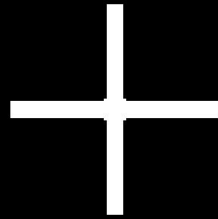


# A GREAT WAY TO INTEGRATE: LANGUAGE ARTS AND SOCIAL STUDIES COMBINED



MEGAN HUNTER AND EMILY KEIFER  
FEATURING... MCKENNA MINTON

# Welcome



Megan Hunter

5th Grade Social Studies

[mhunter@cowan.k12.in.us](mailto:mhunter@cowan.k12.in.us)



Emily Keifer

5th Grade ELA

[ekeifer@cowan.k12.in.us](mailto:ekeifer@cowan.k12.in.us)



McKenna Minton

5th Grader

[mminton@cowan.k12.in.us](mailto:mminton@cowan.k12.in.us)

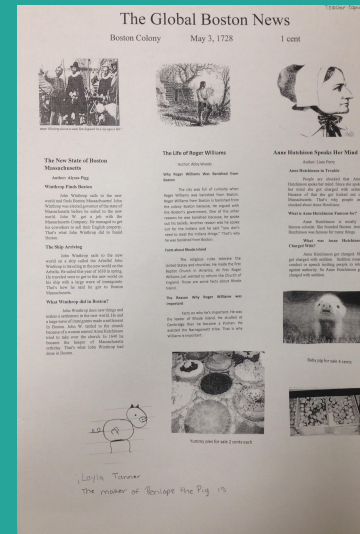
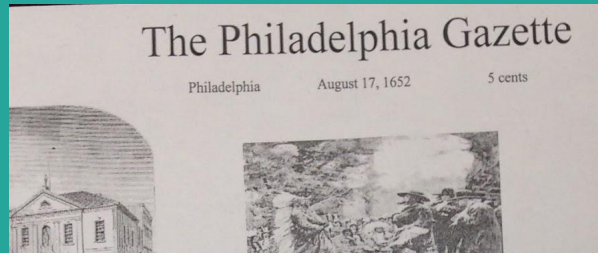


# Chatterpix

- This project was for our early explorer unit.
- Students worked in partners to research the explorer of their choice from our textbook.
- Together, they had to write a script in first person- like they were the explorer themselves.
- Some topics they had to research were early life, the expedition, and major accomplishments.
- Their script was read through the Chatterpix app.
  - Chatterpix is a free app (We have them on iPads). The students voice syncs up to a picture.
- Chatterpixes were uploaded to Youtube so students could listen to each others.



# Colonial Newspapers



- Students had reached the early colonization of America.
- Students had just finished a newspaper, article, and short informational text reading unit were preparing to start writing their own newspaper articles.
- Children were put into mixed ability groups of 4-5 kids, and each group chose an early colony (Philadelphia, New York, Boston, or Charleston).
- Each child became a reporter and researched a different major event from their colony.
- They researched in social studies class.
- Then they wrote their article in language arts class.
- They also were able to add other "extras" to their newspapers.
- They shared their final stories during a day when their classes were mixed together.

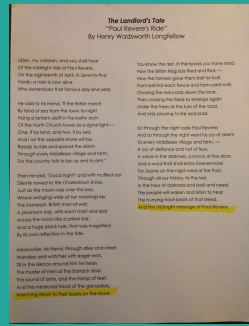
# Cultural Fair

- Students had free choice as to which country they wanted to research and present on.
- Students chose the partner/partners they wanted to work with (Two is company, sometimes three's a crowd).
- The project lasted 4 weeks. First three weeks were research and writing 7 topic paragraphs between social studies and language arts classes. Last week was for display boards and practicing presentations.
- Students present their final product in a fair atmosphere amongst the school and family.



# Choral Reading

- Students read poems and short stories to practice fluency during language arts class.
- Before I pass out the copies to the kids, I highlight different parts.
- Some lines have only one child reading, some have two, some have a group, some have the whole class.
- The kids don't know who is reading with them, or if they are reading alone.
- They practice reading fluently, trying to match their pace of the other kids, and keep the story on the same tempo.
- We usually read the story 3 times on the first setting, then sometimes we go back and read it more at a later time.
- I try to use many social studies poems or stories while doing this. Sometimes I have used historical speeches.



