



November





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Women of Action

Throughout the history of our country there have been women who have been willing to fight against injustice, inequality, and prejudice. They did this in spite of the great opposition and even in the face of disapproval from their own families. Election week is a great time to take a look back at some of their significant contributions.

Women of Action

- Abigail Adams
- Alice Paul
- Angela Grimke
- Carrie Chapman Catt
- Diana Fletcher
- Eleanor Roosevelt
- Elizabeth Cady Stanton
- Elizabeth Van Lew
- Fannie Lou Hamer
- Frances Harper
- Harriet Tubman
- Hazel Mountain Walker
- Jane Addams
- Jeanette Pickering Rankin
- Julia Ward Howe
- Lucretia Mott
- Mary Harris Jones
- Mary Mcleod Bethune
- Maud Younger
- Molly Pitcher
- Rebecca Rouse
- Resetta Wakeman
- Sarah Grimke
- Sojourner Truth
- Susan B. Anthony

The Life of Elizabeth Stanton
A biosketch of a woman who took action.



page 1



Directions: Have students choose one of the women on the "Women of Action" list. Then have them complete *The Life of...* activity sheet which will direct them to write a short biography. Once they have edited and proofread their bio they should write it on the BioSketch page and complete it with a pencil sketch of their chosen person. If more than one page is needed, simply attach page 1 & 2 at the dotted line. Fold biosketches into a book or mount open on a bulletin board.

Name: _____

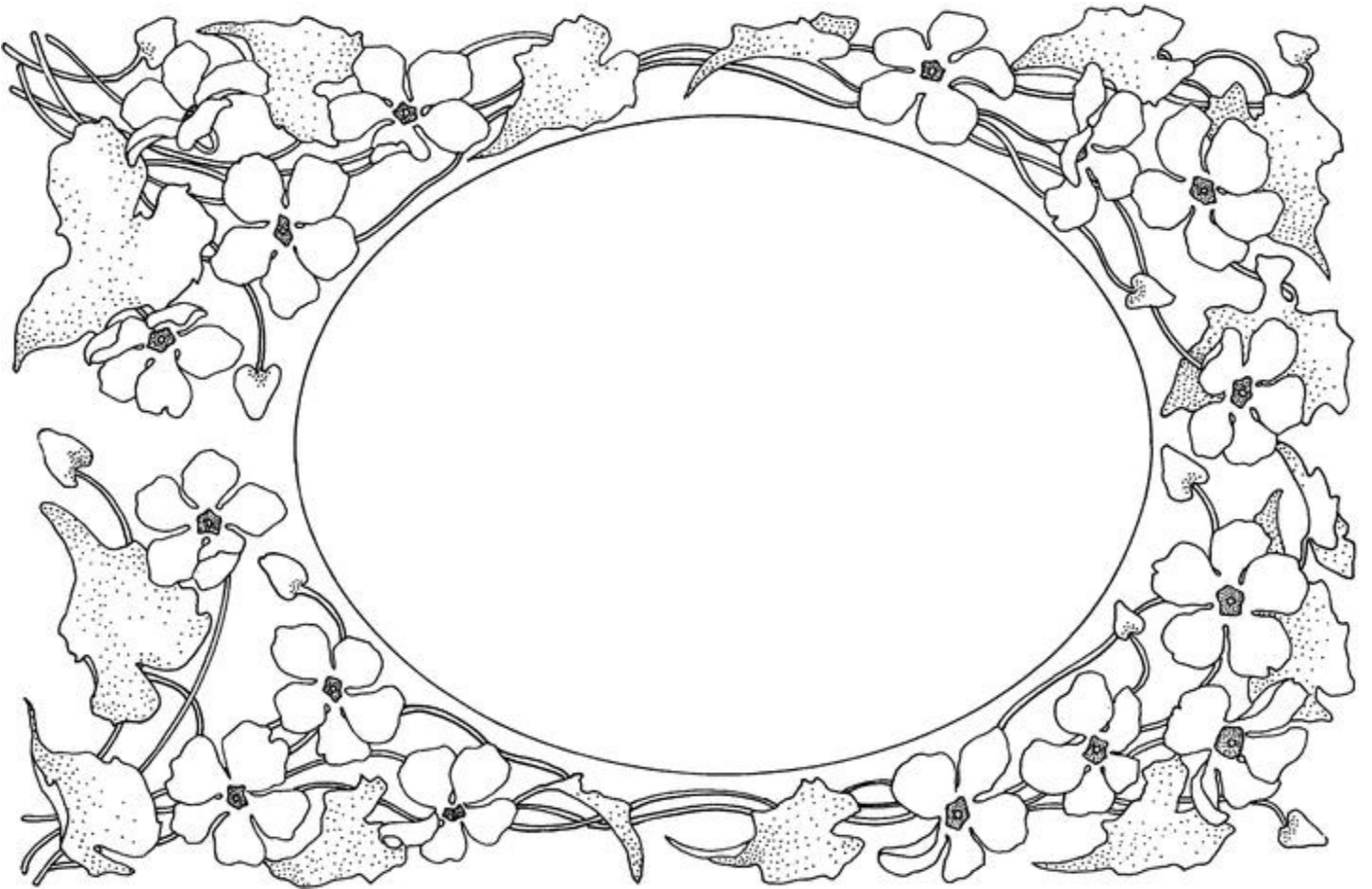
Date: _____

The Life of

Directions: Choose a famous woman in history from the list provided by your teacher. Then using the graphic organizer below, divide her life into four time periods. Collect information about the person using reference books and other available sources. Record the facts about the major events in his/her life in each section, noting important contributions. Use the information gathered to write a brief biography. When you have edited and proofed your biography copy it onto the Bio-Sketch form and make a pencil drawing of your person.

