

Think of a favorite read aloud from your life - one that was read to you or one you read aloud to others. What makes it stick in your memory? Use the chat to discuss with your (virtual) tablemates as they arrive. Be sure to introduce yourselves if you don't know one another.

Getting More Bang
for Your Book:
Read Alouds and
Elementary Social
Studies Inquiry



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GaDOE Social Studies Program
Specialist

May 2020

Think about it

“If history were taught in the form of stories, it would never be forgotten.”

Rudyard Kipling

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Our agenda for today's session

- Opener quote
- Look For's - overview of inquiry
- Peeling back an inquiry based read aloud centered lesson
- Finding new titles
- Read aloud tips
- Closing







GOODFELLOW AIR FORCE BASE, Texas -- Base volunteers read stories to children about Martin Luther King Jr. during the MLK book reading at the Child Development Center Jan. 14.

Look Fors of Social Studies Inquiry



Look For's for Social Studies: What to See in a Good Social Studies Inquiry Lesson

	<p>Essential Question</p> <ul style="list-style-type: none"> • Open-ended • Recurs over time • Transferable ideas • Requires justification • Higher order thinking 	
<p>SWIRL</p>	<p>Speaking Writing Illustrating Reading Listening</p>	
	<p>Source Analysis</p> <ul style="list-style-type: none"> • primary and secondary • documents • images • visual & audio media • artifacts 	
	<p>Civic & civil discourse</p> <ul style="list-style-type: none"> • debate • discussion • engagement • taking informed action 	
	<p>Historical Thinking*</p> <ul style="list-style-type: none"> • multiple perspectives • sourcing (why, when, how) • context • claims/evidence & guided argumentation 	

* historical thinking encompasses economic decision making, geospatial reasoning, and civic mindedness as well as thinking like an historian.

3 Goals for Today

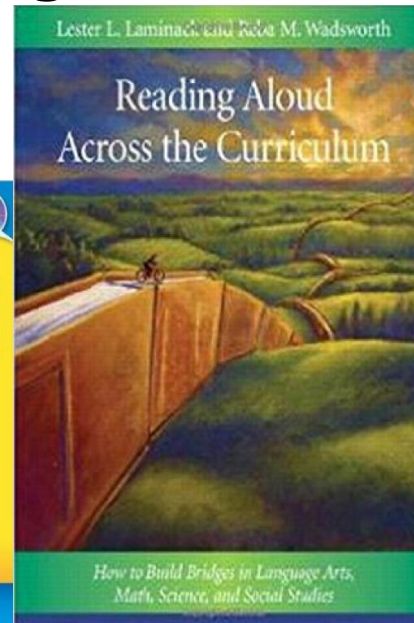
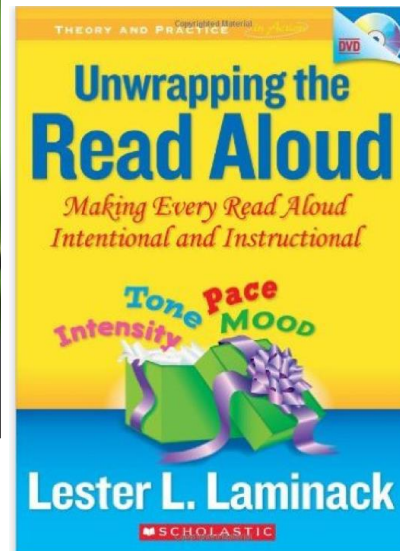
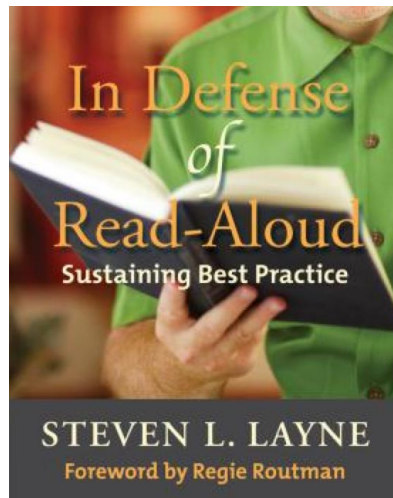
- Explore why we want read alouds in Social Studies.
- Review some quick read aloud tips.
- Build your own read aloud list of favorites to use in social studies and beyond.

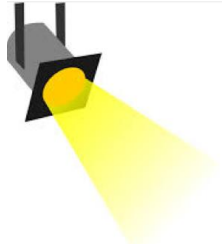
Review of Read Aloud Tips

- Launch the book successfully, using such ideas as:
 - Picture walk
 - Book talk/commercial
 - Author profile
 - Book trailer
 - Theme/topic link
 - Just start reading
- Pick books (poems, songs, genres) that help your students “listen up.”
- Ask students, “What is the movie in your mind at this point?” at strategic stopping points.
- Plan strategically for the end of the read aloud...have time to discuss.
- Think about how you’ll use the read aloud in multiple ways.

Successful Read Aloud Guidelines

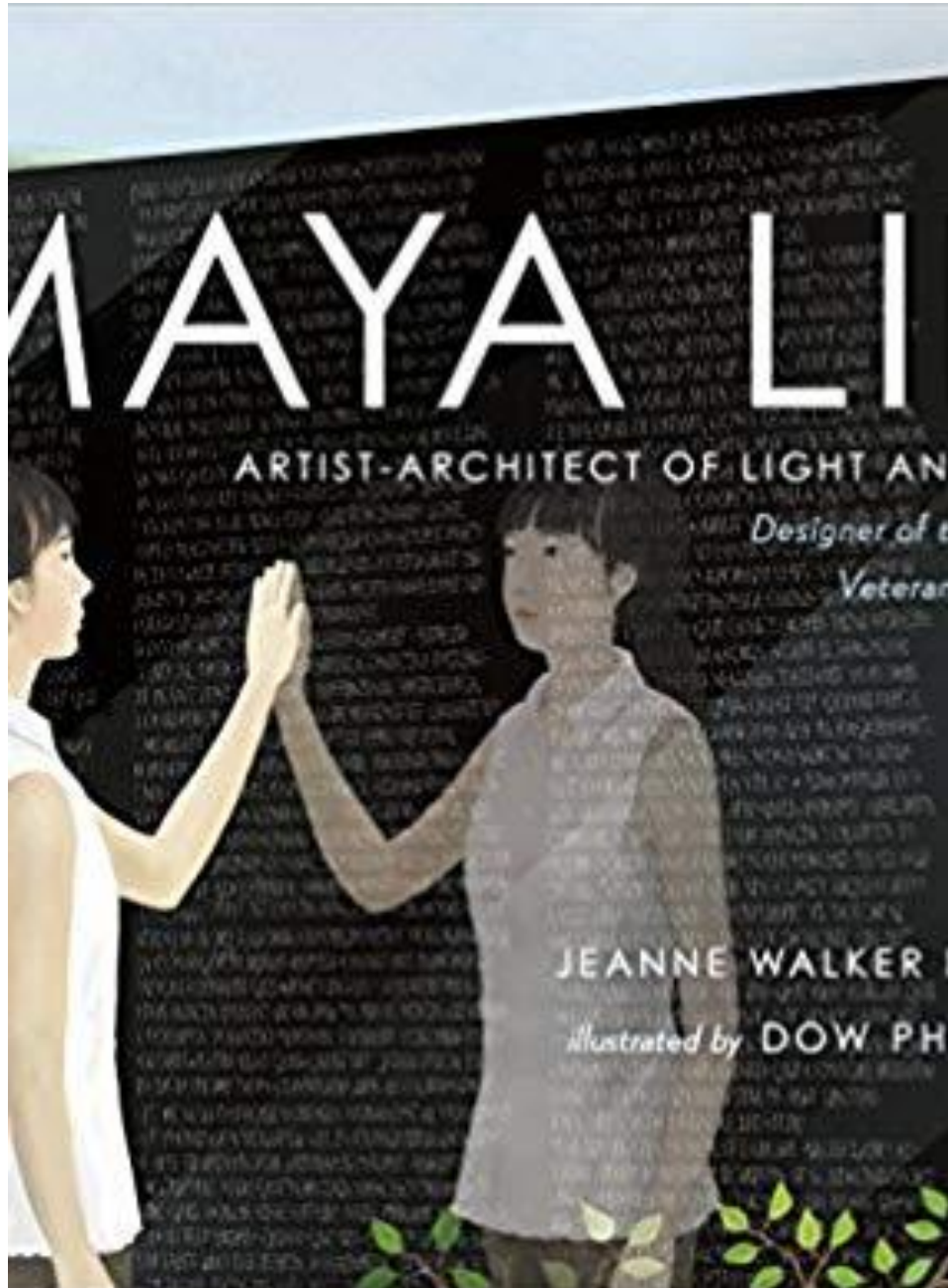
For those who want to hone your read-aloud skills, see the following....





