earhart

Personal Achievement • Women

The first woman to fly solo across the Atlantic, she disappeared mysteriously.

Thomas Alva Edison

Personal Achievement

His inventions included the phonograph, light bulb, and movie camera.

Dwight David Eisenhower

Presidents

The story of a soldier, president, and peacemaker.

Benjamin Franklin

The American Revolution and the Founding Fathers

The life of a writer, scientist, inventor, and statesman.

John Hancock

The American Revolution and the Founding Fathers

This American Patriot and Founding Father was the first to add his bold signature to the Declaration of Independence.

Patrick Henry

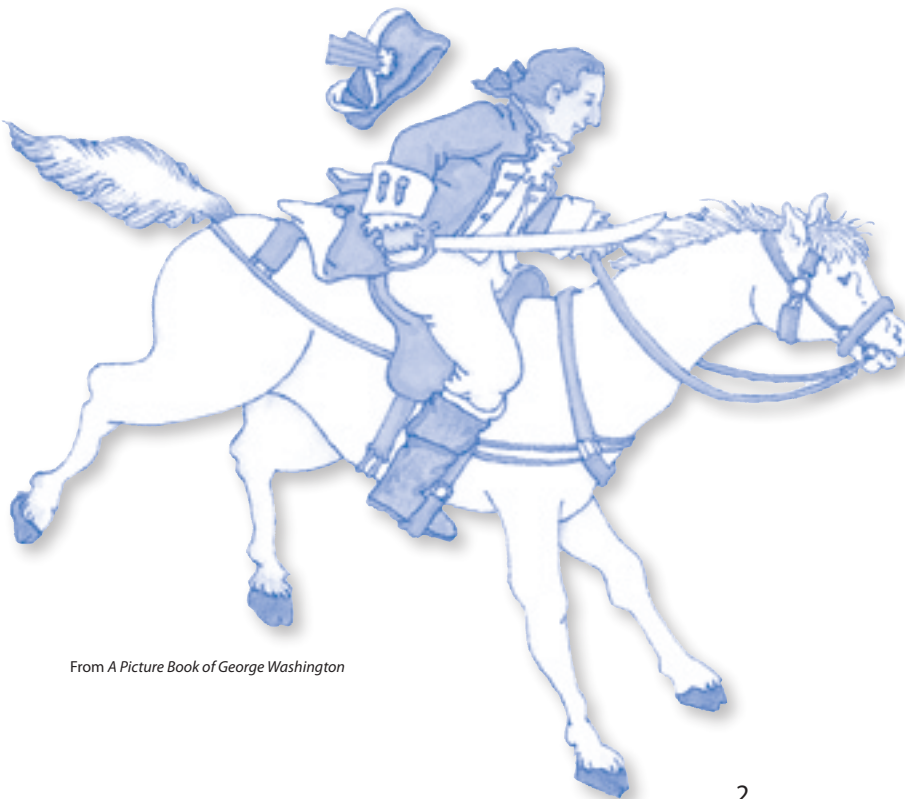
The American Revolution and the Founding Fathers

This famous Patriot served five terms as governor of Virginia.

Harry Houdini

Personal Achievement

He astounded audiences with his death-defying acts and illusions.



From *A Picture Book of George Washington*



From *A Picture Book of John Hancock*

Sam Houston

**Explorers, Adventurers,
and Pioneers**

He defeated the Mexican army in 1836 and established Texas as an independent nation.

Thomas Jefferson

**The American Revolution
and the Founding Fathers •
Presidents**

The third president's life from childhood.

Helen Keller

**Personal Achievement •
Women**

The story of her life and achievements.

John F. Kennedy

Presidents

His character and accomplishments in youth and politics.

Martin Luther King, Jr.

The Civil Rights Movement

The story of the civil rights leader and Nobel Peace Prize winner.

Robert E. Lee

The Civil War

A graduate of West Point becomes head of the Confederate army.

Lewis and Clark

**Explorers, Adventurers,
and Pioneers**

Thomas Jefferson's Louisiana Purchase in 1803 spawned their journey across the American West.

Abraham Lincoln

The Civil War • Presidents

The sixteenth president's life from birth to assassination.

Dolley and James Madison

**The American Revolution
and the Founding Fathers •
Presidents • Women**

He is known as the Father of the Constitution, and his wife saved a national treasure.

Thurgood Marshall

The Civil Rights Movement

The first African American to serve on the Supreme Court.

Jesse Owens

Personal Achievement

A sharecropper's son becomes a four-time Olympic gold medalist.

Rosa Parks

**The Civil Rights Movement •
Women**

Her refusal to give up her seat on a bus helped galvanize the civil rights movement.

Paul Revere

**The American Revolution
and the Founding Fathers**

He was a silversmith and soldier before his famous ride to Lexington.

Jackie Robinson

Personal Achievement

The first African American to play in the major leagues.

Eleanor Roosevelt

Women

A sad child becomes a woman of great accomplishments.

Sacagawea

**Explorers, Adventurers,
and Pioneers • Women**

She joined the Lewis and Clark Expedition as a translator and guide.

Harriet Beecher Stowe

The Civil War • Women

The author of *Uncle Tom's Cabin* dared to expose the horrors of slavery.

Sojourner Truth

The Civil War • Women

A former slave, she became an abolitionist and crusader for African-American rights.

Harriet Tubman

The Civil War • Women

An escaped slave, she led 300 slaves to freedom on the Underground Railroad.

George Washington

**The American Revolution
and the Founding Fathers •
Presidents**

A simple presentation of the first U.S. president's character and the major events of his life.

Celebrate American History!

Celebrate the holidays that connect to the curriculum and birthdays of the people who have made American history.

Create a month-by-month calendar to hang in the classroom. As students read the picture book biographies, have them write in key dates, from birthdays to significant events. Tell students that exact birth records were often not kept for people born into slavery. Students may want to celebrate those people on a special day that they choose.

Here are some key dates to get the class started:

September

12, 1913: Jesse Owens
27, 1722: Samuel Adams

October

11, 1884: Eleanor Roosevelt
12, 1492: Columbus lands in America
14, 1890: Dwight David Eisenhower

November

22, 1963: John F. Kennedy assassinated

December

5, 1955: Montgomery bus boycott begins
16, 1773: Boston Tea Party
29, 1845: Texas officially part of U.S.

