



# 4-5 Choice Board

## Week 3

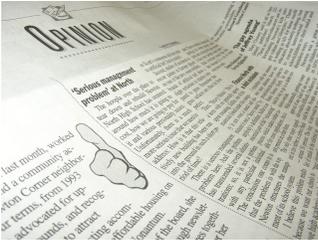
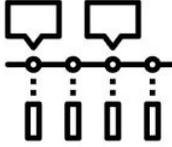
## Grades 4-5 Historical Figure or Event Choice Board - Week Three

Pairs with any nonfiction historical text.

Note: A nonfiction historical text may include a factual article, a factual book on a topic of your choice, a documentary on TV or on the internet, a virtual field trip tour, or any other way a student has accessed factual information.



**Directions:** For each section, choose a historical figure or event from the provided 4th-5th grade lists. Choose options from the menu below to complete throughout the week. Set a goal for how many sections you plan to complete this week.

<p><b>1</b> <b><u>Write a Letter:</u></b> Choose a place related to your historical figure or event that you should visit to learn more about your topic. Write a letter to your family describing why you chose this place, what you could learn on your trip, and the sights that would be most significant.</p> <p>Prufrock Press Inc. • Differentiating Instruction With Menus: Language Arts • Laurie E. Westphal</p>	<p><b>2</b> <b><u>Pack Your Suitcase:</u></b> Plan to pack your suitcase for a visit to a place that is related to the topic of your historical event or figure. Create a checklist that specifically names at least ten items you'd need on your trip. Beside each item, explain its significance and why or how it's related to your historical event or figure.</p>	<p><b>3</b> <b><u>Nonfiction Questioning Ladder:</u></b> Choose a text that informs you about a historical figure or event. Complete the nonfiction questioning ladder that is attached. Be sure to start this activity at the first question located at the bottom. Just like climbing a ladder, start at the bottom and work your way to the top.</p> <p><b>? ? ?</b></p>
<p><b>4</b> <b><u>Opinion:</u></b> Write an opinion about this historical figure or event. Be sure to include:</p> <ul style="list-style-type: none"><li>• Whether or not you like this figure or event and why</li><li>• A moral issue about your nonfiction historical figure or event and why it was a moral issue</li></ul> 	<p><b>5</b> <b><u>Over Time:</u></b> Think about an overall topic related to your historical figure or event. What has the progression been from the past until now? What will the impact of this topic be over the next ten years? Twenty years? Thirty years? Identify the factors that may cause these changes. Create a futuristic timeline mapping out the changes you identified.</p> 	<p><b>6</b> <b><u>Vocabulary:</u></b> Choose a text that informs you about a historical figure or event. Find eight words that are most significant to your text. Rank all eight in order of importance with the most powerful word being number one. Define and draw a picture for each of your words. Finally, create a story, paragraph, or political cartoon using your eight words.</p>

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**Structure and Research:**

- Using a text related to your historical figure or event. Complete the text structure document attached.
- Find a book related to your historical figure or event that has a different structure than the first one you read and try the activity again.



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**Become the Author:**

Choose a text that informs you about a historical figure or event. How would the author answer the following questions? *(Write your answers from the author's point of view.)*

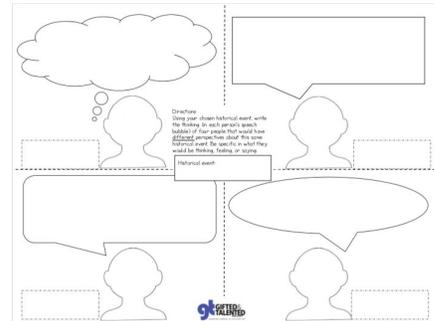
From the author's perspective, what was the intent in creating this text? How might elements such as bias, prejudice and/or discrimination affect the topic? What was the overarching main idea of the entire text?

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**All About Perspective:**

Choose one of the listed historical events. Complete the attached Multiple Perspectives document to show four different perspectives on the same event.



4<sup>th</sup> Grade SST standards

**Important People/Events related to time period and/or people**

**Slavery:**

*Abolitionist Leaders:*

Fredrick Douglass

William Lloyd Garrison

Sojourner Truth

Harriet Tubman

James Madison

George Washington

**Events:**

Missouri Compromise

Compromise of 1850

Uncle Tom's Cabin

Kansas-Nebraska Act

Dred Scott v. Sandford decision

John Brown's Raid (on Harper's Ferry)

Battle of Fort Sumter (impact on secession)

Shays' Rebellion

Constitutional Convention

Distribution of powers

Great Compromise

Slavery and the Three-Fifths Compromise

**Constitution:**

Purposes of government (listed in the Preamble)

Separation of powers

Branches of government

Checks and balances

1<sup>st</sup> Amendment

**War of 1812**

**People:**

Francis Scott Key

Andrew Jackson

**Events:**

Burning of Washington, D.C.