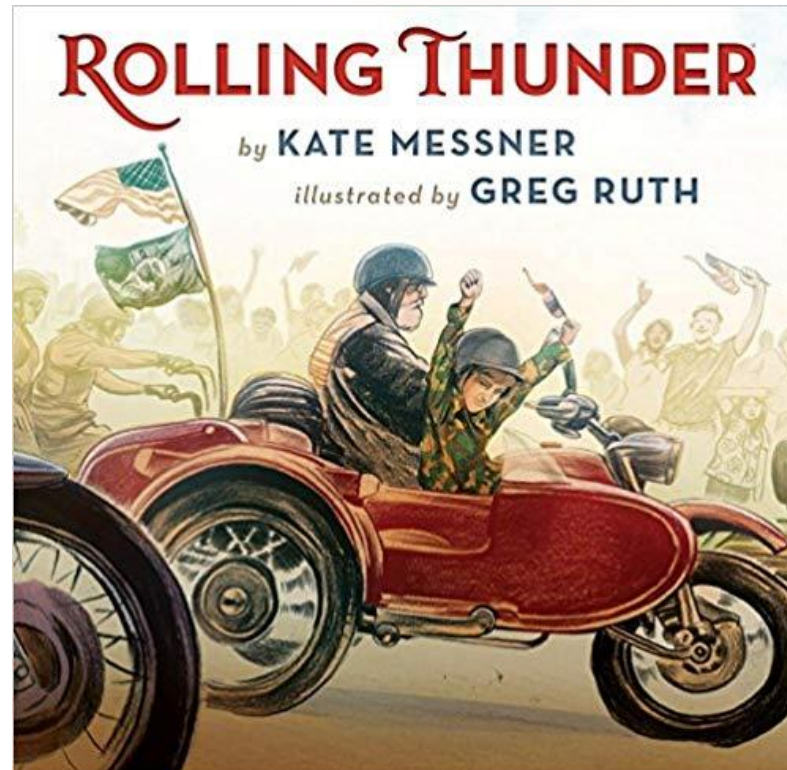
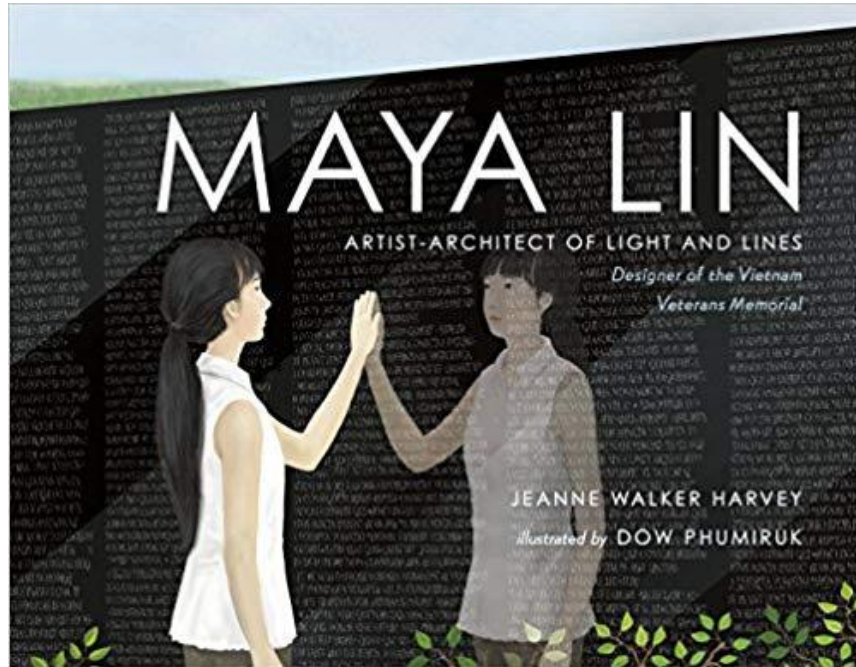
Spotlight Book 1: *As you listen, think about:*

- Social Studies tasks built on this book
- Literacy tasks built on this book
- Map/Globe and Information processing skills you might reinforce
- When to use - launch/summarize/?
- How to use to promote historical thinking
- Other ideas