January

Martin Luther King Jr.'s Birthday

1, 1735: Paul Revere
1, 1863: Emancipation Proclamation
12, 1737 John Hancock
15, 1929: Martin Luther King, Jr.
17, 1706: Benjamin Franklin
19, 1807: Robert E. Lee
31, 1919: Jackie Robinson

February

Black History Month

President's Day

?, 1818: Frederick Augustus Washington
Bailey (Frederick Douglass)
4, 1913: Rosa Parks
11, 1847: Thomas Alva Edison
12, 1809: Abraham Lincoln
22, 1732: George Washington

March

Women's History Month

2, 1793: Sam Houston
5, 1770: Boston Massacre
16, 1751: James Madison
24, 1874: Harry Houdini
31, 1927: Cesar Chavez

April

4, 1968: King assassinated
9, 1865: Lee surrenders to Grant
13, 1743: Thomas Jefferson
14, 1865: Lincoln assassinated
18, 1775: Paul Revere's ride

May

17, 1954: Supreme Court
ends school segregation
20, 1768: Dolley Madison
29, 1917: John F. Kennedy
29, 1736: Patrick Henry

June

14, 1811: Harriet Beecher Stowe
27, 1880: Helen Keller

July

2, 1908: Thurgood Marshall
2, 1776: Signing of the Declaration
of Independence
4, 1776: Adoption of the Declaration
of Independence
24, 1897: Amelia Earhart

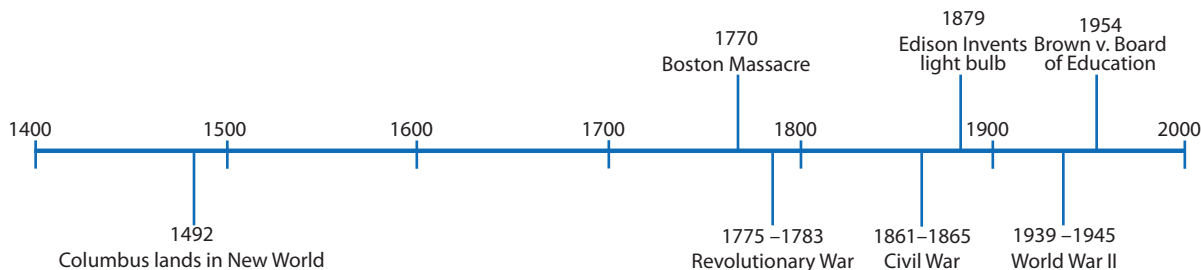
August

1, 1770: William Clark
17, 1786: Davy Crockett
18, 1774: Meriwether Lewis
28, 1963: March on Washington

Notes: ~ Sacagawea was born in 1788 or 1789. ~ Sojourner Truth was born in 1797; she was named Isabella by her parents, who were slaves. ~ Harriet Tubman was born in 1820 or 1821. Her parents were slaves. ~ George Washington Carver was born in 1864 or 1865.

Classroom Time Line 4 3.RI.3

The picture book biographies by David A. Adler span the history of America from the fifteenth to the twentieth centuries. To help students have a better understanding of how the people and their associated events relate to one another, have the class create a time line of the events that are discussed in the books. Start them off with four major events: Columbus lands in New World, the Revolutionary War, the Civil War, and World War II. Then as they read the books, they can make additions to the time line. A sample time line is shown below.



Outstanding Quotations

Writings, quotations, and sayings made by or said of the characters in the biographies have inspired generations of Americans. As the children read the books, have them collect as many outstanding quotes as they can. Discuss their meanings and write them on sentence strips to decorate the classroom. Examples are:

“Ain’t I a woman?” Sojourner Truth

“First Lady of the World”

—President Harry S. Truman about Eleanor Roosevelt

My American History Journal 14 2.W.1

Have students keep a journal entitled “My American History Journal.” Each time they read one of the books in David A. Adler’s Picture Book Biography series, they can record their reactions to the book. Encourage students to write anything they remember or learn about the subjects from other sources.

Ask each child to enter at least five of the most interesting and surprising things they learned from each book. This will be used in a culminating activity. (See page 18 of this guide.)



Visit us online at bit.ly/XLTSq5 for reproducible journal stickers.

Set the Stage

Vocabulary 1 1-2.L.4

The books in David A. Adler's Picture Book Biography series introduce new words, phrases, and concepts—some subject specific, others more general. Have students keep track of the new words they discover as they read the books and add them to a classroom word wall. Here are five words from each book to get started.

Samuel Adams

politics
Parliament
tyranny
delegates
patriot

Davy Crockett

legend
hatter
humble
memorandums
frontiersman

Dwight David Eisenhower

blimp
delirium
freshman
NATO
frail

George Washington Carver

herbs
lynching
agriculture
components
synthetic

Frederick Douglass

surname
subscriptions
prejudice
outlawed
inauguration

Benjamin Franklin

molds
articles
postmaster
bifocal glasses
treaty

Cesar Chavez

Great Depression
dignity
Community Service
Organization (CSO)
union
voter registration drive

Amelia Earhart

bloomers
reputation
pontoons
aviation
courageous

John Hancock

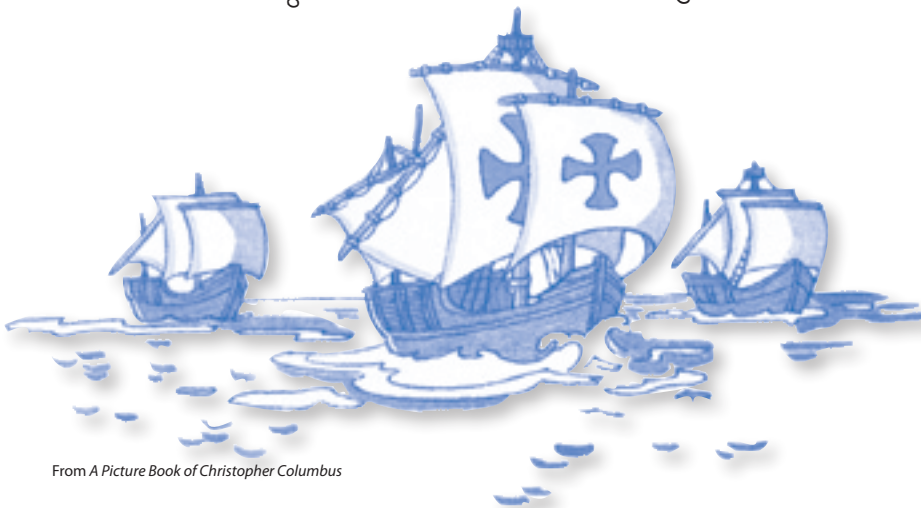
punctual
anxious
repealed
administered
correspondence

Patrick Henry

surveyor
credit
acres
parsons
treason

Harry Houdini

straitjacket
escape artist
"five cent" circus
illusions
matinee



From *A Picture Book of Christopher Columbus*

Christopher Columbus

weaver
Indies
natives
trinkets
Hispaniola

Thomas Alva Edison

patience
chemicals
telegraphy
generate
storage battery

Sam Houston

independence
Cherokee Indians
attorney general
militia
secede

Set the Stage



From A Picture Book of Amelia Earhart

Thomas Jefferson

vaccine
representative
constitution
secretary of state
Louisiana Purchase

Helen Keller

mischievous
Braille
honors
companion
handicaps

John F. Kennedy

nicknamed
ailments
enlisted
nominee
volunteers

Martin Luther King, Jr.