The graphic organizer is a large cross shape formed by a vertical line and a horizontal line intersecting at the center. The vertical line extends from the top of the page to the bottom, and the horizontal line extends from the left edge to the right edge. This creates four quadrants for students to record information about a person's life.





The Life of _____

A biosketch of a woman who took action.

page 2

page 3



We Are His Hands

to touch the world around us

A SERVICE PROJECT

Honoring Those Who Serve

by Charesse Hicks*

Veterans Day provides an opportunity to teach students about the sacrifices many men and women have made to protect and preserve the United States and the principles on which it was founded. While it is nice to provide information, what better way to teach students than by giving them the opportunity to give back and say "Thank You." Let the following example of one classroom's celebration be an inspiration and springboard for your own.

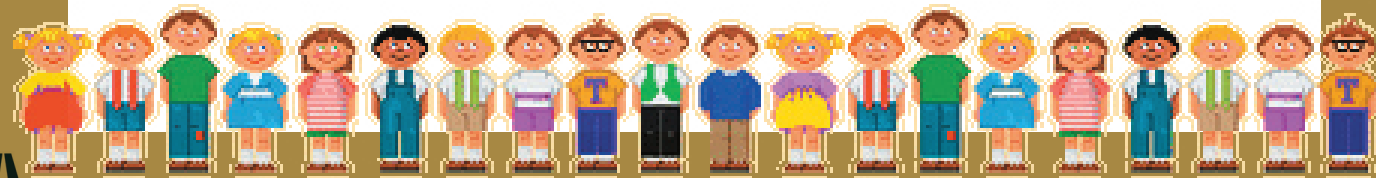


The second graders at Chapin Elementary adopt veterans, one per class, from the CW Tucker Nursing Center in Columbia, SC. Chosen are veterans who do not have family in the area, whose families are destitute and can't help them at all, or those who have few visitors, etc. Throughout the year, children make cards, collect toiletries, gifts such as candies, socks, pajamas, hats, radios, etc., and teachers deliver these items/cards to the veterans. In



turn, the veterans, who are extremely excited to be remembered throughout the year, including on their birthdays, send our classes pictures of themselves, both during actual military service and current pictures, notes, etc. One family who was so very impressed with the work one class did for their veteran grandfather, actually moved from another state to Chapin and enrolled their children in our school. What an honor!

Another activity that we engaged in, until the veteran died, was to invite a WWII vet to our class. He shared wartime relics and pictures. He talked about his "adventures" during his service as a foot soldier in the Infantry. Sgt. Ret. Branham visited second grade at Chapin Elementary for several years. His wife and children would always bring popsicles on one of the last days of school to share with the children, as a way of saying thank you



Ideas for Honoring Those Who Serve



for honoring Mr. Branham. He was killed in a car accident a few years ago. Many of the children wrote poems or prayers and sent cards to Mrs. Branham. One of the poems was read at his funeral.

These experiences have proven to be most beneficial in a number of ways to our children, the veterans and their families.

*<http://www.lessonplanspage.com/SSLAVeteransDayAdoptAVetIdeaMO.htm>

Here are a few ideas to get you started:

- **Host A Patriotic Assembly**

The Department of Veteran Affairs publishes a Teachers Resource Guide with teaching materials for grades 4-7 and for grades 8-12. This guide also includes ideas for a Veterans Day program along with posters you can download.

<http://www1.va.gov/opa/vetsday/>

- **Create a Gold Star Wall**

Create a bulletin board display titled *Honoring Those Who Serve*. Under the title place gold stars with the names of the veterans in your community.



- **Make Cards and Videos**

Locate a Veterans Hospital in your state and have your students design cards and make pictures to send to the veterans. If you live close to a Veteran's Hospital you might even be able to hand-deliver cards. Also you could contact the hospital to see if the veterans need any supplies such as books, magazines, puzzles, etc. Your school could do a drive to collect these items, then package them and deliver them to the hospital. You may want to video-tape special performances such as songs and skits performed by your students or your school's Veteran's Day program and send a few copies to the hospital for the veterans to watch.



LINCOLN'S GETTYSBURG ADDRESS

Using Primary Source Documents in The Classroom

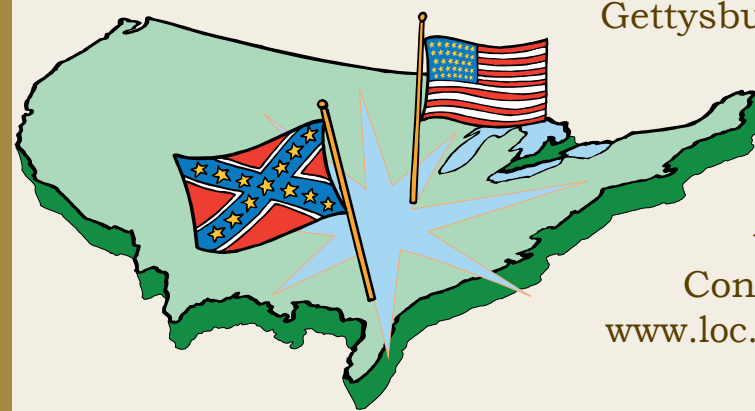


Primary source documents provide unique opportunities for the past to be explored. Eyewitness accounts provide a richer and more descriptive explanation of the past that cannot be reproduced in textbooks. At first look, a primary source from the past can seem nearly impossible to understand. However, with guidance and practice, your students can learn a lot about history from primary sources—in fact, they're the main tools of the historian!