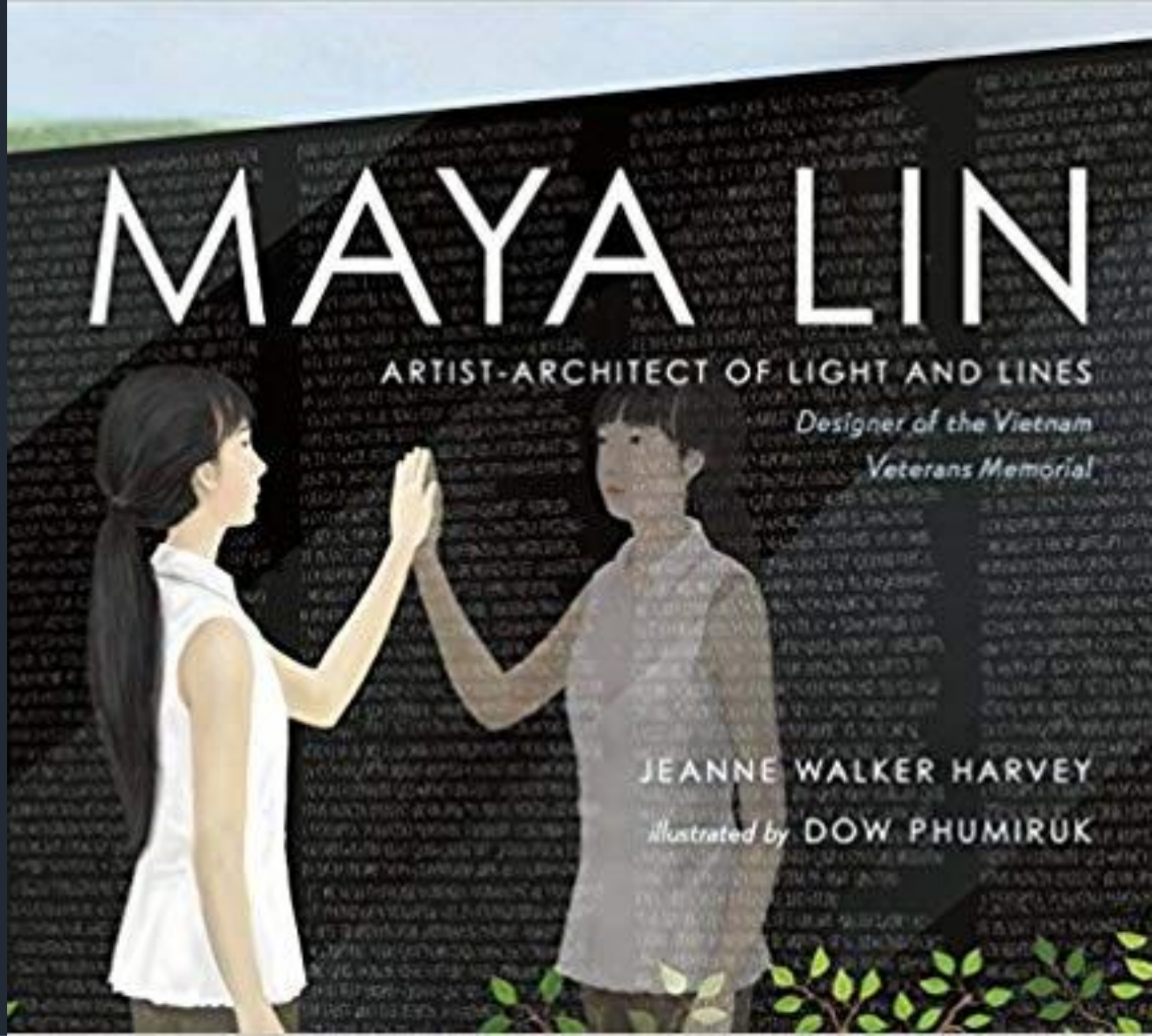
ROLLING THUNDER & MAYA LIN:
PLUGGED & UNPLUGGED IDEAS

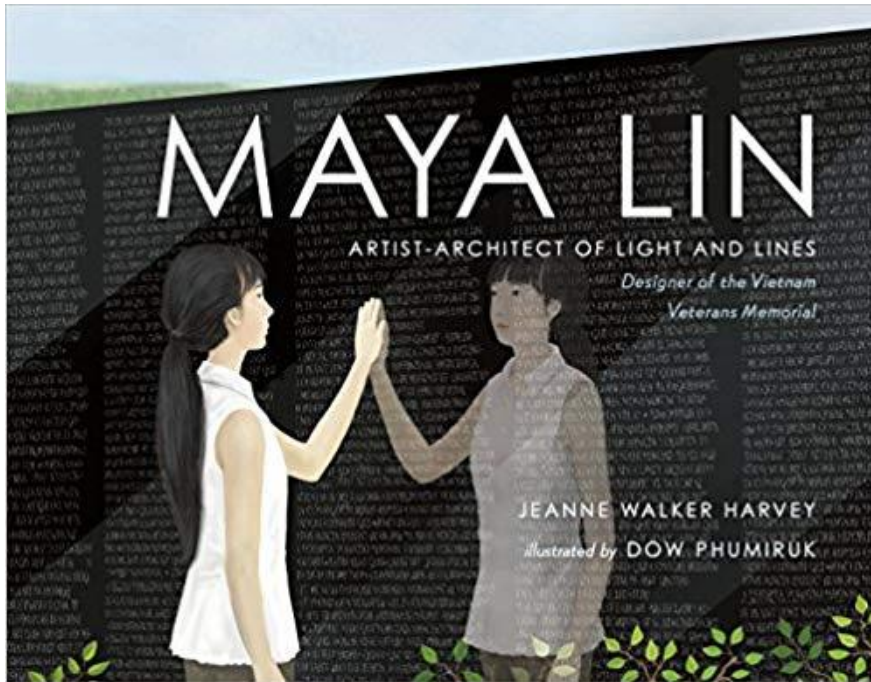
Spotlight books



Introducing the book

- ▶ How do we remember important events or people in our lives?
- ▶ What do we mean by remember?
- ▶ What are memorials?
- ▶ What kinds of memorials do we have in our neighborhood, community, town, state, or country?





paintbrushes
 paint tubes
 colored pencils
 mixing tray
 watercolors
 clipboard
 sponge
 sketchbooks

Author's Note

When I was a senior in college in 1981, I was thrilled to learn that another senior in college, the twenty-one-year-old Maya Lin at Yale University, had won the national contest with her stunning design for the Vietnam Veterans Memorial in Washington, D.C. I closely followed the news of the governmental hearings and challenges to her simple yet powerful design.

Maya explained that the monument should not be about what people thought of the Vietnam War, a controversial conflict in which the United States backed South Vietnam against communist North Vietnam. Instead, she wanted the piece to be honest about the loss of lives in war and to honor the sacrifices of all who served.

The concept of time reflected by the physical placement of the names on the wall, and of the wall itself in Constitution Gardens on the National Mall, was an important aspect of Maya's design. She insisted that the names be listed not alphabetically but chronologically by casualty date or date deemed missing during the Vietnam War, from 1959 to 1975. The names begin in the middle of the memorial and loop back, creating a circle of time, or a sense of closure. And the tips of the wall point to the Lincoln Memorial and the Washington Monument to connect the Vietnam Veterans Memorial with the nation's past.

Famous throughout the world, Maya has authored books about her work and received many awards. In 2005, she was inducted into the National Women's Hall of Fame. In 2009, Maya was awarded the National Medal of Arts.

She views herself as an artist-architect and has designed numerous site-specific installations, buildings, memorials, and sculptures. As with the Vietnam Veterans Memorial, her Civil Rights Memorial and the

Women's Table reference strong historical and cultural issues. As a committed environmentalist, Maya focuses on projects that bring awareness to biodiversity and habitat loss.

Born on October 5, 1959, in Athens, Ohio, Maya grew up in that college town, where her parents were professors. Her older brother is a poet and professor. She currently lives in New York City with her husband, and they have two daughters.

To learn more about Maya Lin and the Vietnam Veterans Memorial, visit Maya's studio website, mayalin.com; vvmf.org/vietnam-memorial-wall-design; and thewall-usa.com/information.asp.

favorite pencil
 pastels
 doll
 blueprints
 stencil
 compass
 notebook
 T-square
 triangle
 rulers
 rendering
 X-ACTO knives
 3-D model to scale

Maya Lin holds a scale model of her design on May 6, 1981.

www.mayalin.com

www.vvmf.org/Vietnam-memorial-wall-design

www.thewall-usa.com/information.asp

HOME > BLOG TOPICS > PAIRING PRIMARY SOURCES AND PICTURE BOOKS: MAYA LIN: ARTIST-ARCHITECT OF LIGHT AND LINES BY JEANNE WALKER HARVEY

Pairing Primary Sources and Picture Books: Maya Lin: Artist-Architect of Light and Lines by Jeanne Walker Harvey

BY TOM BOBER on 11/16/2017 · (0)

Earlier this school year, a high school librarian contacted me about how her students could interact with primary sources. Specifically, students were looking at photos of artifacts left at the Vietnam Veterans Memorial in Washington, D.C. Students were encouraged to ask questions after looking at the photos and reading short biographies of the soldiers from the area. Ultimately, the librarian wasn't happy with how the lesson concluded. After a few questions on my part, I had some suggestions, which included the picture book [Maya Lin: Artist-Architect of Light and Lines](#). The book focuses on Maya Lin, designer of the Vietnam Veterans Memorial.

Framing the Viewing of Primary Sources

Before bringing in the picture book, I suggested guiding the analysis of the primary sources with an overarching question. Even older students, when asked to view photos may feel lost when trying to analyze photos and develop deep questions. Focusing the analysis of the photo can help students target their own observations, thinking, and questions. This lesson was centered on the Vietnam Veterans

<https://knowledgequest.aasl.org/pairing-primary-sources-picture-books-maya-lin-artist-architect-light-lines-jeanne-walker-harvey/>

- Linking the book to primary sources – items and letters left at the Vietnam Wall
- Relating primary sources to Maya Lin's design for Vietnam Memorial competition
- Discussing how and why we memorialize people and events

Write and draw activity about
memorials at

<http://www.judynewmanatscholastic.com/blog/2020/02/maya-lin-artist-architect-jeanne-walker-harvey/>