minister
doctorate
Nobel Peace Prize
protests
riots

Robert E. Lee

debt
exemplary
secede
surrender
dignified

Lewis and Clark

mammoths
wilderness
militia
interpreter
expedition

Abraham Lincoln

capital
legislature
withdrew
Confederate
declared

Dolley and James Madison

arithmetic
branches of government
Bill of Rights
Quaker
Embargo Act

Thurgood Marshall

debate
segregation
commitment
boycott
significant

Jesse Owens

pneumonia
grace
dash
inferior
autobiography

Rosa Parks

discrimination
Jim Crow
humiliated
oppression
movement

Paul Revere

silversmith
regiment
society
engraving
sealing wax

Jackie Robinson

sharecropper
arrogant
drafted
Negro Leagues
sportsmanship

Eleanor Roosevelt

awkward
polio
Great Depression
ensure
commission

Sacagawea

bison
edible
moccasins
beached
arduous

Harriet Beecher Stowe

tuberculosis
fiery-tongued
editorial
seminary
installments

Sojourner Truth

grant
lawsuit
sojourn
profound
adopted

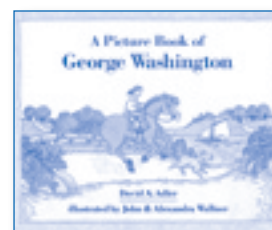
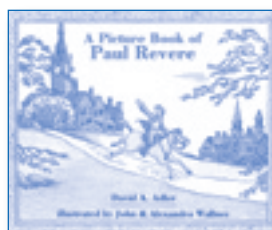
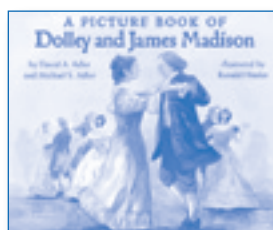
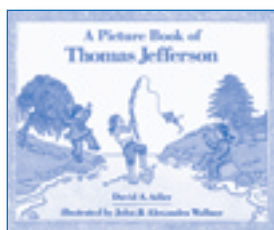
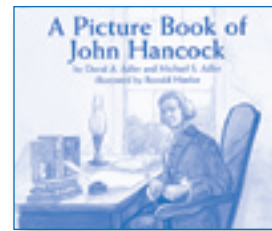
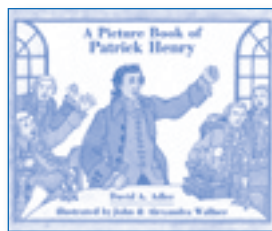
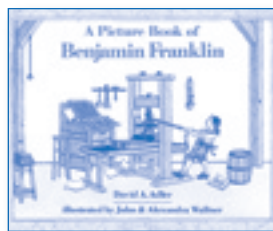
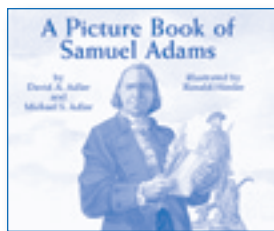
Harriet Tubman

plantation
abolitionists
rebellion
Underground Railroad
suffragist

George Washington

colony
surveying
widow
taxes
Continental Army

The American Revolution and the Founding Fathers



Language Arts: Oral Presentations 2 2.RI.2 12 2.SL.5

The Declaration of Independence is one of America's defining documents, and as David A. Adler tells readers in *A Picture Book of Thomas Jefferson*, the words in the document are "among the most famous and the most important words ever written." Today it continues to be stirring and powerful. It reminds Americans not only of their beginnings, but also of their values.

Have the class perform a dramatic reading of the preamble to the Declaration of Independence, complete with costumes of the period, during February to celebrate Presidents' Day or during November for Election Day. Invite parents, or schedule the performance for the entire school.

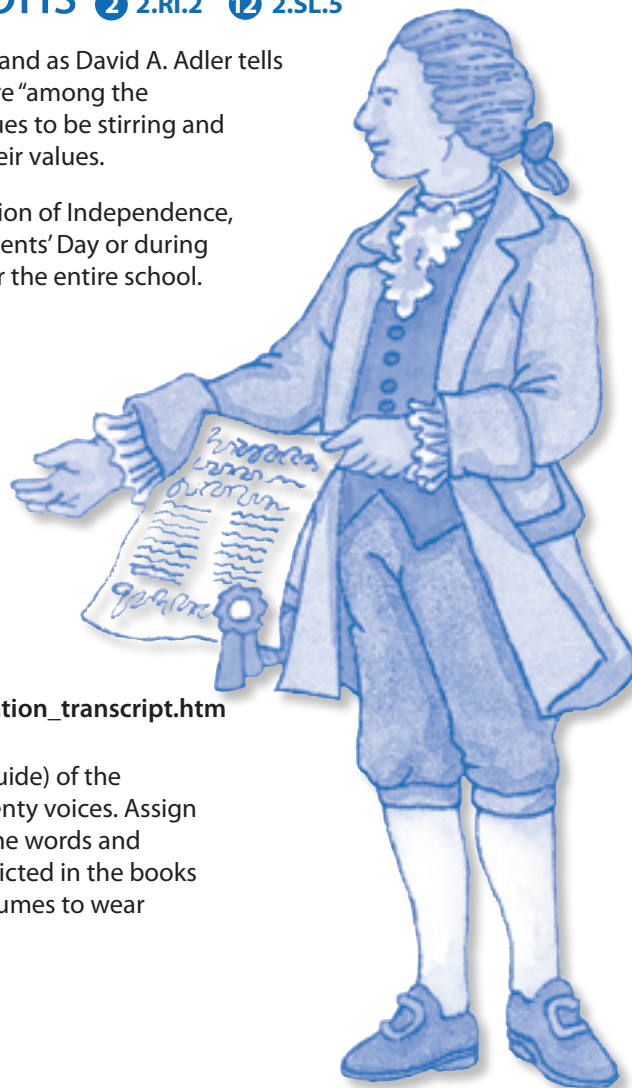
Begin this activity by reading the document along with the class, explaining that it is comprised of three parts:

- 1 Preamble, or statement of principles
- 2 List of grievances, or complaints, against the king of Great Britain
- 3 Final and formal Declaration of Independence

For a full transcript of the Declaration of Independence, visit the website of the National Archives:

http://www.archives.gov/national-archives-experience/charters/declaration_transcript.htm

For the dramatic reading, use the reproducible (found at the back of this guide) of the preamble to the Declaration of Independence, separated into parts for twenty voices. Assign parts, and while students are learning their roles, discuss the meaning of the words and phrases. Have students study the clothing worn in colonial America as depicted in the books of the American Revolution and the Founding Fathers unit and create costumes to wear at the reading.



From *A Picture Book of Thomas Jefferson*

The American Revolution and the Founding Fathers



From *A Picture Book of Paul Revere*

Art; Language Arts **5** 3.RI.7 **16** 3.W.1

Pictures can change the way people think. In 1770 Paul Revere published an engraving of the Boston Massacre to rally the people against the rule of the king of England. It shows British soldiers firing on colonial American civilians. The colonists were outraged when they saw Revere's depiction of the event. Others, including Benjamin Franklin, printed posters and broadsides telling about the injustices of British rule. These posters were persuasive and powerful forces in rallying people to the cause of independence.