Battle of New Orleans

Trade restrictions  
Impressment

***Louisiana Territory:***

Meriwether Lewis  
William Clark  
Sacagawea

***American Revolution***

***Ideas that precluded the American Revolution:***

The Stamp Act, 1765  
The Townsend Acts, 1767  
Tea Act, 1773  
“Taxation without Representation”  
Intolerable/Coercive Acts, 1774

***People:***

Abigail Adams  
Betsy Ross  
Mary Ludwig Hays (Molly Pitcher)  
Phillis Wheatley  
Patrick Henry

***Events:***

Midnight Ride of Paul Revere  
Battles of Lexington and Concord  
Battle of Bunker (Breed’s) Hill  
Battle of Saratoga  
Valley Forge  
Battle of Yorktown

## 5<sup>th</sup> Grade SST Standards

### **Civil War**

#### ***People:***

Jefferson Davis  
Ulysses S. Grant  
Robert E. Lee  
President Abraham Lincoln  
Clara Barton  
Dorothea Dix

#### ***Events:***

First Battle of Bull Run  
Battle of Shiloh  
Battle of Antietam  
Battle of Gettysburg  
13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments  
Assassination of Lincoln  
Compromise of 1877  
Compare/Contrast Reconstruction plans of President Lincoln, President Johnson, and Congress

#### ***Inventors:***

Alexander Graham Bell  
George Washington Carver  
Thomas Edison

#### ***Progressive Era:***

Prohibition (18<sup>th</sup> Amendment)  
Women's Suffrage (19<sup>th</sup> Amendment)  
Child Labor Laws (lack thereof)

#### ***Roaring 20's:***

Growth of popular culture- Music, clothing, and entertainment  
Harlem Renaissance  
Automobiles and appliances

#### ***Great Depression:***

Hoovervilles  
Soup kitchens  
Consumer credit and debt  
Mass unemployment

#### ***New Deal Policies:***

Impact of policies- Social Security, national parks, and creation of jobs

***Germany and Japan in the 1930's:***

Structures and goals of each government

Determine significance of Pearl Harbor bombing and impact on U.S.

Start at the bottom, like you're climbing a ladder. Complete the bottom job first, followed by the 2<sup>nd</sup> level job, then finish with the job at the top (highest level of difficulty).

# Job:

Based on the details in your text, decide on the broad idea (generalization) that can be made from this text.

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# Job:

Categorize at least 5 specific facts or details from the text. Label each category. Be prepared to justify your categories.

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# Job:

List five specific details or facts from the text. Why is each one important? Use evidence from the text to tell why each is important.

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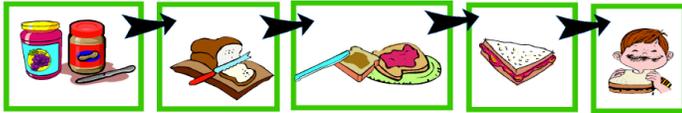
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How is your book organized to help you understand what you're reading? These 5 posters show the most common text structures found in nonfiction text. Circle the one you think is most like how your book is organized. On the lines, tell WHY you made your choice. Give specific evidence from the text.

Name \_\_\_\_\_

# Sequential

Describes events in order or explains the steps one must follow to do something or make something



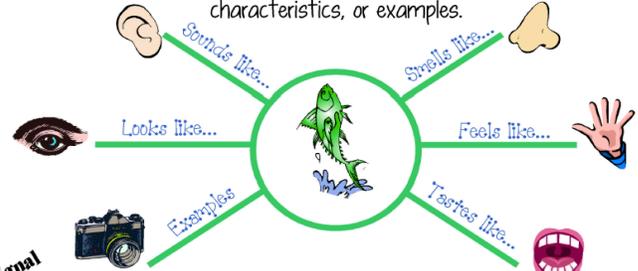
Signal Words



first, second, next, last,  
another, then, finally,  
after that, before

# Text Structure Description

A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.



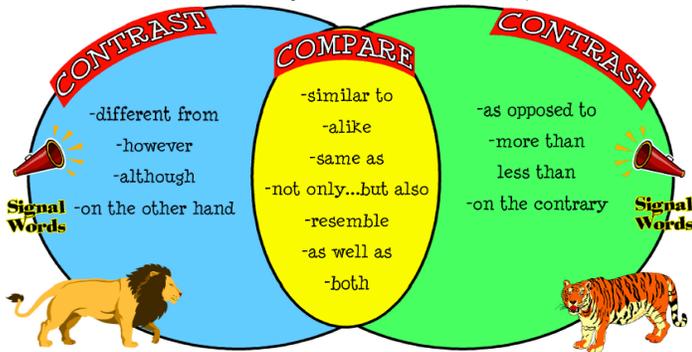
Signal Words



for example, for instance, specifically, in particular, in addition

# Text Structure Compare and Contrast

Shows how two or more things are alike and/or how they are different



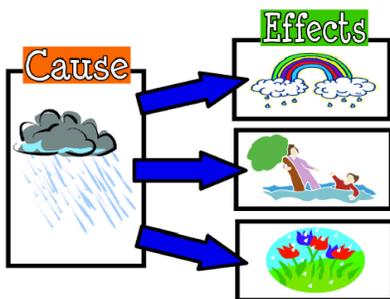
Signal Words

Signal Words

Why?

