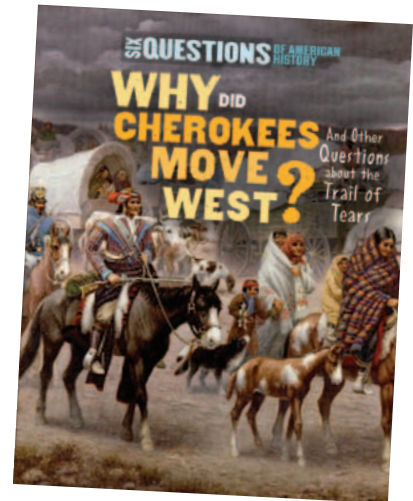
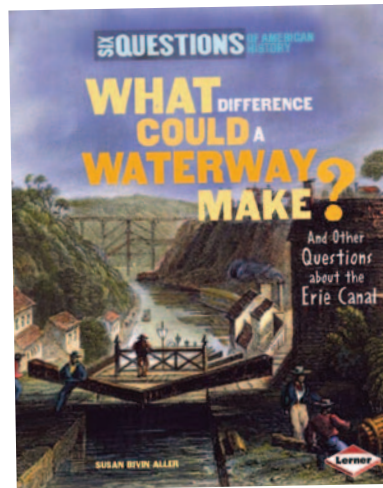
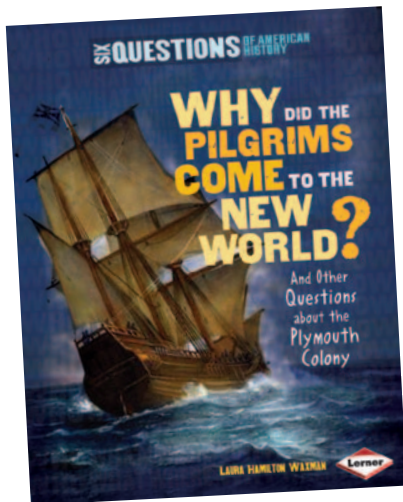


## Teaching

# Six Questions of American History

4th–6th Grade Interest Level

4th Grade Reading Level



Go to [www.lernerbooks.com](http://www.lernerbooks.com)  
for a complete list of titles in this series.

## Standards

### Writing

- Uses the general skills and strategies of the writing process
- Gathers and uses information for research purposes

### Reading

- Uses the general skills and strategies of the reading process
- Demonstrates competence in the general skills and strategies for reading a variety of informational texts

### Historical Understanding

- Understands and knows how to analyze chronological relationships and patterns
- Understands the historical perspective

### Thinking and Reasoning

- Effectively uses mental processes that are based on identifying similarities and differences

## Multiple Intelligences Utilized

Linguistic, logical, bodily-kinesthetic, naturalistic, intrapersonal, interpersonal

# Lesson 1

## Nonfiction Text Features

### Purpose

Students will learn how to identify and analyze nonfiction text features.

### Materials

- Six Questions of American History series
- Nonfiction Text Features p. 5
- pencils
- tabs
- Rubric p. 8

### Prepare

- Copy Nonfiction Text Features p. 5 for each student.
- Tab examples of various nonfiction text features in one book.

### Pretest

- Why do people read nonfiction books?
- What is the difference between fiction and nonfiction?
- How can you tell if a book is fiction or nonfiction?

### Read

- Read one book from the Six Questions of American History series.

### Model

- Pass out Nonfiction Text Features p. 5 to students.
- Explain each type of text feature.
- Show students examples of text features in a book.
- Discuss how various text features aid comprehension.

### Practice

- Students complete Nonfiction Text Features p. 5:
  - Read about a text feature.
  - Find an example of the feature in a book.
  - Write down the page number of the example.

- Write about how the feature helps with understanding.
- Continue with the rest of the text features.

### Discuss

- Looking at text features can be a pre-reading or during-reading strategy.
- How can looking at text features before reading a book help you?
- How can looking at text features while reading a book help you?

### Evaluate

- Collect Nonfiction Text Features p. 5, and assess for student understanding.
- Evaluate understanding using Rubric p. 8.

## Lesson 2

# What's the Answer?

### Purpose

Students will use key words to answer one of the six questions in a book.