November 19, 1863

It was the bloodiest battle ever fought on North American soil. In three days, more than 50,000 Confederate and Union soldiers were killed in the hills and fields surrounding Gettysburg, Pennsylvania. Several months later, on November 19, 1863, President Abraham Lincoln traveled to Gettysburg to help dedicate the cemetery where row upon row of graves marked the men lost in battle. His moving speech, which took only two minutes to recite, would inspire the nation and stay in the hearts and minds of Americans forever.

On the following pages you will find two document analysis tools you can use to help your students understand the significance of President Lincoln's famous speech and its impact on history. To get a copy of the



Gettysburg Address and other primary sources having to do with this event go to the Library of Congress
www.loc.gov/exhibits/gadd/

*Primary vs Secondary Source

A **primary source** is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings



A **secondary source** interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

*As stated at the Princeton University Library website <http://library.princeton.edu/>.

Try your hand at these primary sources

The links below will provide you with primary documents and accompanying lessonplans.

National Archives <http://www.archives.gov/education/lessons/>

Library of Congress <http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html#abcd>

History Matters: Making Sense of Evidence <http://historymatters.gmu.edu/browse/makesense/>

Treasury of Primary Documents <http://www.constitution.org/primarysources/primarysources.html>

Name: _____

Date: _____

Written Document Analysis Worksheet

Directions: Read your primary source document, then use the form below to complete an analysis of the document. It's important to refer back to your document frequently in order to thoroughly and accurately analyze it.

Type of Document: Check One:

- | | | | |
|------------------------------------|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Memorandum | <input type="checkbox"/> Press Release | <input type="checkbox"/> Congressional Record |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Map | <input type="checkbox"/> Report | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other |

Unique Physical Characteristics of The Document:

- | | | | |
|---|------------------------------------|---|--------------------------------|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Typed | <input type="checkbox"/> "RECEIVED" stamp | |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Notations | <input type="checkbox"/> Other | <input type="checkbox"/> Seals |

Date(s) of Document:

Author (Or Creator) of The Document:

Position/Title:

For what audience was the document written?

Document Information (There are many possible ways to answer A-E.)

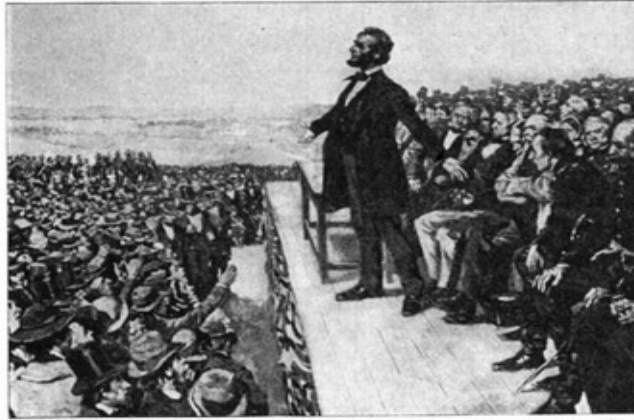
- A. List three things the author said that you think are important.

- B. Why do you think this document was written?

- C. What evidence in the document helps you know why it was written?
Quote from the document.

- D. Make a list of things the document tells you about life in the United States at the time it was written.

- E. What questions do you have after reading the document?



254 Lincoln's Address at Gettysburg, Nov. 19, 1863, from a painting by A. I. Keller in *Harper's Weekly*, Feb. 10, 1900

THE GETTYSBURG ADDRESS

NOVEMBER 19, 1863

Directions: Use a copy of the Gettysburg Address as well as other available documents and research tools to answer the following questions.

1. Who wrote this speech and why?
2. How long after the battle of Gettysburg was this speech given?
3. What events in history occurred during the time this oration was given?
4. What did he say about the men who were buried in the cemetery?
5. How did he give meaning to their sacrifice?
6. How does Lincoln describe the United States?
7. What does Lincoln believe the purpose of war to be?
8. What is Lincoln referring to when he says, "government of the people, by the people"?
9. What is the main message of the address?
10. What lesson does Lincoln say we can learn from this battle?
11. Why is this address marked as one of the most significant speeches in American history?

Bonus: On your own or with a partner, "translate" the speech into modern-day language.



Thanksgiving



Make a joyful noise to the Lord, all the lands!
 Serve the Lord with gladness!
 Come into God's presence with singing!
 Know that the Lord is God!
 It is he that made us, and we are his;
 we are his people, and the sheep of his pasture.
 Enter his gates with thanksgiving, and his courts
 with praise!
 Give thanks to him, bless his name!
 For the Lord is good;
 his steadfast love endures for ever,
 and his faithfulness to all generations.

Psalm 100

Prayers

The Pilgrims decided to begin the feast shared with the Wampanoag Indians with a prayer of thanks. Although there is no official "Thanksgiving Prayer," many years after this historic feast both George Washington and Abraham Lincoln made Thanksgiving history with their Thanksgiving proclamations. In fact this idea of giving thanks is a major theme running throughout the Bible both in the Old and New Testaments.