# Text Structure Cause and Effect

Shows relationship between cause (event) and effect (what happened because of the event)

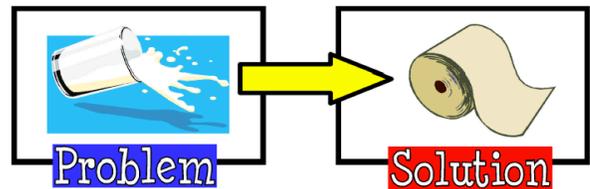


Signal Words

consequently  
therefore  
as a result  
reason why  
because of  
may be due to

# Text Structure Problem and Solution

Tells about a problem and then gives one or more solutions



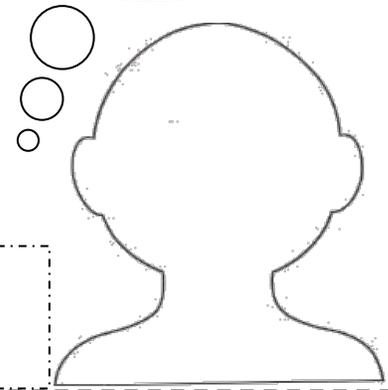
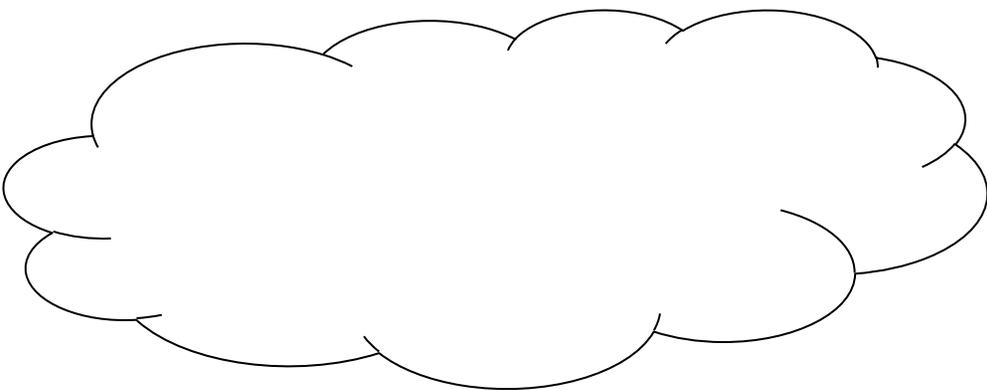
Signal Words