JUDY NEWMAN at Scholastic



LIFE OF A READER

BOOK BOYS

BOOK TALKS

BEHIND THE SCENES

COOKED UP FROM A BOOK

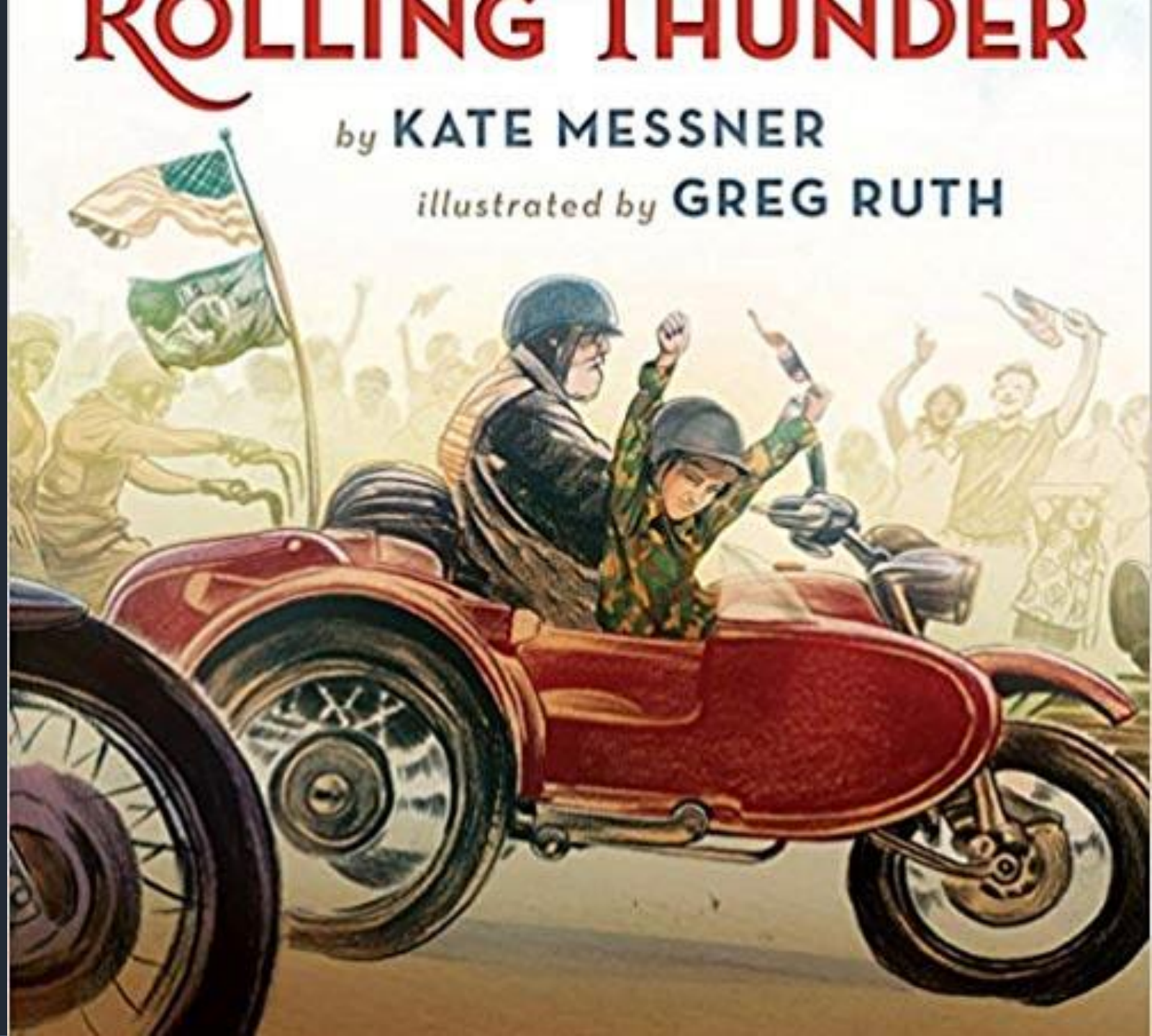
Scholastic
Book Clubs

by Alana Pedalino

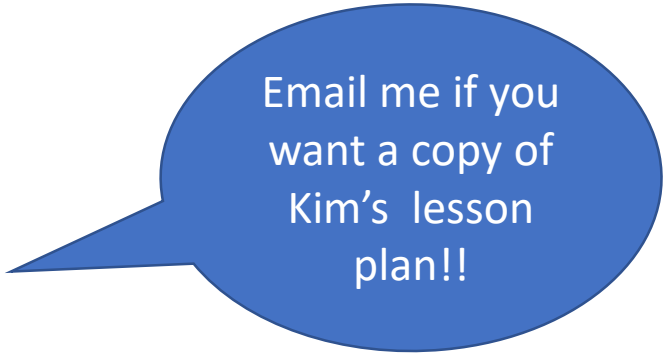


Introducing Rolling Thunder

- ▶ How do we remember important events or people in our lives?
- ▶ What is a veteran?
- ▶ How and why do we remember veterans?
- ▶ What does it mean to honor someone?
- ▶ How does this book connect to the book about Maya Lin?



Ideas for *Rolling Thunder* from Kim Heckart



Email me if you
want a copy of
Kim's lesson
plan!!

Video analysis

- Do a video think aloud with one or more of these videos
 - Official Rolling Thunder video
 - Saluting soldier video
 - Honoring veterans video

Writing/reading connections

- Narrative piece on remembering or honoring others
- Write a thank you letter to a veteran
- Read *The Wall* or *The Poppy Lady* and make connections.

Photo/map analysis

- Memorials
- Veterans events and images
- Map of parade route

Arts connections

- Draw a picture or create a sculpture that honors veterans.
- Collect songs that could be used at a veterans event.
- Create your own song.
- Design a skit or dramatization of a scene or the action from either or both books spotlighted.



Rolling Thunder website

- <https://www.rollingthunderrun.com/>



Rolling Thunder Washington, D.C. Inc.

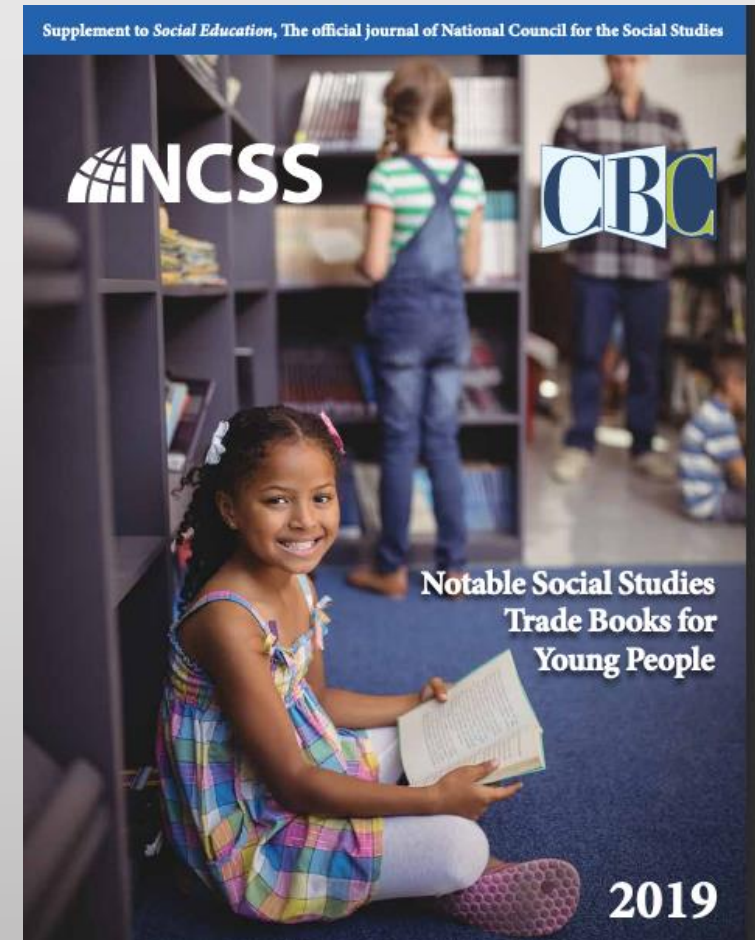
Mission Statement:

Rolling Thunder Washington, DC, Inc's mission is to educate, facilitate, and **never forget** by means of a demonstration for service members that were abandoned after the Vietnam War. The Demonstration Run has also evolved into a display of patriotism and respect for all who defend our country.

Amendment Demonstration Run:

Where to find great titles – especially for Social Studies

- Notable Tradebooks in Social Studies – <https://www.socialstudies.org/publications/notables>
- Carter Woodson Award Winners - <https://www.socialstudies.org/awards/woodson/winners>
- Georgia Council for Social Studies – Children’s Literature page <http://www.gcss.net/site/page/view/childrens-literature>



Other book titles I just have to share

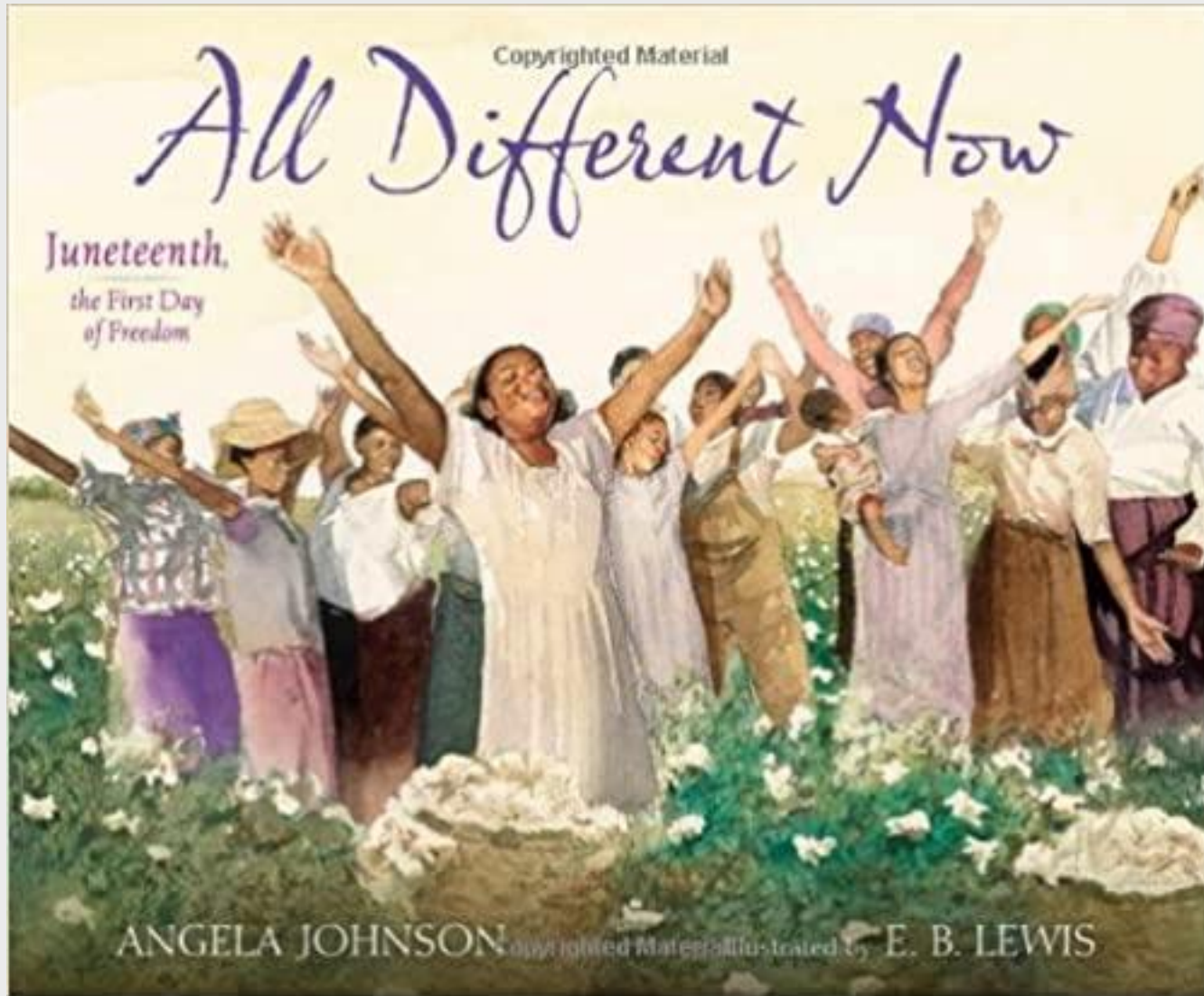
A variety pack of 10 titles that you will want to explore!