After reading the books about the American Revolution and the Founding Fathers, have students draw pictures and write broadsides about the events that led up to the American Revolution. Pictures can show the Battle of Bunker Hill or the Boston Tea Party. Broadside can talk about opposition to the various taxes the British imposed on the colonies. Explain to the class that posters are placards made up of pictures with some words, whereas broadsides can have pictures but are mostly words. In July 1776, before the Declaration of Independence was printed in colonial newspapers, it was displayed as a broadside in village squares for the people to read.

Pictures and posters protesting injustice are not confined to colonial times. Lead students in a discussion of the things they see as injustices in their time. Have them make their own protest posters for display in the classroom.



From *A Picture Book of John Hancock*

For Discussion

After reading the picture book biographies of Samuel Adams, Benjamin Franklin, John Hancock, Patrick Henry, Thomas Jefferson, Dolley and James Madison, Paul Revere, and George Washington, engage students in a discussion of these revolutionists who played pivotal roles in the making of America. Discuss how their contributions changed the course of American history and how America might be different if they had failed.

Explorers, Adventurers, and Pioneers



Science: Botany; Environment 15 2.W.2 19 2.W.7

In *A Picture Book of Lewis and Clark*, David A. Adler quotes Thomas Jefferson's instructions to Captain Meriwether Lewis:

"The object of your mission is to explore the Missouri River . . . and . . . the water offering the best communication with the Pacific Ocean."

Adler adds that *"Jefferson also wanted to know about the land, weather, plants, and animals."*

During the resulting journey by the Corps of Discovery, William Clark kept a journal of the trip. He drew pictures of plants and flowers they found, and he took samples home. He wrote, "Nature appears to have exerted herself to beautify the scenery."

Students can become a modern-day Corps of Discovery by taking a nature walk in a local botanic garden or nature preserve. The children should be prepared to observe and bring cameras, drawing paper and pencils, and notebooks. Each child can select a flower, tree, shrub, or grass to study on site and note details: where they saw the specimen; what time of year it was; what time of day; color, size, fragrance; if there was just one or if there were many. They should draw their plant and/or photograph it.

After returning to school, ask the children to assemble their findings, based on their own observations and knowledge, into reports. Some may know the name of their plant from previous experience. Display the reports in the room. If more than one child reported on the same plant, ask them to confer about the details. Did they "see" the same thing?

If possible, invite a local plant expert (a gardener, someone from the botanic garden or parks department, a middle school or high school science teacher) to visit the class to help identify the plants and provide more information about each one.



From *A Picture Book of Sacagawea*

Explorers, Adventurers, and Pioneers



From *A Picture Book of Davy Crockett*

Writing 7 3.RL.2 18 3.W.3

Davy Crockett was an outdoorsman, politician, freedom fighter, and individualist. After reading about him in *A Picture Book of Davy Crockett*, students will learn about the real man. But much of what Americans today know about Davy Crockett arises from the almanacs that were published for thirty years after he died. From there, legends and tall tales grew, making him a larger-than-life character.

Have students create their own tall tales about Davy Crockett and the other explorers and adventurers included in David A. Adler's *Picture Book Biographies*. Their stories should reflect actual character traits or real accomplishments of the subject. They may even want to write tall tales about themselves.

Here are some opening phrases that the children can use:

- When Christopher Columbus was just a boy, he could...
- Sacagawea was the bravest guide in all the land. She...
- Davy Crockett was always looking for new things to do. One day...
- On a hunting trip in Kentucky, when he was fourteen, William Clark...
- While in the army, Meriwether Lewis...
- At sixteen, Sam Houston left home and lived with Cherokee Indians, where...



From *A Picture Book of Davy Crockett*

For Discussion

Christopher Columbus, Sam Houston, Lewis and Clark, Sacagawea, and Davy Crockett were explorers and adventurers during the early history of America. Ask students to identify and discuss modern-day explorers and adventurers.

What areas of the universe are left to explore?

The Civil War

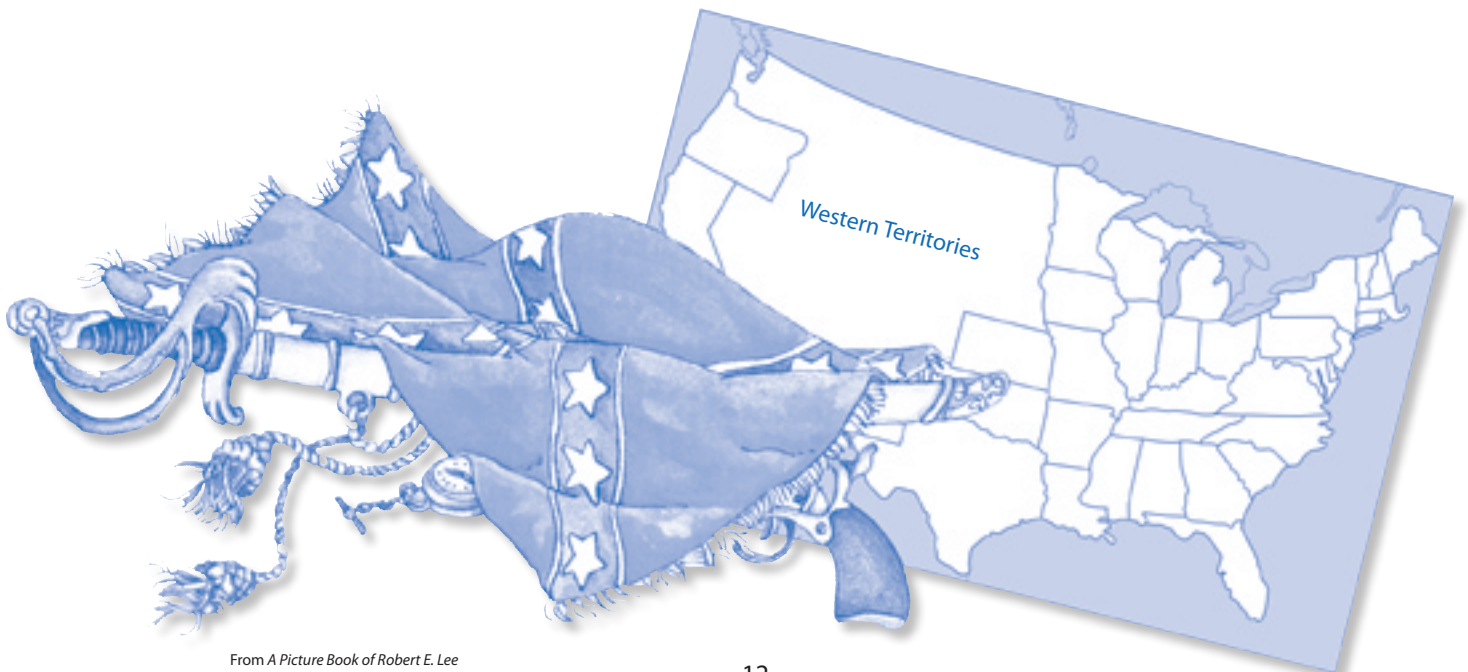


Map Making 5 3.RI.7

In *A Picture Book of Robert E. Lee*, young readers learn about this graduate of West Point who became the head of the Confederate Army. After reading this book and *A Picture Book of Abraham Lincoln*, have students review a map of the United States in the spring of 1861. When Kansas was admitted to the Union in January 1861, it brought the number of states in the country to thirty-four. By mid-1861, eleven states had seceded. Using the books and the Internet, have students learn which states remained loyal to the Union and which seceded to form the Confederacy.