### Materials

- Six Questions of American History series
- What's the Answer? p. 6
- projected image (for overhead or interactive whiteboard) of What's the Answer? p. 6
- pencils
- Rubric p. 8

### Prepare

- Arrange students into six groups.
- Copy What's the Answer? p. 6 for each student.
- Make an image of What's the Answer? p. 6 to project on the board or a screen.
- Choose a question from one of the books to answer while modeling.

### Pretest

- How do you determine what is important in a chapter?
- What is a key word?

- How do you choose key words?
- How can key words help you understand what you read?

### Model

- Put up an image of What's the Answer? p. 6.
- Read one question from a book in the Six Questions of American History series.
- Write the question on What's the Answer? p. 6.
- Read the section which answers the question.
- Model how to choose key words from the section based on the following criteria:
  - Key words appear more than once in a section.
  - Key words may appear in the nonfiction text features.
  - Key words are the most important words in the section.
- Model using the key words while answering a question on What's the Answer? p. 6.

### Practice

- Students complete What's the Answer? p. 6 with a group.
- Each group will answer a different question from the book.

### Discuss

- Students form new groups, with a representative for each question 1-6.
- Each student reads the question and answer they wrote on What's the Answer? p. 6.
- Students discuss how they used key words to write answers to questions.

### Evaluate

- Listen to students during group discussions.
- Note how they chose key words and answered questions.
- Collect What's the Answer? p. 6, and assess for student understanding.
- Evaluate understanding using Rubric p. 8.

## Lesson 3

# Cause and Effect Relationships

### Purpose

Students will identify cause and effect relationships in history by analyzing events on a timeline.

### Materials

- Six Questions of American History series
- Cause and Effect p. 7
- projected image (for overhead or interactive whiteboard) of Cause and Effect p. 7
- pencils
- Rubric p. 8

### Prepare

- Copy Cause and Effect p. 7 for each student.
- Choose events from a timeline in a Six Questions of American History book.
- Make an image of Cause and Effect p. 7 to project on the board or a screen.

### Pretest

- What is a cause and effect relationship?

- Can you think of an example of a cause and effect relationship in history?

### Read

- Students read one book from the Six Questions of American History series.

### Model

- Ask students to find the timeline at the end of a Six Questions of American History book.
- Define cause and effect relationships.
- Choose events from the timeline.
- Put up the image of Cause and Effect p. 7.
- Model how to trace the cause and effect relationships between events on the timeline.
- Pass out Cause and Effect p. 7 to students.

### Practice

- Students choose events from a timeline.
- Students trace the cause and effect relationships of events on Cause and Effect p. 7.

### Discuss

- Students share their cause and effect relationships with a partner.
- What kinds of connections did you find?
- How do cause and effect relationships work?

### Evaluate

- Listen to students as they discuss their work with a partner.
- Collect Cause and Effect p. 7, and assess for student understanding.
- Evaluate understanding using Rubric p. 8.

Name \_\_\_\_\_

## Nonfiction Text Features

| Text feature  | Page number(s) | What it helped me understand |
|---|----------------|------------------------------|
| <b>Table of Contents</b><br>a list at the beginning of a book         |                |                              |
| <b>Headings</b><br>the title of each section                          |                |                              |
| <b>Graphics</b><br>maps, graphs, photographs, and illustrations       |                |                              |
| <b>Index</b><br>a list of important words and where you can find them |                |                              |
|   |                |                              |



Name \_\_\_\_\_

### Cause and Effect



# Rubric

Student name \_\_\_\_\_

| Goals   | 1                          | 2                           | 3                 | 4                      |
|---|----------------------------|-----------------------------|-------------------|------------------------|
| Student was able to identify and analyze nonfiction text features.                      | Did not meet expectations. | Partially met expectations. | Met expectations. | Exceeded expectations. |
| Student was able to identify key words in the text and answer one of the six questions. | Did not meet expectations. | Partially met expectations. | Met expectations. | Exceeded expectations. |
| Student was able to identify cause and effect relationships for events in a timeline.   | Did not meet expectations. | Partially met expectations. | Met expectations. | Exceeded expectations. |

Total score: \_\_\_\_\_

Comments:

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