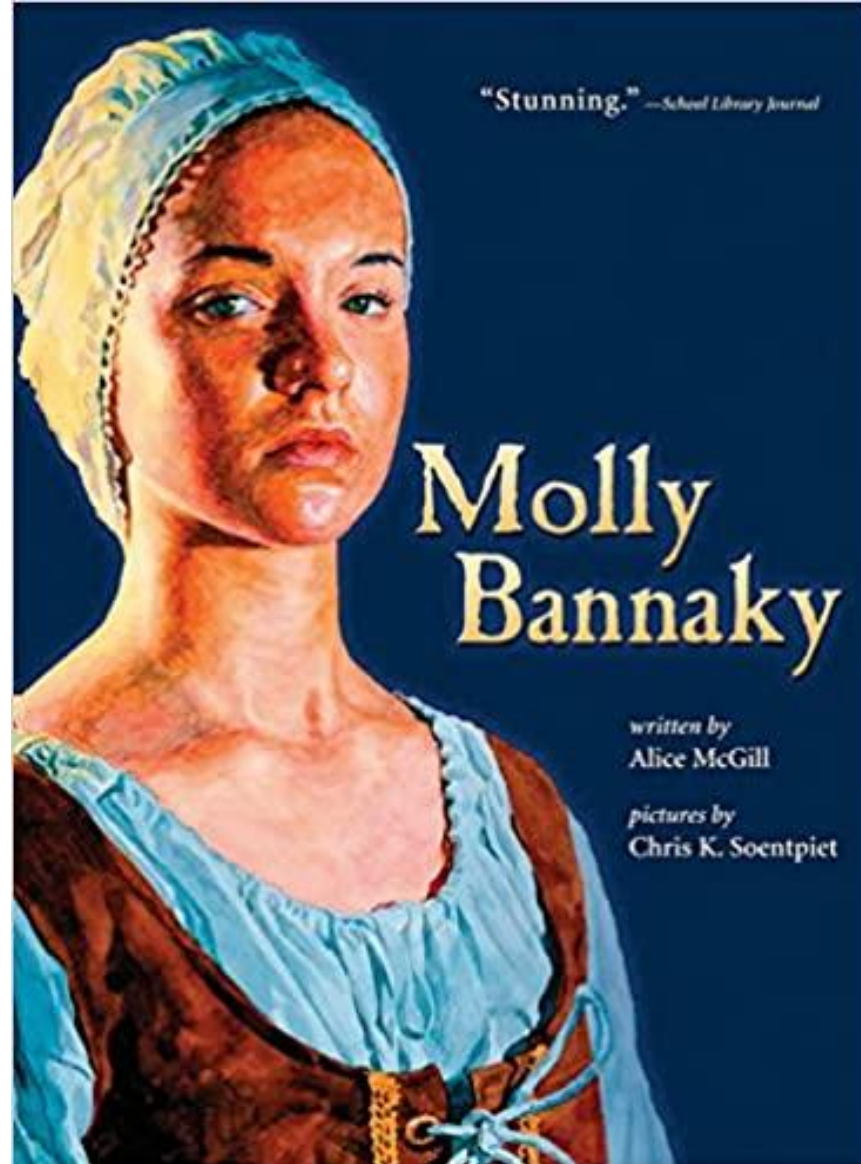
We Are Grateful

Otsaliheliga · ᄒᄒᄒᄒᄒ



TRACI SORELL Illustrated by FRANÉ LESSAC



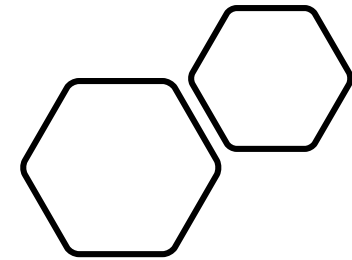
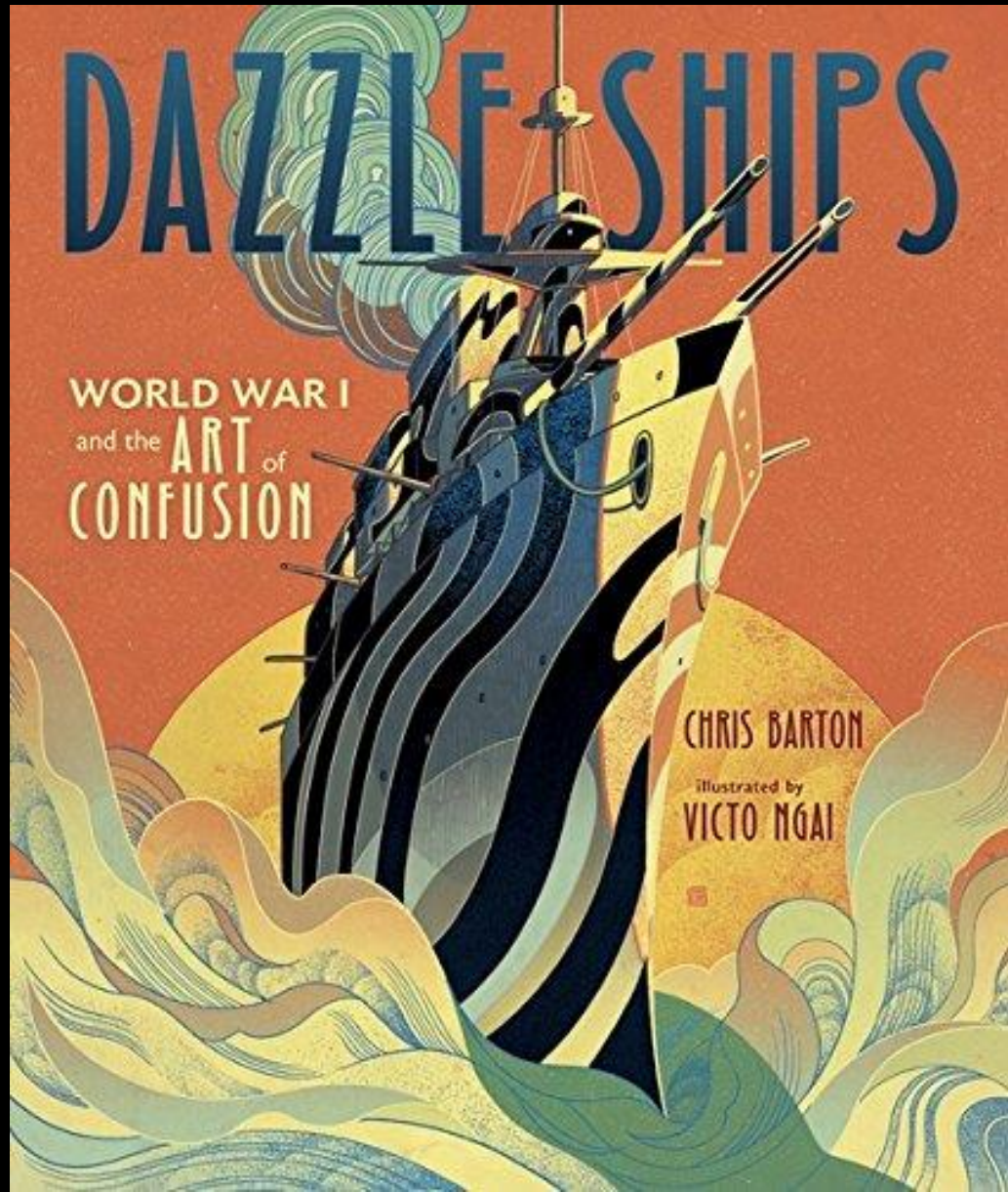