Reproduce and distribute to students the map on page 19 of this guide. Ask students to label each state, then color the Union states blue and the Confederate states gray. Note that West Virginia is not shown on the map. Have students research the reason for this. Also note the large area of land known as the Western Territories.

See the website "Social Studies for Kids" for more on the Confederate states:
<http://www.socialstudiesforkids.com/www/us/confederatestatesdef.htm>



The Civil War

Writing 6 2.RL.2 14 2.W.1

In many of the books relating to the Civil War, readers learn about the importance and the power of words. In fact, President Lincoln credited Harriet Beecher Stowe as “the little lady who made this big war.”

Discuss with students how a novel, such as Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, can affect people’s thoughts and actions. Then have them look at other notable quotations from these historical figures from the Civil War period.

“Whenever I hear any one arguing for slavery I feel a strong impulse to see it tried on him personally.”

—Abraham Lincoln, in a speech to the 140th Indiana Regiment, March 17, 1865

“Have not I as good a right to be free as you have?”

—Frederick Douglass, talking to some poor white boys who helped him learn to read

“I had a right to liberty or death. If I could not have one, I would have the other.”

—Harriet Tubman, when she escaped from slavery to find her way north to freedom

“What is this slavery that it can do such dreadful things?”

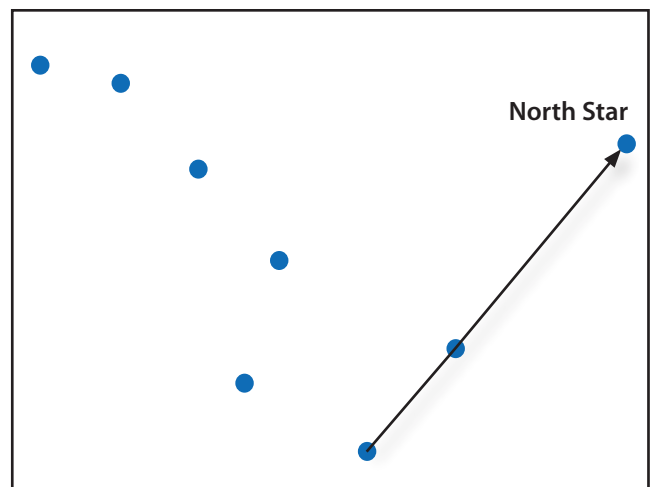
—Sojourner Truth, talking about how slavery tore families apart

Ask your students to write letters to these important historical people, telling them how their words contributed to changing the course of American history and why they feel the words are still important to us today.

Music 12 2.SL.5 8 2.RL.4

Escaping slaves used the North Star in the night sky to find their way up north to freedom. The constellation *Ursa Major*, also known as the Big Dipper, was called the Drinking Gourd by slaves in the Southern states. Regardless of the position of the constellation in the night sky, the two stars that form the front side of the gourd always point to the North Star and showed them the way to freedom.

In *A Picture Book of Harriet Tubman*, David A. Adler tells readers that Harriet “used songs as a secret code.” Harriet Tubman might have sung the song “Follow the Drinking Gourd” as she fled bondage in Maryland to freedom in Ohio. The song has a coded message that helped escapees find their way.



Sing the song with the class, then discuss the symbolism of the words. For the words and an explanation of the song, visit the NASA website at: <http://quest.nasa.gov/lrc/special/mlk/gourd2.html>

Personal Achievement



Civics/Cooperative Learning 18 3.W.3 13 3.SL.4

Many of the subjects of David A. Adler's biography series have made great achievements as a result of study, courage, conviction, intuition, curiosity, perseverance, and sheer will. Have students create a class personal achievement award named after one of those individuals whose accomplishments inspire Americans today.

The nominees for this award are:

- George Washington Carver
- Cesar Chavez
- Amelia Earhart
- Thomas Alva Edison
- Harry Houdini
- Helen Keller
- Jesse Owens
- Jackie Robinson



From *A Picture Book of Thomas Alva Edison*

After reading and discussing each biography with the class, divide the students into committees representing each candidate. Each committee should do further research and make a presentation to the class as to why the class's personal achievement award should go to their candidate. Students can write and deliver speeches, poems, and songs about their candidate's accomplishments, and draw posters with captions or slogans to be hung up around the room.

After presentations are made, the class will vote.
Committee members cannot vote for their own candidate.

Each student can vote for three candidates in order of preference.
1st-place vote = 5 points
2nd-place vote = 3 points
3rd-place vote = 1 point

The winner is the candidate who receives the most points. The class's personal achievement award will be named in his or her honor.

As a follow-up activity, have the children create and design the award.

At the end of the school year, the award can be bestowed on those students in the class who have shown great personal achievement during the school year.




Personal Achievement

Art 17 3.W.2 3 3.RI.1

Reading and learning about individuals who have achieved greatness through hard work and personal sacrifice is inspiring to all. The figures in this category exemplify the best. Have students recognize their achievements by creating commemorative cards in their honor. The front of the card should have a picture of the subject, and the back should list important information and dates. Use blank 3-inch x 5-inch index cards. A sample card is below.

Students can make one or more cards for each subject. They can also extend the activity to include all of the subjects from the David A. Adler Picture Book Biographies.

 <p>Jesse Owens</p> <p>Born: September 12, 1913 Died: March 31, 1980 Birthplace: Oakville, Alabama Triumphs: Overcame poverty, childhood illness, and racial discrimination College: The Ohio State University</p>	<p>Jesse Owens Accomplishments:</p> <ul style="list-style-type: none">• Won four gold medals in the 1936 Olympics• Named the World's Greatest Track-and-Field Athlete• Awarded the Presidential Medal of Freedom• Received the Living Legends Award
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Sign Language 20 3.W.7

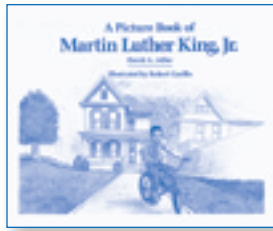
After reading about Helen Keller's achievements, students will learn that anything is possible as long as they have the will to accomplish it. Helen was able to communicate by spelling words into her teacher's hand using sign language symbols of the alphabet.

Show students how to sign using the Internet or a book from the library as a reference. Students can learn to spell their names using the sign language symbols. If they are able to see the signs, they should keep in mind that since Helen was also blind, she had to feel the shapes of the signs.