# American Revolution VIP

- Individual Project
- Students were provided with a list of American Revolution Very Important People. VIPs could not be repeated throughout class.
- Students research early life, middle life, American Revolution impact, and later life in a biography essay.
- I supply students with formatted notes of what to research and questions to answer.
- Students then created a hanger person with a hanger, construction paper, and additional craft supplies.
- Students share the project in front of the class and the hanger people are displayed in the hallway.





# Essay Questions

Name: \_\_\_\_\_ Number: \_\_\_\_\_

1. John Parke played an important role in preventing lives from being lost during the flood. Paul Revere played an important role in warning the Patriots that the Redcoats were preparing an attack. How were the rides of John Parke and Paul Revere similar? Please give three specific examples to explain your thinking.

---

---

---

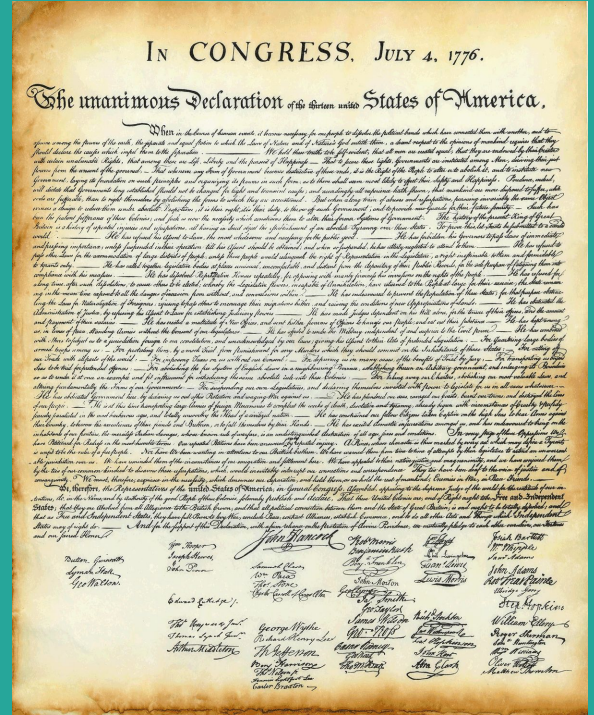
---

---

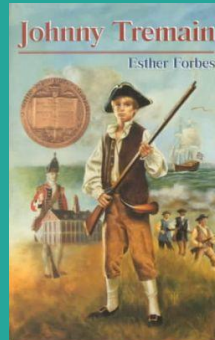
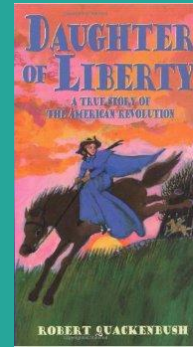
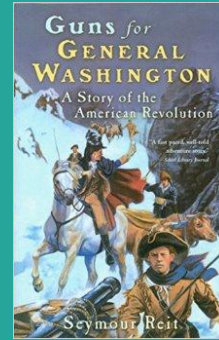
- I try to write essay questions on tests that require knowledge from both language arts and social studies.  
Example: "How was the ride of John Parke and the ride of Paul Revere similar?"
- By doing this students develop a better understanding of how the content areas are connected. They start to comment on how concepts are related, how reading is helping them in their content area classes, and how writing is "easy" because they already covered this topic in social studies.

# Historical Fiction Document Formatting

- The purpose is to show students that the format our nation's documents often follow the format that we teach today in school!
- Example:
  - Declaration of Independence- Persuasive Essay
    - Introduction-Preamble
    - Body Paragraphs- Evidence against the king
    - Closing- Statement of independence



# Historical Fiction Literature Circle unit



- Students are ability grouped based on their reading levels.
- Each group is reading a different historical fiction book, and doing literature circle packets each evening.
- During class the kids discuss their "job" from the previous night, and discuss the book.
- While I do many different genres of literature circles during the year, when we do historical fiction, we do books that relate to what is being taught in social studies.
- I like this unit, because while we read many on level novels throughout the year, this gives the kids an opportunity to read, discuss, and look at in-depth, a novel at their personal level.

# Question Tub

- The tub has 35 question mark-shaped sticks with comprehension questions
- Can be used for small-group or whole-class literary discussions.
- Even color-coded by key standards—so it couldn't be easier to target skills



# Reading Passages

Name: \_\_\_\_\_

**Make Inferences** WEEK 10 DAY 4

**READ THE PASSAGE** Use clues from the text to make inferences about the Iroquois Confederacy.

### The First American Democracy

You might assume that democracy first came to North America when the United States government was founded. But in fact, the first democratic body was a confederation of Native American tribes.