Encourage your students in the practice of "Giving Thanks" through the writing of their own Thanksgiving Prayers. The examples and formulas below will provide a framework but are in no way meant to be limiting. The most important thing to remember is that God finds any expression of gratitude from His children precious. Fancy or rhyming words, though beautiful, are not what please God; he simply desires the heartfelt expression of our gratitude.

Have your students write **A Psalm of Thanksgiving** by completing each of these lines.

I will give thanks to the Lord
 with.....
 Great are..
 He has caused...
 He provides...
 He has shown...
 The works of His hands...
 Give thanks to Him for...



Some students may wish to try writing a **Rhyming Prayer**. A simple way to start would be a four line poem (Quatrain) using one of the following patterns: AABB, ABAB, ABBA, ABCB.

Challenge older students to try a sonnet which has fourteen lines and uses this rhyme scheme: a, b, a, b, c, d, c, d, e, f, e, f, g, g

Example Prayers

Give us this day our daily bread,
O Father in heaven, and grant that
we who are filled with good things from
Your open hand, may never close our
hearts to the hungry, the homeless, and
the poor; in the name of the Father, and
of the Son, and of the Holy Spirit.

- from the abbey of New Clairvaux,
Viña, California



Praise The Lord

I will give thanks to the Lord with my whole heart, in the company of the upright, in the congregation.

Great are the works of the Lord, studied by all who have pleasure in them.
Full of honor and majesty is his work, and his righteousness endures for ever.
He has caused his wonderful works to be remembered; the Lord is gracious and merciful.
He provides food for those who fear him; he is ever mindful of his covenant.
He has shown his people the power of his works, in giving them the heritage of the nations.
The works of his hands are faithful and just; all his precepts are trustworthy,
They are established for ever and ever, to be performed with faithfulness and uprightness.
He sent redemption to his people; he has commanded his covenant for ever. Holy and terrible is his name!

The fear of the Lord is the beginning of wisdom;
a good understanding have all those who practice it. His praise endures for ever!

-Psalm 111

Come, Lord Jesus, our guest to be
And bless these gifts
Bestowed by Thee.
And bless our loved ones
everywhere,
And keep them in Your loving
care.

-Moravian Blessing

Our Father in Heaven,
We give thanks for the pleasure
Of gathering together for this occasion.
We give thanks for this food
Prepared by loving hands.
We give thanks for life,
The freedom to enjoy it all
And all other blessings.
As we partake of this food,
We pray for health and strength
To carry on and try to live as You
would have us.
This we ask in the name of Christ,
Our Heavenly Father.

- Harry Jewell

Though our mouths were full of
song as the sea, and our tongues
of exultation as the multitude of its
waves, and our lips of praise as the
wide-extended firmament;

Though our eyes shone with
light like the sun and the moon,
and our hands were spread forth
like the eagles of heaven, and our
feet were swift as hinds, we should
still be unable to thank thee and
bless thy name, O Lord our God
and God of our fathers,
for one thousandth or one ten thou-
sandth part of the bounties which
thou has bestowed upon our fathers
and upon us.

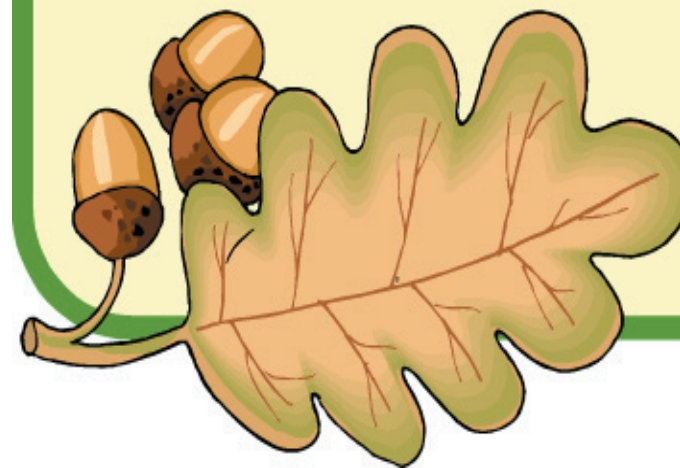
- from the Hebrew Prayer Book

Thank you God for all that grows,
Thank you for the sky's rainbows,
Thank you for the stars that shine,
Thank you for these friends of mine,
Thank you for the moon and sun,
Thank you God for all you've done!

-a child's prayer

For each new morning with its light,
For rest and shelter of the night,
For health and food,
For love and friends,
For everything Thy goodness sends.

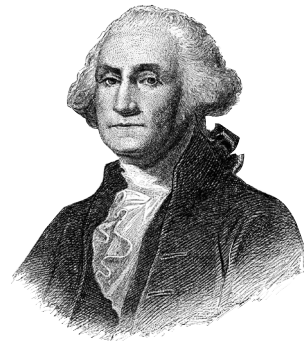
- Ralph Waldo Emerson (1803-1882)



General Thanksgiving

By the PRESIDENT of the United States Of America

A PROCLAMATION



WHEREAS it is the duty of all nations to acknowledge the providence of Almighty God, to obey His will, to be grateful for His benefits, and humbly to implore His protection and favour; and Whereas both Houses of Congress have, by their joint committee, requested me “to recommend to the people of the United States a DAY OF PUBLICK THANKSGIVING and PRAYER, to be observed by acknowledging with grateful hearts the many and signal favors of Almighty God, especially by affording them an opportunity peaceably to establish a form of government for their safety and happiness:”