From A Picture Book of Helen Keller

The Civil Rights Movement



Role Playing **11** 3.SL.1 **3** 3.RI.1

After reading the books, have your students brainstorm what questions they would ask if they met these individuals. Then select four students to be part of a panel discussion. Three students will represent the figures in this group. The fourth will serve as moderator/introducer. Each panelist should talk in the first person about how the role he/she played in the civil rights movement. They should describe how they worked to make significant changes in the history of our democracy, the difficulties they encountered, and the thing they accomplished of which they are most proud.

After all of the panelists have spoken, the audience should ask the questions they have developed. These can be addressed to individuals or to the group.

“I Have a Dream” **10** 2.SL.2 **14** 2.W.1

Set the stage for your students to be eyewitnesses to history. It is August 28, 1963. You are in Washington, DC. The civil rights movement has been gathering strength and support and now its leaders have called for a demonstration. Your students are going to be reporters for their local newspaper, sent to the capital to cover this powerful event. They are on the mall, watching and listening to the centerpiece of the day’s activities.

Listen with your students to Martin Luther King, Jr.’s “I Have a Dream” speech. Access the text and view a video of the speech at the website of American Rhetoric: www.americanrhetoric.com/speeches/ihaveadream.html

Then have the students write their articles. Suggest the following for a three-paragraph article:

- 1** The reason for the demonstration—what it hopes to accomplish.
- 2** Dr. King’s speech and its message—students can report not only about the words, but about the way he delivered them.
- 3** The impact of the speech on the crowd—do the students think the speech will help the civil rights leaders accomplish their goals?

One Step Beyond: Oral History **16** 3.SL.1

Everyone has vivid recollections of memorable events that occur during their lifetimes. For the first half of the twentieth century, it was V-E Day and V-J Day that marked the end of World War II. For the second half of the twentieth century, it was the tragic assassinations of two beloved figures, John F. Kennedy and Martin Luther King, Jr.

Engage students in an oral history project to record the thoughts and recollections of parents, grandparents, teachers, and members of the community of these two great men.

Brainstorm with the class questions they would like to ask, including:

What can you tell us about them?

What is your fondest memory?

Where were you and what were you doing when each was killed?

How did the country react?

The children can record the responses in written word, audiotape, or videotape. After the children present the histories to the class, display them in the room under the banner “We Remember—An Oral History Project.”





History: Oral Presentations 19 2.W.7 9 2.SL.1

The women in this group affected the course of American history and the character of the United States. They lived at different times and focused on different issues, but they all shared the distinction of stepping up and acting when it was not common for women to do so.

Ask students to invite these nine women to an imagined television interview show. The class will act as producers of the show—providing the host with questions and with background information gleaned from the David A. Adler Picture Book Biographies.

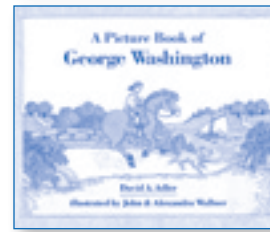
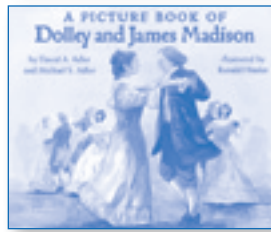
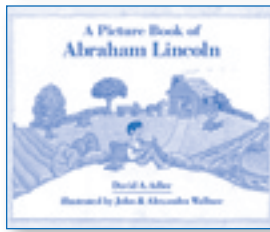
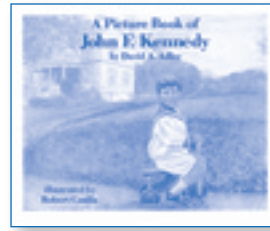
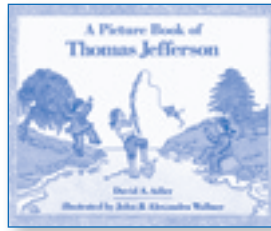
Lead a brainstorming session designed to help students develop interview questions. Since the situation is imagined, there are no restrictions of time and place. Children might ask these people not only about what they did, but also about what they think of contemporary American society and roles women now play.

Then ask children to volunteer for the roles of each woman and the interviewer. To make this more authentic, there should be an announcer, sponsors, and commercials. Some students might also develop a theme song for the program. If possible, students may wish to videotape the interview.



From *A Picture Book of Eleanor Roosevelt*

Presidents



From A Picture Book of George Washington

Social Studies 3 3.RI.1 4 3.RI.3

The six presidents in David A. Adler's Picture Book Biographies all had challenging and interesting childhoods. Have students discuss the childhood of each of the presidents lives and organize the information in a chart. Topics may include their family situation, personality type, likes and dislikes, hobbies, favorite sports, and school subjects.

Ask students to compare and contrast the information gathered on the various presidents. In a presidential election year, it might be interesting to include information on current candidates.

In his presidential inaugural address on January 20, 1961, John Fitzgerald Kennedy challenged the people of the United States by saying:

Ask not what your country can do for you—ask what you can do for your country.

The other people in this group of United States presidents probably asked themselves a version of this important question well before President Kennedy made his speech—and they continued to answer the question with their actions and their service.

Create a reproducible chart for students to list each individual's major accomplishments leading up to his presidency. This activity can be expanded to include other important historical figures.

Culminating Activity 19 3.RI.1

As a culminating activity, create a trivia game for the David A. Adler Picture Book Biography series using the entries students have been making in their American History Journals. Ask students to contribute at least five facts that they think are the most interesting from each book.

Each fact should be changed from a declarative statement into a question, such as:

Whom did Abraham Lincoln defeat for the presidency in 1860?

Have students write the question on one side of a 3-inch x 5-inch index card and the answer on the other side. Collect the cards and divide the class into four teams. Begin by asking a team one question. Team members can consult with one another. A correct answer gets 3 points. If a question is answered incorrectly, another team can try to answer it. If it is answered correctly, that team earns 2 points. The team with the most points wins.



From A Picture Book of John F. Kennedy

Adaptability Note

The activities suggested within this Educator's Guide can easily be adapted to conform to the listed Common Core Standards (www.corestandards.org) in the entire 1–3 grade range.

Language Standards: Vocabulary Acquisition and Use

1 1-2.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Reading Standards for Informational Text: Key Ideas and Details

2 2.RI.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3 3.RI.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4 3.RI.3

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.

Reading Standards for Informational Text: Craft and Structure

5 3.RI.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Reading Standards for Literature: Key Details and Ideas

6 2.RL.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

7 3.RL.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Reading Standards for Literature: Craft and Structure

8 2.RL.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Speaking and Listening Standards: Comprehension and Collaboration

9 2.SL.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

10 2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

11 3.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Speaking and Listening Standards: Presentation of Knowledge and Ideas

12 2.SL.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

13 3.SL.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing Standards: Text Types and Purposes

14 2.W.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

15 2.W.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

16 3.W.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

17 3.W.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

18 3.W.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Writing Standards: Research to Build and Present Knowledge

19 2.W.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

20 3.W.7

Conduct short research projects that build knowledge about a topic.