"Stunning." —*School Library Journal*

Molly Bannaky

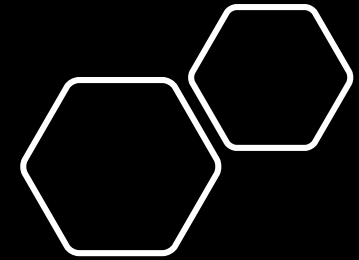
written by
Alice McGill

pictures by
Chris K. Soentpiet



KWAME ALEXANDER ★ KADIR NELSON

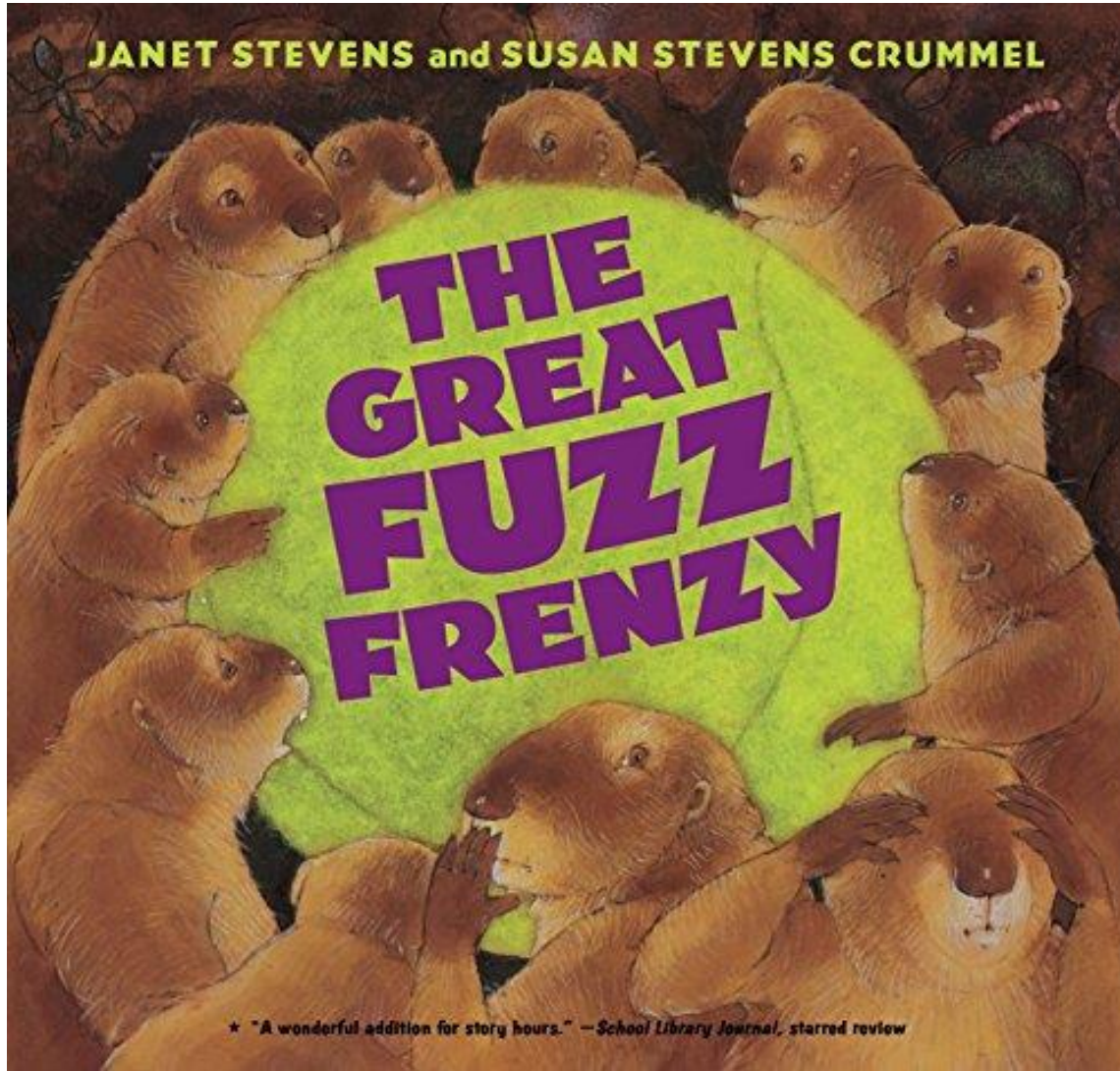
THE UNDEFEATED



JANET STEVENS and SUSAN STEVENS CRUMMEL

THE GREAT FUZZ FRENZY

★ "A wonderful addition for story hours." — *School Library Journal*, starred review



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Christy Hale

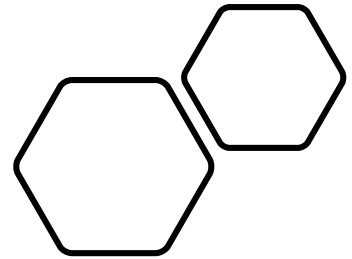
water

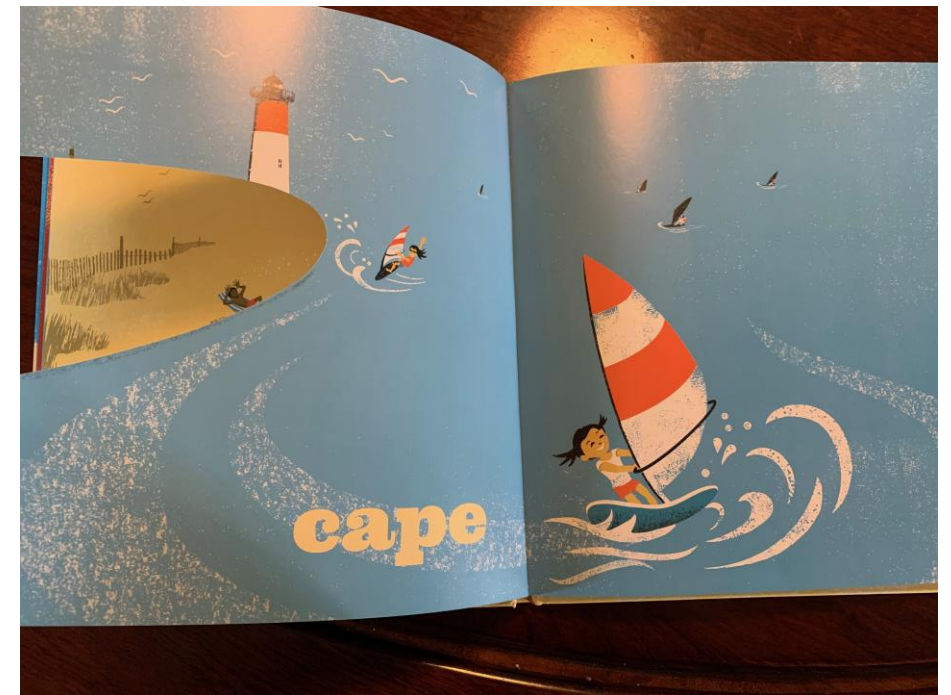
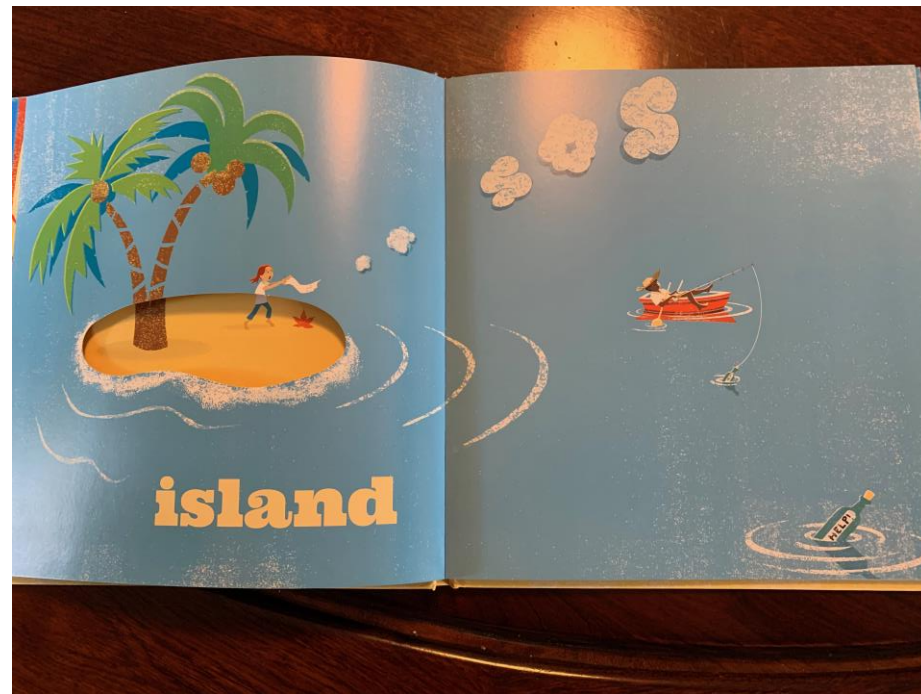
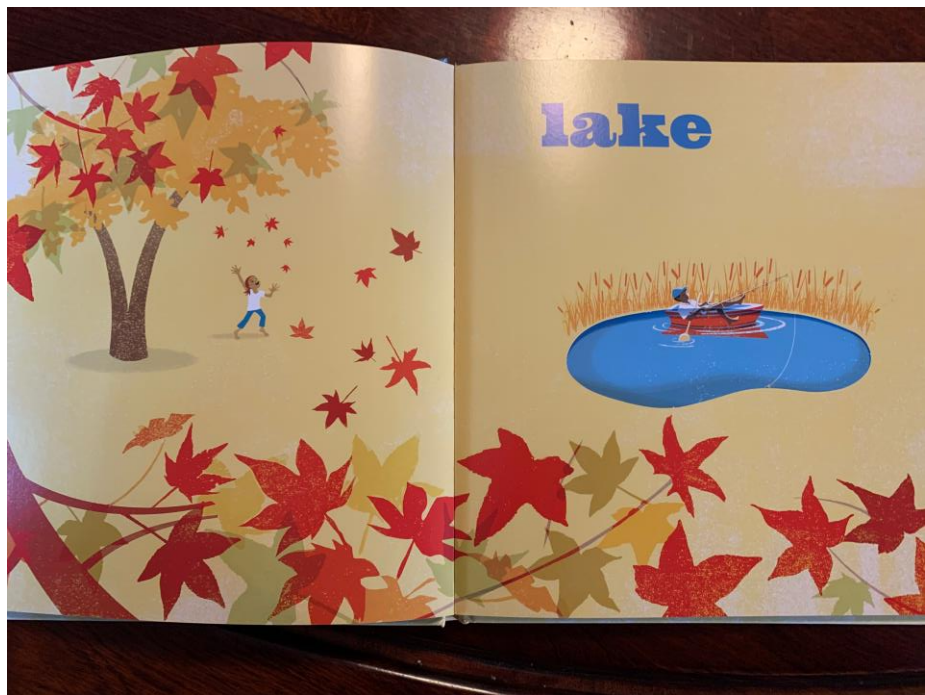