consequently, therefore, as a result,  
thereby, leads to, because of

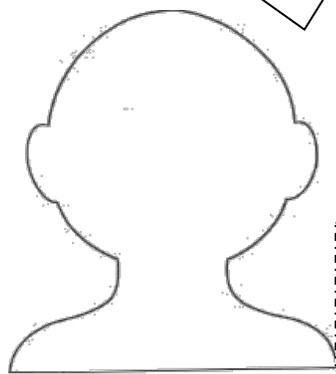
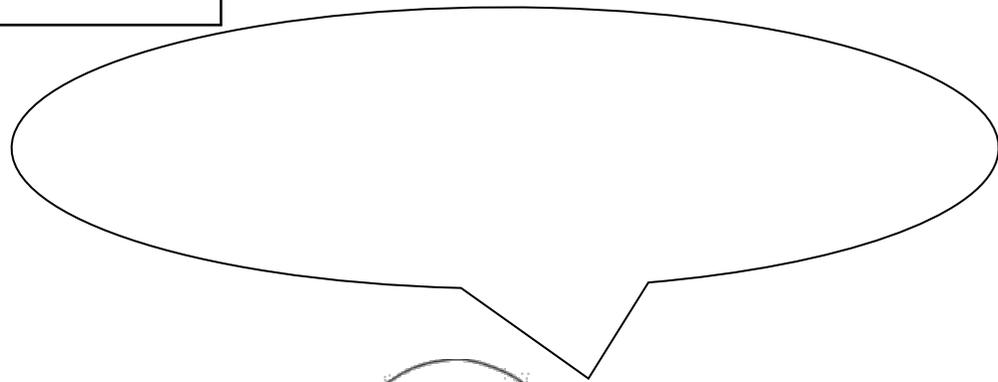
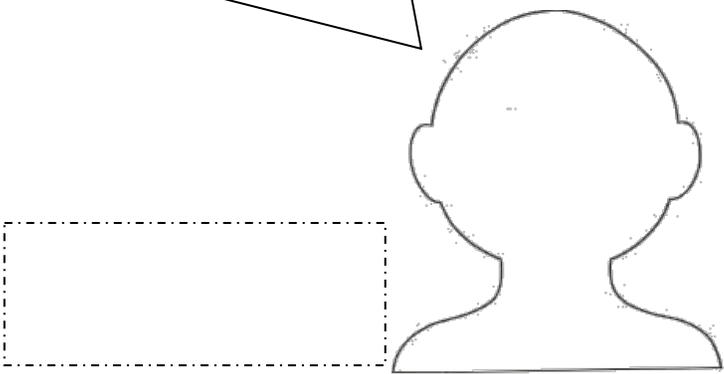
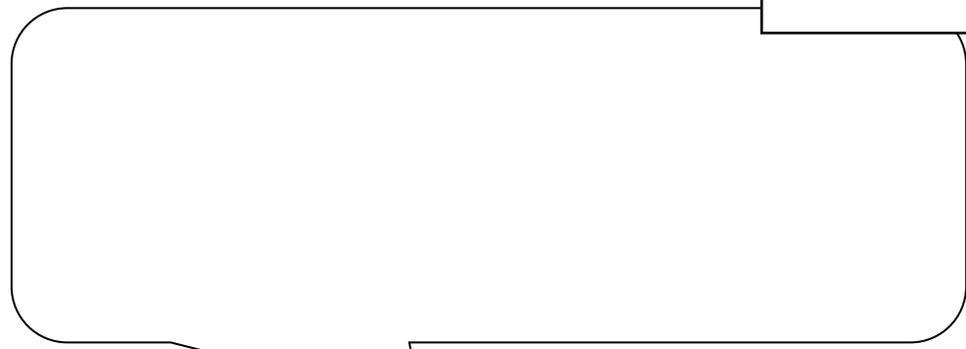
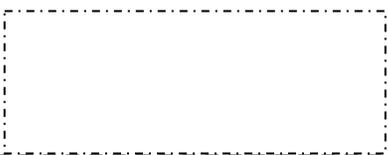
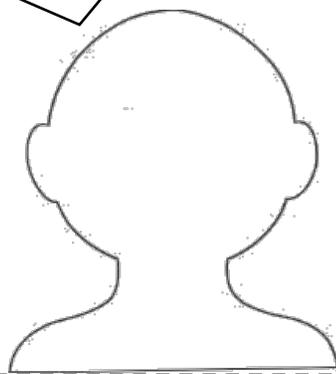
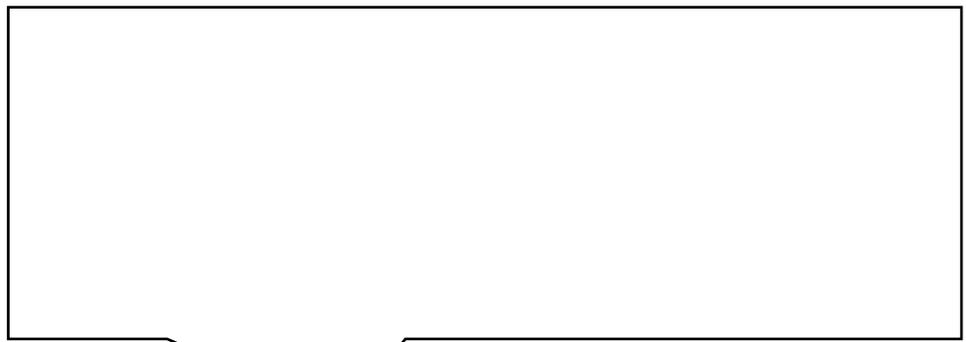
**DON'T FORGET!**

Now, research to find another text that is related to your original topic, yet its author uses a different text structure to provide you with factual information. Talk to someone older than you and explain to them how this new text's structure is different from your original text.



Directions:  
 Using your chosen historical event, write the thinking (in each person's speech bubble) of four people that would have different perspectives about this same historical event. Be specific in what they would be thinking, feeling, or saying.

Historical event:





Name \_\_\_\_\_

**Directions:** This is a strategy that blends student question formation with application of skills and content. It requires students to “work backwards”. Provide students with an answer and require them to create as many questions as they can that will have that provided answer. The more they create, the harder it is.

**Some examples:** The answer is Abraham Lincoln. Three example questions could be: Which president was assassinated by John Wilkes Booth in Ford’s Theater? Which president was the first to hold a patent, the first to be in an inaugural photograph, and the first to have a beard? Which American president led the United States through its greatest moral, constitutional, and political crisis in the American Civil War?

# Question That!

Today's answer is: \_\_\_\_\_