Name _____

My U.S. Map—1861

United States in the Spring of 1861



Directions: Label each state, then color the Union States blue and the Confederate States gray. Where is West Virginia?

- STATES:**
- | | | |
|-------------|----------------|----------------|
| Alabama | Louisiana | Ohio |
| Arkansas | Maine | Oregon |
| California | Maryland | Pennsylvania |
| Connecticut | Massachusetts | Rhode Island |
| Delaware | Michigan | South Carolina |
| Florida | Minnesota | Tennessee |
| Georgia | Mississippi | Texas |
| Illinois | Missouri | Vermont |
| Indiana | New Hampshire | Virginia |
| Iowa | New Jersey | Wisconsin |
| Kansas | New York | |
| Kentucky | North Carolina | |



From *A Picture Book of Robert E. Lee*

This reproducible is part of *An Educator's Guide to the David A. Adler Picture Book Biographies*.
To read *A Picture Book of Robert E. Lee* and other David A. Adler books published by Holiday House, visit your library or local bookstore.



From A Picture Book of Thomas Jefferson

Performance Reading of the Preamble of the Declaration of Independence

Name _____

Voice 1:

On July 2, 1776, in Philadelphia, Pennsylvania, the Second Continental Congress adopted a resolution:

ALL:

Resolved, That these United Colonies are, and of right ought to be, free and independent States,

Half the class:

that they are absolved from all allegiance to the British Crown,

Half the class:

and that all political connection between them and the State of Great Britain is, and ought to be,

ALL:

totally dissolved.

Voice 2:

The full Declaration of Independence, written mostly by Thomas Jefferson, was adopted two days later, on July 4, 1776. What follows is its preamble, or its statement of principles:

Voice 3:

In Congress, July 4, 1776. The unanimous Declaration of the thirteen united States of America,

Voice 4:

When in the Course of human events,

Voice 4 and 5:

it becomes necessary for one people to dissolve the political bands which have connected them with another,

Voice 5:

and to assume among the powers of the earth, the separate and equal station

Voice 6:

to which the Laws of Nature and of Nature's God entitle them,

Voice 7:

a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

ALL:

We hold these truths to be self-evident, that all men are created equal,

Voice 8:

that they are endowed by their Creator with certain unalienable Rights, that among these are

ALL:

Life, Liberty and the pursuit of Happiness.—

Voice 9:

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—

Voice 10:

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government,

Voice 11:

laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Voice 12:

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes;

Voice 13:

and accordingly all experience hath shewn, that mankind are more disposed to suffer,

Voice 14:

while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.

Voice 15:

But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism,

ALL:

it is their right, it is their duty, to throw off such Government,

Voice 16:

and to provide new Guards for their future security.

Voice 17:

Such has been the patient sufferance of these Colonies;

Voice 18:

and such is now the necessity which constrains them to alter their former Systems of Government.

Voice 19:

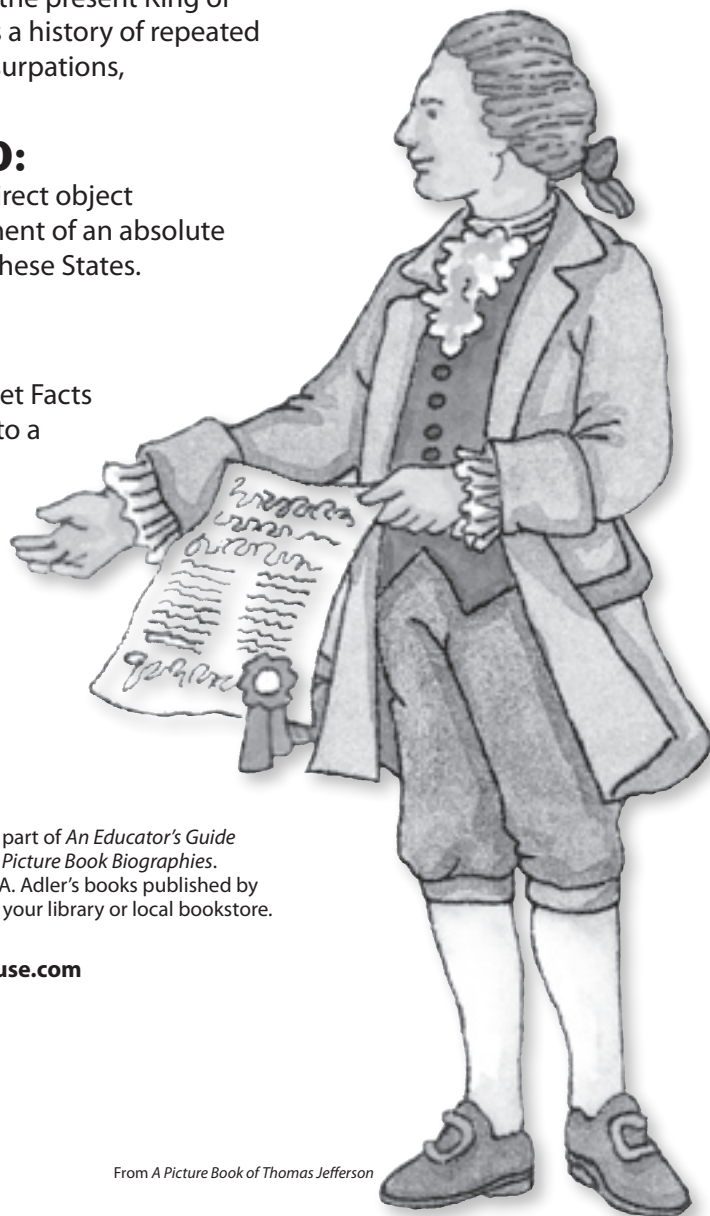
The history of the present King of Great Britain is a history of repeated injuries and usurpations,

Voice 20:

all having in direct object the establishment of an absolute Tyranny over these States.

ALL:

To prove this, let Facts be submitted to a candid world.



This reproducible is part of *An Educator's Guide to the David A. Adler Picture Book Biographies*. To read all of David A. Adler's books published by Holiday House, visit your library or local bookstore.

www.holidayhouse.com

MY READING CHECKLIST

Name _____ Grade _____

The David A. Adler Picture Book Biographies AN AMERICAN HISTORY BOOKSHELF



From A Picture Book of John Hancock

A Picture Book of . . .