NOW THEREFORE, I do recommend and assign THURSDAY, the TWENTY-SIXTH DAY of NOVEMBER next, to be devoted by the people of these States to the service of that great and glorious Being who is the beneficent author of all the good that was, that is, or that will be; that we may then all unite in rendering unto Him our sincere and humble thanks for His kind care and protection of the people of this country previous to their becoming a nation; for the signal and manifold mercies and the favorable interpositions of His

providence in the course and conclusion of the late war; for the great degree of tranquility, union, and plenty which we have since enjoyed;-- for the peaceable and rational manner in which we have been enabled to establish

Constitutions of government for our safety and happiness, and particularly the national one now lately instituted;-- for the civil and

religious liberty with which we are blessed, and the means we have of acquiring and diffusing useful knowledge;-- and, in general, for all the great and various favours which He has been pleased to confer upon us.



And also, that we may then unite in most humbly offering our prayers and supplications to the great Lord and Ruler of Nations and beseech Him to pardon our national and other transgressions;-- to enable us all, whether in publick or private stations, to perform our feveral and relative duties properly and punctually; to render our National Government a blessing to all the people by constantly being a Government of wise, just, and constitutional laws, discreetly and faithfully executed and obeyed; to protect and guide all sovereigns and nations (especially such as have shewn kindness unto us); and to bless them with good governments, peace, and concord; to promote the knowledge and practice of true religion and virtue, and the increase of science among them and us; and, generally to grant unto all mankind such a degree of temporal prosperity as he alone knows to be best.



GIVEN under my hand, at the city of New-York, the third day of October, in the year of our Lord, one thousand seven hundred and eighty-nine.

(signed) G. Washington



Source: The Massachusetts Centinel, Wednesday, October 14, 1789

Later, on October 3, 1863, President Abraham Lincoln issued a proclamation calling for the observance of the fourth Tuesday of November as a national holiday.

In 1939, President Franklin D. Roosevelt moved the holiday to the third Thursday of November (to extend the Christmas shopping season and boost the economy). After a storm of protest, Roosevelt changed the holiday again in 1941 to the fourth Thursday in November, where it stands today.



Seasonal Selections
Everyone Will Enjoy!

BOOKSHELF

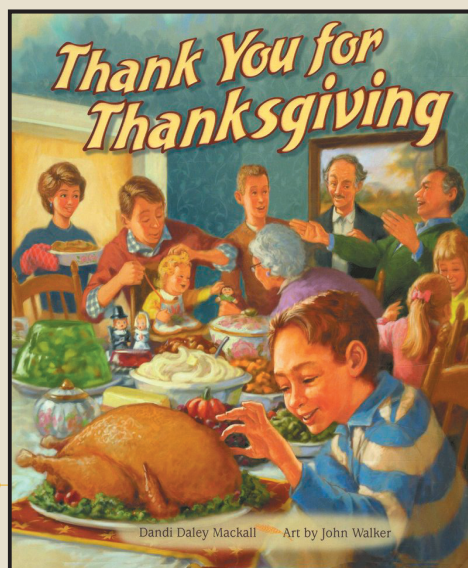


Thanks for Thanksgiving

By Julie Marques

Everyone knows that Thanksgiving is a time to give thanks—the question is, where to begin? From the turkey on the table to warm, cozy cuddles, life is full of small things and bigger pleasures. But what is most important is being able to share them with family!

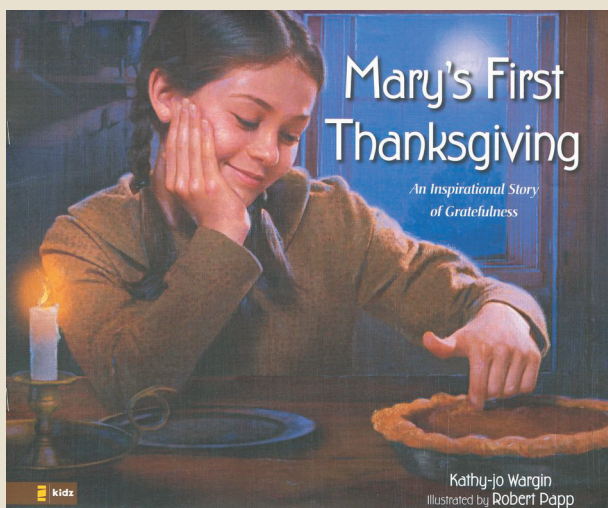
Julie Marques reminds kids and adults alike about the little details that make each day enjoyable, while Doris Barrette's beautiful and striking illustrations bring her thoughtful words to life.