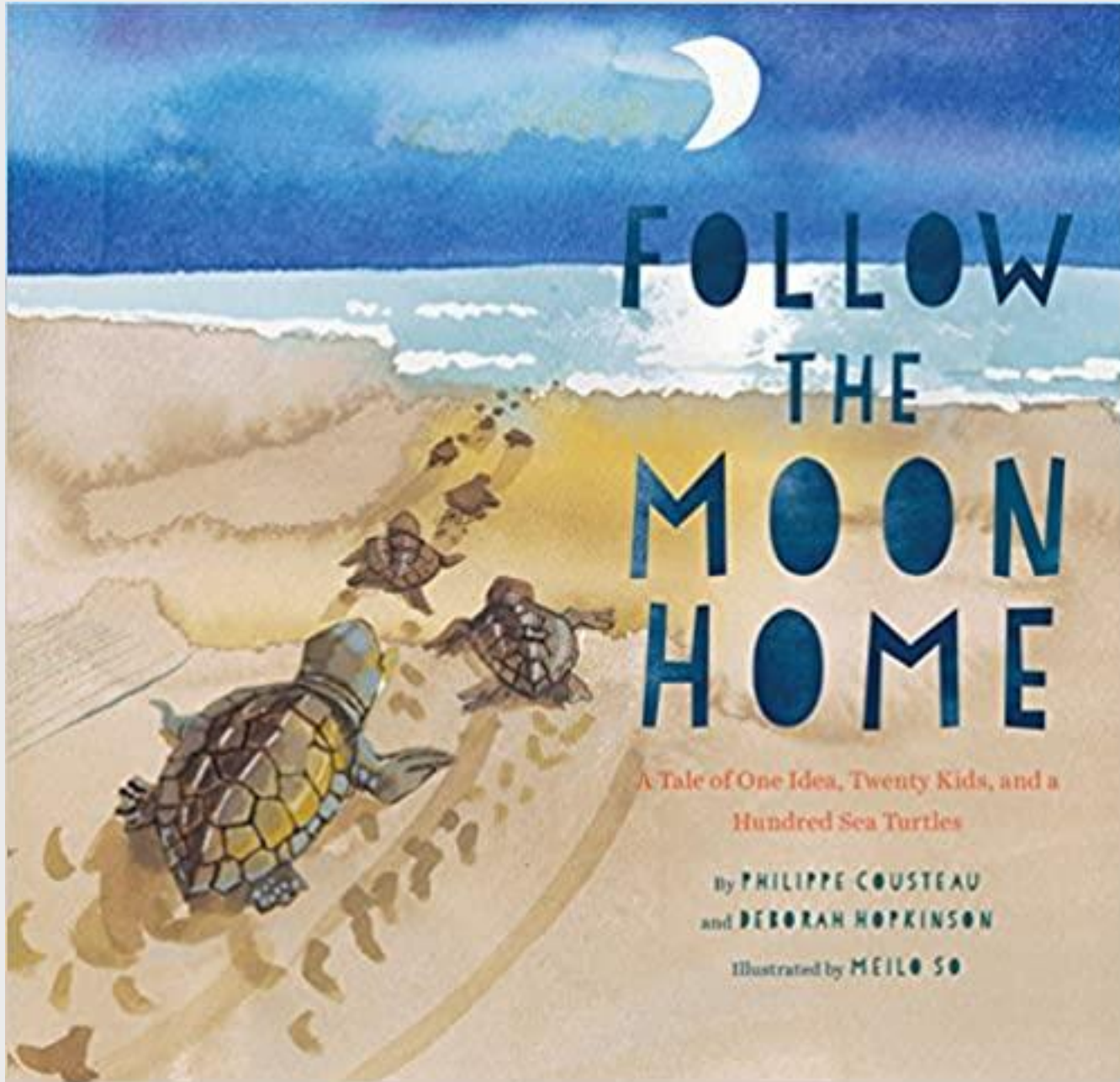
land

Land and Water Forms Around the World

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More about Read Alouds

Tips, research base, how and why

WHY Use Read Alouds in Social Studies

- Research strongly supports the effective use of read alouds across the curriculum.
- Use to provide or establish common background knowledge or set up your lesson or unit EQ or focus.
- Read alouds can be used to introduce, develop, or extend the unit or topic under study.



WHY we want to read aloud? Because we can help our students to...

- Change attitudes about books and reading and foster a love of reading.
- Listen to and comprehend a book on a significantly higher level than if they were reading silently.
- Stimulate language development.
- Understand characters better, including themselves.
- Go beyond stereotypes and become more tolerant of differences in the world.
- Become part of a thoughtful classroom community through the deep reflection and discussion a great read-aloud can promote.
- Value the role of stories in our lives.

Steven L. Layne, 2015

What the Research Says (a small sampling)



- Reading aloud improves our students’:

- Vocabulary acquisition (Beck and McKeown, 2001, Kindle 2009, McGee and Schickedanz 2007, Routman, 2003, etc.)
- Comprehension (Elster 1994, Knoth 1998, Kraemer, McCabe, and Sinatra 2012; Richardson 2000, etc.)
- Engagement (Albright and Ariail 2005, Morrison and Wlodarczyk 2009)
- Attitudes (Braun 2010, Krashen 2004, Layne 2009, Trelease 2013)
- Understanding of text types (Donovan, Milewicz, and Smolkin 2003)
- Ability to become more culturally sensitive (Irvine and Armento 2001, Morgan 2009, Routman 2003, Verden 2012)
- Rapport with the teacher and classmates (Atwell 2007, Pardeck 1990, Routman 2003)

Previous research, especially that of *Becoming a Nation of Readers*, the landmark study of 1985, laid a firm grounding for the high value and return for reading aloud across the curriculum to our students, k-12.

Google it: “Why should teachers read aloud to their students?”