- | | | |
|---|---|--|
| <input type="checkbox"/> Samuel Adams | <input type="checkbox"/> Patrick Henry | <input type="checkbox"/> Thurgood Marshall |
| <input type="checkbox"/> George Washington Carver | <input type="checkbox"/> Harry Houdini | <input type="checkbox"/> Jesse Owens |
| <input type="checkbox"/> Cesar Chavez | <input type="checkbox"/> Sam Houston | <input type="checkbox"/> Rosa Parks |
| <input type="checkbox"/> Christopher Columbus | <input type="checkbox"/> Thomas Jefferson | <input type="checkbox"/> Paul Revere |
| <input type="checkbox"/> Davy Crockett | <input type="checkbox"/> Helen Keller | <input type="checkbox"/> Jackie Robinson |
| <input type="checkbox"/> Frederick Douglass | <input type="checkbox"/> John F. Kennedy | <input type="checkbox"/> Eleanor Roosevelt |
| <input type="checkbox"/> Amelia Earhart | <input type="checkbox"/> Martin Luther King, Jr. | <input type="checkbox"/> Sacagawea |
| <input type="checkbox"/> Thomas Alva Edison | <input type="checkbox"/> Robert E. Lee | <input type="checkbox"/> Harriet Beecher Stowe |
| <input type="checkbox"/> Dwight David Eisenhower | <input type="checkbox"/> Lewis and Clark | <input type="checkbox"/> Sojourner Truth |
| <input type="checkbox"/> Benjamin Franklin | <input type="checkbox"/> Abraham Lincoln | <input type="checkbox"/> Harriet Tubman |
| <input type="checkbox"/> John Hancock | <input type="checkbox"/> Dolley and James Madison | <input type="checkbox"/> George Washington |

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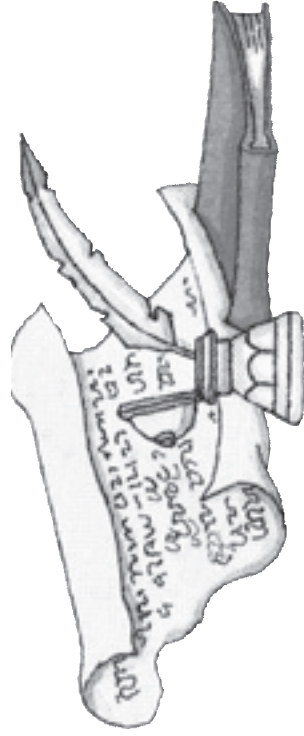
Certificate of Achievement

Congratulations!

Name

joined the class in reading the **David A. Adler Picture Book Biographies** from Samuel Adams to George Washington and knows American History!

Teacher's Signature



From A Picture Book of Thomas Jefferson



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David A. Adler

David A. Adler grew up “a dreamer” in a large family in New York City. He graduated from Queens College with a B.A. in economics and education and then worked for nine years as a math teacher in the New York City public school system. While teaching, David went on to earn an M.B.A. in marketing from New York University. It wasn’t until he was working on a Ph.D. in marketing that he had an epiphany that would change his life’s course dramatically. He was inspired to write his first book, *A Little at a Time*. His focus had now changed from marketing to writing, and in 1977, when he and his wife, Renée, had their first child, David took a child care leave from teaching and stayed home to take care of the baby—and to write. To this day he hasn’t gone back, and David Adler is now the award-winning author of more than 210 books for children, which cover an amazingly wide range of styles and topics.

David says:

“I am the second of six children, four boys and two girls, all very close in age. My parents encouraged each of us to be a unique individual—it was their way of lessening the competition among us. We each had our own interests and hobbies, filling up the third floor of our big, old house with antique tuxedos and cameras, bottle caps, car radios, historic newspapers, baseball cards, and our many other collections. One brother was a budding scientist, one a mathematician, and one a historian. One sister was an artist and the other a scholar. I was the dreamer.

“At one point, while attending an Open School Night for my middle son, I was reminded of my dreamy past. My son’s fourth-grade teacher was the same teacher I had as a fifth-grade student many years ago. She looked at me, smiled, and then told the roomful of parents, ‘A long time ago, when I just started teaching, David was in my class. I went to the principal and asked, ‘What should I do with David Adler? He’s always dreaming.’ ‘Leave him alone,’ the principal answered. ‘Maybe one day he’ll be a writer.’

“The inspiration for my nonfiction books is simply subjects I find fascinating. I’ve written biographies of Martin Luther King, Jr., George Washington, Abraham Lincoln, Benjamin Franklin, Helen Keller, Thurgood Marshall, Lou Gehrig, and others. In my biographies, it’s important that readers learn about the subject and his or her times. I have also written books on the Holocaust, science, math, and economics. I begin each work of fiction with the main character; the story comes after. Of course, since I’ll be spending a lot of time with each main character, why not write about someone I like? I love to write. It’s a joy for me to know that children enjoy reading what I write.”

David A. Adler, a former teacher, lives with his family in New York State. Visit him online at www.davidaadler.com.

Books by David A. Adler

Picture Book Biographies Grades K-3

A Picture Book of...

Abraham Lincoln*

Illustrated by John and
Alexandra Wallner
HC: 978-0-8234-0731-6
PB: 978-0-8234-0801-6

Amelia Earhart*

Illustrated by Jeff Fisher
HC: 978-0-8234-1315-7
PB: 978-0-8234-1517-5

Anne Frank

Illustrated by Karen Ritz
HC: 978-0-8234-1003-3
PB: 978-0-8234-1078-1

Benjamin Franklin*

Illustrated by John and
Alexandra Wallner
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PB: 978-0-8234-0882-5

Cesar Chavez*

by David A. Adler and
Michael S. Adler
Illustrated by Marie Olofsdotter
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PB: 978-0-8234-2383-5

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HC: 978-0-8234-0857-3
PB: 978-0-8234-0949-5

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Illustrated by John and
Alexandra Wallner
PB: 978-0-8234-1343-0

Dolley and James Madison*

by David A. Adler and
Michael S. Adler
Illustrated by Ronald Himler
HC: 978-0-8234-2009-4

Dwight David Eisenhower*

Illustrated with photographs
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PB: 978-0-8234-1830-5

Eleanor Roosevelt*

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PB: 978-0-8234-1157-3

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Michael S. Adler
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Louis Braille

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PB: 978-0-8234-1665-3

Sam Houston*

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Samuel Adams*

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Illustrated by Ronald Himler
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Sojourner Truth*

Illustrated by Gershom Griffith
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PB: 978-0-8234-1262-4

Thomas Alva Edison*

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PB: 978-0-8234-1414-7

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PB: 978-0-8234-0881-8

Thurgood Marshall*

Illustrated by Robert Casilla
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PB: 978-0-8234-1506-9



Books by David A. Adler

Biographies

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Grades 4 up

Dr. Martin Luther King, Jr.: A Holiday House Reader Level 2

Illustrated by Colin Bootman
HC: 978-0-8234-1572-4
PB: 978-0-8234-1803-9
Grades Pre-3

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Illustrated by Donald A. Smith
HC: 978-0-8234-1596-0
Grades 1-4

Frederick Douglass

A Noble Life
Illustrated with photographs
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Grades 5 up

George Washington

HC: 978-0-8234-1838-1
Grades 5 up

Harriet Tubman and the Underground Railroad

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Grades 5 up

Helen Keller A Holiday House Reader Level 2

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Grades Pre-3

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HC: 978-0-8234-2008-7
Grades 1-5

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