Mary's First Thanksgiving

By Kathy Jo-Wargin

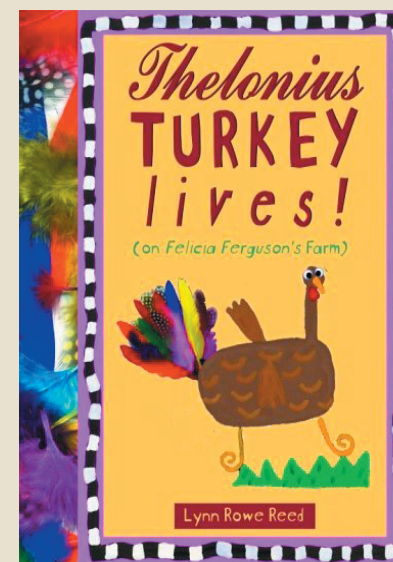
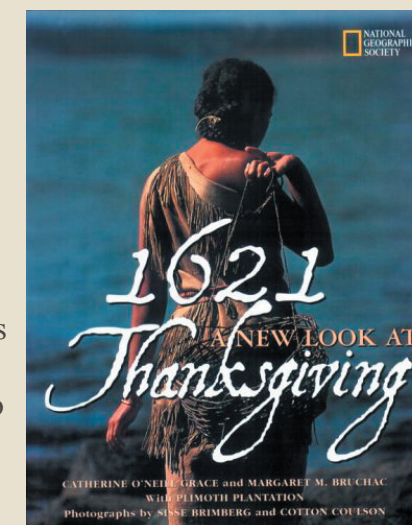
Mary and her family are new to America, and normally Mary loves her new home. But Thanksgiving has arrived, and the family doesn't have much to celebrate with. Mary misses her best friend in Ireland and hasn't made any new friends, so she begins to think she doesn't have much to be thankful for. Then her father tells her a story about the first pilgrims, and how they struggled to survive. Native Americans showed them how to grow corn and other crops. Despite the many hardships, the first settlers still found much to be thankful for. Mary realizes that she, too, has much to be thankful for. Robert Papp's endearing paintings complement Kathy-jo Wargin's beautifully told story of a tradition that dates back to the Pilgrims--one that will kindle your own family's faith in God. Recommended for ages 4 to 7.



1621, A New Look At Thanksgiving

By Catherine O'Neill Grace

Plimoth Plantation and National Geographic collaborate to reveal the true story behind the first Thanksgiving. Setting aside popular myths of brave peaceful settlers, wild Indians, and turkey, it presents a fresh new look at this popular event in American history. Vibrant photos of a historic reenactment plus informative text based on rigorous research show children how 52 English colonists gathered with 90 men of the Wampanoag tribe and their families for three days to celebrate the harvest. Readers may be surprised to learn there were no Indians with large feathered headdresses and that the English didn't call themselves Pilgrims. This compelling account recovers the lost voices of the Wampanoag and invites young people to read and think about our shared history.



Thelonus Turkey

by Lynn Rowe Reed

Every Thanksgiving, a turkey disappears from Felicia Ferguson's farm. And this year, Thelonus Turkey is the only turkey left. So with only a week to go before Thanksgiving, Thelonus won't sit around waiting to be stuffed and roasted—he's not going to the chopping block without a fight! So begins one determined turkey's hilarious campaign to save his own neck. This zany Thanksgiving comedy will have readers rooting for Thelonus all the way to the very end—where they will be as surprised as he is with Felicia's holiday plans.

Post-Reading Strategies

adapted from Literacy Access Online

<http://www.literacyaccessonline.com>

Post - Reading Strategies

Students should be guided to make use of their background knowledge to reach and capture the meaning (the message) given in the reading material. Comprehension is understanding what you have read. Good comprehension involves thinking about what is happening in the story and guessing what might happen next while you are reading. Comprehension activities help good readers to become better readers. Comprehension skills such as predicting (guessing) keep the reader's mind actively involved in the story. This in turn helps the reader to remember the events of the story, to form his/her own ideas about the events of the story, and possibly to learn something new.

- **Story Maps** --- A story map can be used to help you to identify and organize the parts of a story. Also, a story map can help you to recall what happens in the story.
- **Sequence Chain** --- Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end.
- **Compare and Contrast**--- Sometimes it is interesting to compare and contrast concepts, topics, or events that happen. When you compare concepts, ideas or events, look for things that are the same. When you contrast concepts, ideas, or events look for things that are different.
- **Summarize Selection** --- When we summarize, we are trying to capture the main ideas and the crucial details necessary for supporting them to give an overall view of what happens or what the topic is about.