The Iroquois Confederacy, or Iroquois League, began sometime between 1570 and 1600, in what is now New York State. It included the Mohawk, Oneida, Onondaga, Cayuga, and Seneca tribes. Each tribe member had one vote to elect a chief. Each chief had one vote at any council of tribes. If a group did not want to remain in the Confederacy, they could leave at any time. Also, any group was allowed to join the Confederacy, which then became known to European settlers as the Six Nations. However, the member tribes of the Six Nations called themselves the Haudenosaunee (ho-dee-no-SHO-nee), which means "people building the longhouse." They considered their confederation to be like a big house in which all the tribes lived, helping and protecting one another.

During the American Revolution, the Six Nations were divided. Some tribes helped the American colonists, and some helped the British. After the Americans finally won the war against Britain and its allies in 1779, the members of the Confederacy all migrated to new homelands. In this way, the first democracy in America was split apart by the second democracy.

**Visual Information** WEEK 13 DAY 3

**READ THE MAP** Think about what the map tells you.

**Warnings Issued During 2005 Hurricane Season**

**Legend**

- Tropical Storm Warning
- Hurricane Warning

**MAIN PRACTICE** Read each question. Fill in the bubble next to the correct answer.

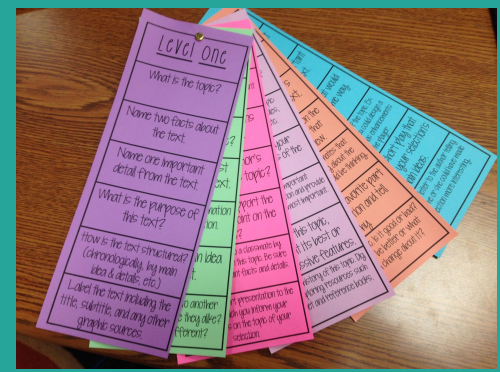
- What can you infer from the map?  
 A Tropical storms are worse than hurricanes.  
 B Tropical storms happen in hurricane seasons.  
 C Hurricanes never happen in Virginia.
- Which of these states had both kinds of storm warnings in 2005?  
 A Louisiana  
 B Florida  
 C Mississippi  
 D Alabama
- Which of these states was affected least by storm warnings of either kind?  
 A Georgia  
 B Alabama  
 C South Carolina  
 D North Carolina
- Based on the map, most tropical storms and hurricanes probably come from \_\_\_\_\_.  
 A the east only  
 B the north and east  
 C the north only  
 D the north and east

**STRATEGY PRACTICE** Explain in your own words how to use the legend on the map.

© Evan-Moor Corp. • EMC 3403 • Daily Reading Comprehension 79

- When we practice reading comprehension passages, I try to pick at least one each week that relates to what they are studying in social studies.
- I number the paragraphs in each passage, to prepare the kids for ISTEP, then I add a question that refers to a specific paragraph.
- I use [www.newsela.com](http://www.newsela.com) because you can change the lexiles levels,, also many of the passages are informational.
- Text features are a HUGE part of all four ISTEP testing areas: ELA, Math, Science, and Social Studies
- Write questions on in class activities, tests, etc. using many different examples that the kids CANNOT find the answers to from the readings. This forces them to be looking for answers within the features.

# Activity: Make and Take Bookmarks



- This is a great activity to do independently, with a partner, with a small group, or whole class.
- This can be done after each chapter, at the end of a book, or simply when someone has extra time.
- I have the kids start at level one, and use a paperclip to mark their spot.
- Once they answer the question, they can move on to the next one. They have to finish a whole level before they can move on to the next level.
- Once they reach level four, I allow them to only complete three of the activities before they can move onto the next level.
- I have made a set for fiction texts, but also a set for nonfiction, which can be used after reading social studies content.

# Activity: Grade Level Activity Planning

- We're better together!
- Meet up with people that share your same grade level
- Together, come up with ideas for a project or lesson that would integrate both language arts and social studies standards
- With the standards provided to you, state what social studies and language arts standards your project(s) and/or lesson(s) meet and how?