1,290,000
results

Read Aloud Guidelines from Lester Laminack

3 intentions – inspire, invest, and instruct

Criteria for selecting good read-alouds:

- Know your students.
- Know children’s literature, authors, and illustrators and keep up with new titles.
- Make it a regular occurrence or ritual at a specific time.
- Group books by author, genre, text structure, topic, theme.
- Layer some readings, either by re-reading picture books, poems, etc., or for longer works, reading over time.



guidelines

Favorite ways to introduce a book:

- Picture Walk
- Book Talk/Commercial
- Author Profile
- Theme/Topic Link
- Just Start Reading

Read Aloud Guidelines from Steven L. Layne



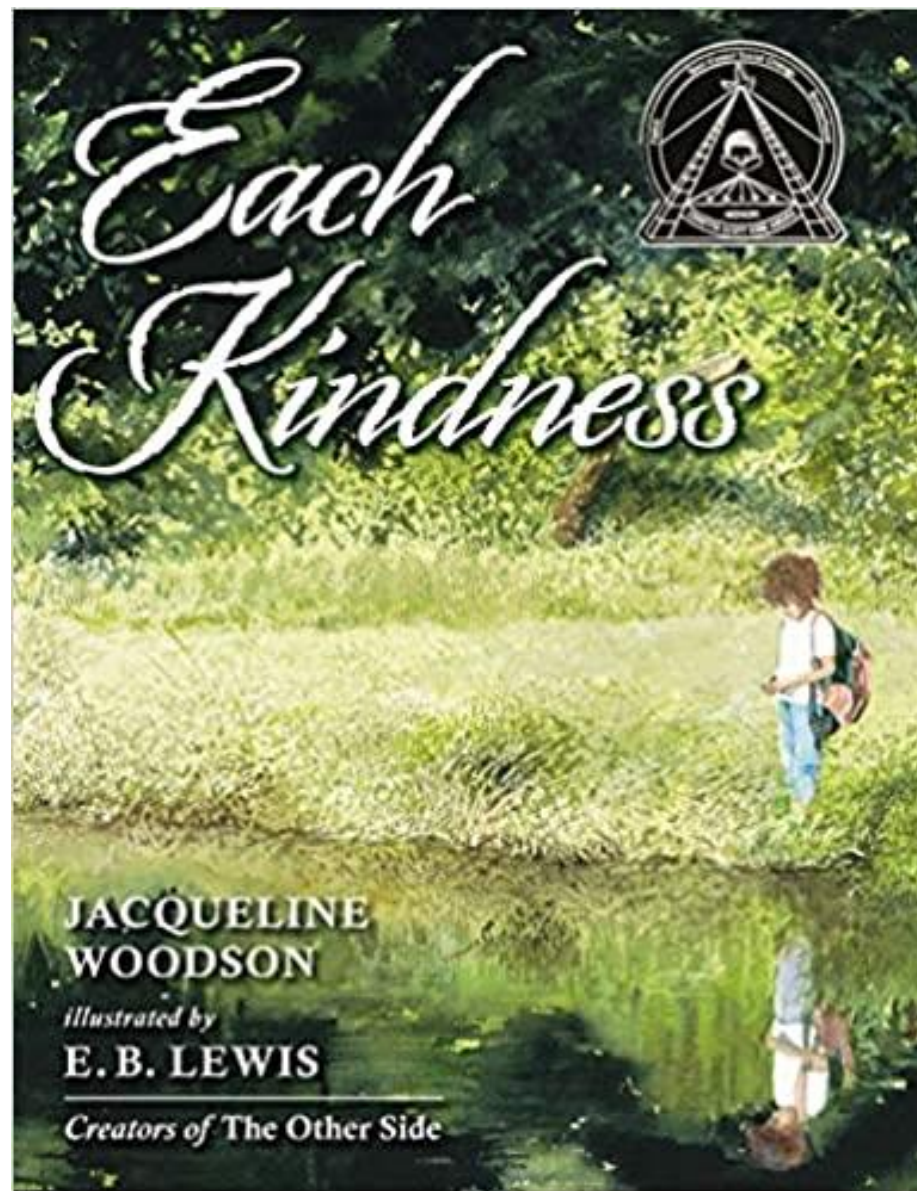
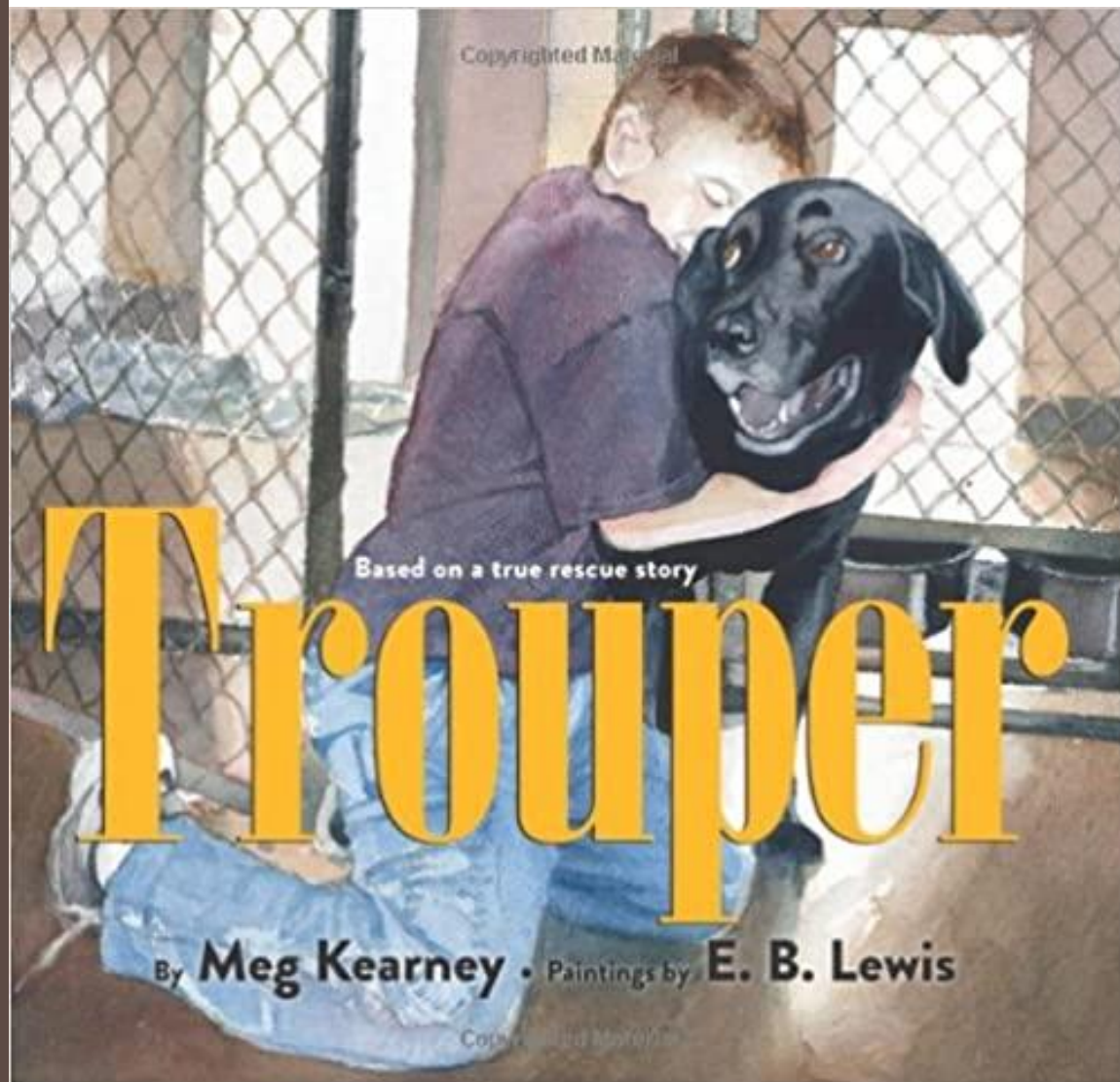
guidelines

- Become familiar with the book before reading it.
- Launch the book successfully. For books longer than picture books, use a book trailer, reviews, visit author's website, or a thorough preview of the book.
- Provide a purpose for listening.
- Work out an advantageous seating arrangement.
- Plan stopping points: "Every stopping point is a secret reading-skill-reinforcement lesson just waiting to happen." (p. 34)
- Teach reading skills such as visualization, inferring, and sequencing. For visualizing, use a phrase like "what is the movie in your mind at this point?"

(even more) Read Aloud Guidelines from Steven L. Layne

- Plan strategically for the end of the read-aloud. Make sure there's time to discuss; don't delegate the ending to another reader; use it as a springboard to other rich learning experiences.
- Work out a positive solution for those students who get the book and read ahead.
- Choose and balance the books and genres we read aloud. Don't forget poetry and non-fiction.
- Limit interruptions to read aloud time.
- Pick books that help your students "listen up" – avoid books they will easily read themselves.

guidelines





Please take a moment to give some feedback on today's session.

<https://forms.gle/i37at9uYGMzfnQcr8>

Name of session:

**Getting More Bang for Your Book in
Elementary Social Studies**

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