Internet Resources

<http://www.eduplace.com/graphicorganizer/>

<http://www.region15.org/curriculum/graphicorg.html>

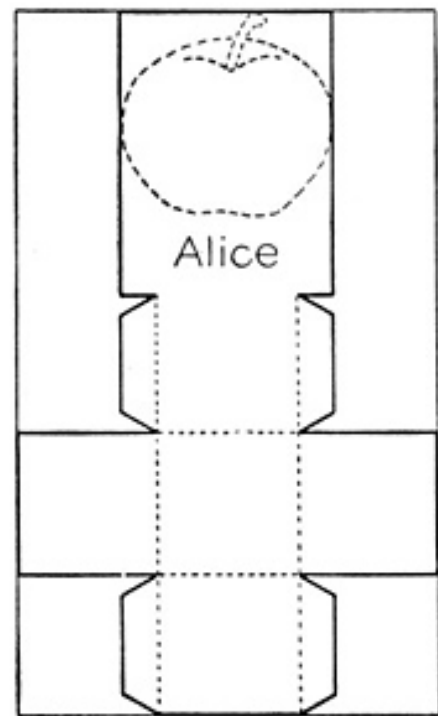
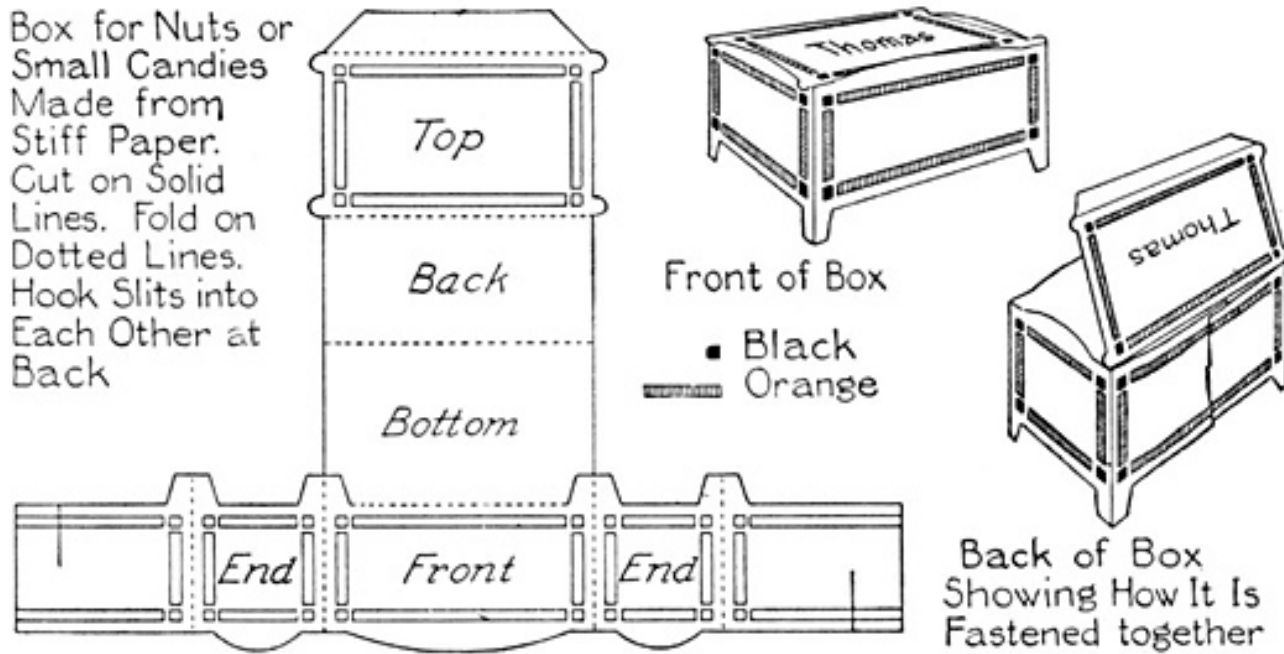
<http://www.graphic.org/>

<http://www.sdcoe.k12.ca.us/SCORE/actbank/torganiz.htm>

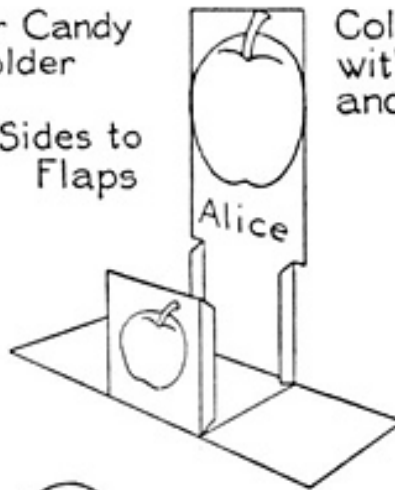


Thanksgiving Paper Crafts

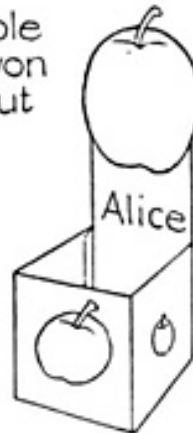
Box for Nuts or Small Candies Made from Stiff Paper. Cut on Solid Lines. Fold on Dotted Lines. Hook Slits into Each Other at Back



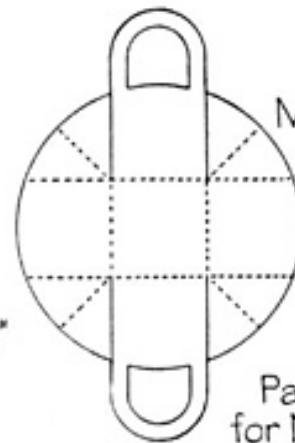
Paste Sides to Flaps



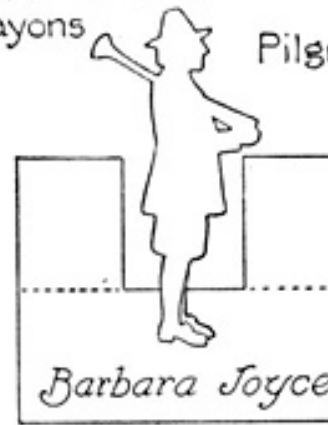
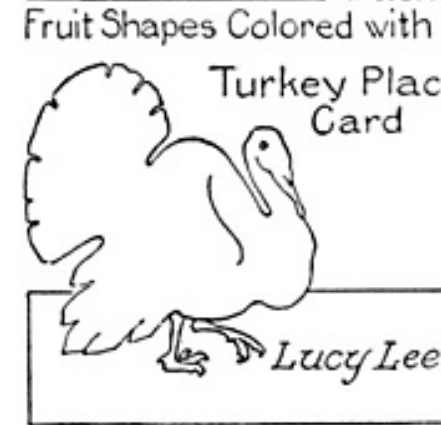
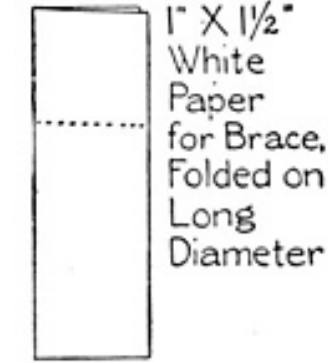
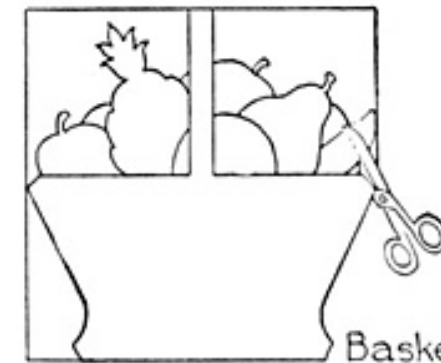
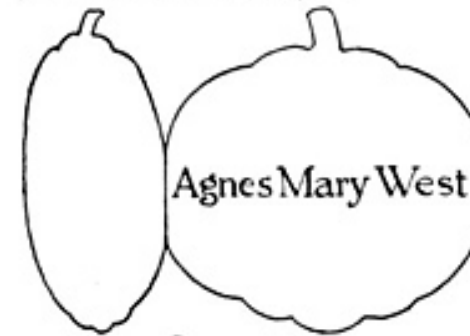
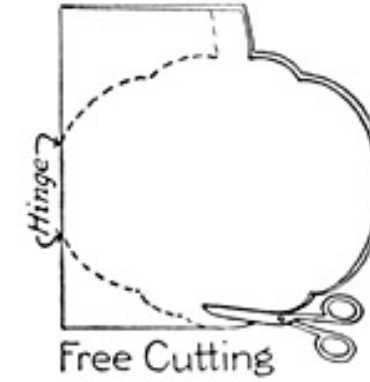
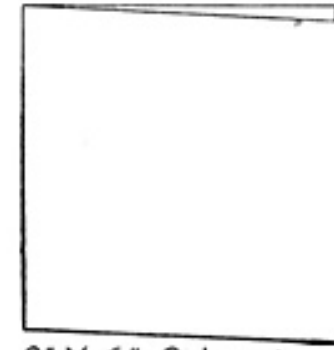
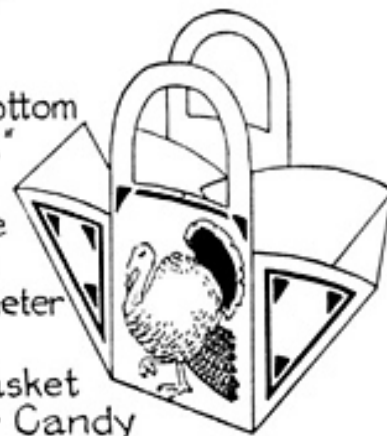
Color Apple with Crayon and Cut out



Cut from Paper $4\frac{1}{2} \times 7\frac{1}{2}$ " Sides and Bottom $1\frac{1}{2} \times 1\frac{1}{2}$ " Flaps $\frac{1}{4}$ " wide



Paper Basket for Nuts or Candy





GIVE THANKS



TO THE LORD



Directions: Create this board using the graphics and posters provided or use your own pictures and lettering. Give students a copy of a vegetable and ask them to write down something for which they are thankful and a brief explanation why. Staple the vegetables around the cornucopia to create a Thanksgiving display. Place extra cutouts near board so that students can continue to add things for which they are thankful. This board could also be used to display the Thanksgiving Prayers activity, stapling final copies to board along with a vegetable.



Bible Reading Plan

November



Week One

Monday	Tuesday	Wednesday	Thursday	Friday
And be Thankful. Colossians 3:15b				
	Start a gratitude list in your journal. Each day of the month write five new things you are thankful for.			Why do you think that the Bible asks us to give thanks?
1 Chron 16:8	Psalm 30:12 Psalm 105:1	Psalm 97:12 Isaiah 12:4	Col 3:17 Heb 13:15	Eph 5:20

Week Two

Monday	Tuesday	Wednesday	Thursday	Friday
Let them give thanks to the Lord for his unfailing love. Psalm 107:21				
We give thanks to God for who he is. This week's texts help us discover what those attributes are. In your journal title a page "God Is...." and as you read, write down what you learn about who He is.			Take a look at your list of the attributes of God. Why are these things we can be thankful for? Explain why each attribute is praiseworthy.	
Psalm 7:17	Psalm 18: 1 & 21	Psalm 75:1	Psalm 136	Rev 11:16-17&29

Week Three

Monday	Tuesday	Wednesday	Thursday	Friday
"...give thanks in all circumstances, for this is God's will for you in Christ Jesus." 1 Thessalonians 5:18				
What does it mean to give thanks to God for everything?	Why do we give thanks and ask God to bless our food?	What gift is this verse talking about and why is it indescribable?		
Eph 5:20	John 6:11 Acts 27:35	2 Cor 9:15	Isaiah 14:12-14	Ezek 28:12-17

Week Four

Monday	Tuesday	Wednesday	Thursday	Friday
What happened in heaven as a result of Lucifer's rebellion? Read also Lk. 10:18	What lie does Satan get Adam & Eve to believe?	What did sin result in?	What was God's plan for sin?	Who wins? What will happen to Satan?
Rev. 12:7-9	Gen 3:1-7	Isaiah 59:1,2 Rom 6:23	Rom 23:24-26	Rev 20:7-10

Give thanks to the Lord, for he is good his love endures forever.
--Psalm 107:1 (NIV)



