

THE UNIVERSITY OF THE STATE OF NEW YORK
THE NEW YORK STATE EDUCATION DEPARTMENT

Middle-Level Learning Experience

Creating a Picture Book

NYSED LEARNING STANDARDS

Social Studies Standard 1: History of the United States and New York State KI 1; KI 2, PI 2; KI 3, PI 1, 2, & 4; KI 4, PI 1-4

Social Studies Standard 3: Geography KI 1, PI 2; KI 2, PI 3

SOCIAL STUDIES CORE CURRICULUM

Grade 7 – Unit One: The Global Heritage of the American People Prior to 1500

- II. Geographic Factors Influence Culture
- III. Iroquoian and Algonquian Cultures on the Atlantic Coast of North America

Grade 7 – Unit Two: European Exploration and Colonization of the Americas

- European Exploration and Settlement (pp. 41-42)

SKILLS

Thinking Skills – finding and solving multiple step problems
handling diversity of interpretations

Research and Writing Skills – getting and organizing information
applying information

Interpersonal and Group Relation Skills – identifying basic assumptions
recognizing that others may have a different point of view

Map and Globe Skills – comparing maps and analyzing different kinds of maps

Graph and Image Analysis Skills – decoding images (graphs, cartoons, paintings, photographs)

CONCEPTS

Conflict	Environment and Society	Places and Regions
Culture	Human Systems	Power
Empathy	Needs and Wants	Technology

MODULE CONTEXT: A picture book is a very good way to present material or deliver a message. When you are able to combine a well-told story with strong visual images, you create an experience that may stay with readers for the rest of their lives. The purpose of this activity is to allow students to demonstrate their knowledge of social studies in a way that is creative and engaging to them. In particular, students can tell a story from the perspective of someone who lived during the time of Champlain, Hudson, or Fulton – perhaps even as one of these three individuals themselves. For this learning experience, students will create a story describing life in a Dutch settlement, to show the long-term impact that Henry Hudson’s explorations had on life in North America.

FOCUS QUESTIONS:

- What were the perspectives of various individuals who lived during the time of Henry Hudson?
- How did explorers like Henry Hudson view the world they lived in?
- How were Native American and European societies interdependent?
- What role did trade and commerce play in the development of New Netherlands?
- How can a picture book create a sense of what life was like in another time and place?

CLASSROOM ACTIVITIES:

STEP 1: Begin with the familiar

The teacher and students will bring in a copy of their favorite picture book. If students are unable to bring in a book, the teacher should provide samples. The grade level of the book is not relevant. Working in small groups, the students should be able to:

- Explain why they like this book.
- Identify the key elements of a good picture book as a well-told story with visuals that enhance or complement the story.
- Discuss the use of pictures and words to evoke images, thoughts, and feelings.
- Model how to read aloud a picture book.

STEP 2: Provide an example

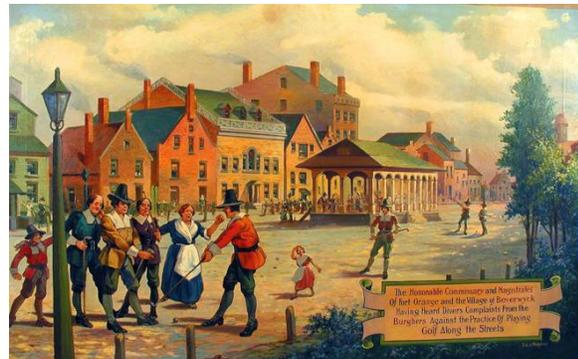
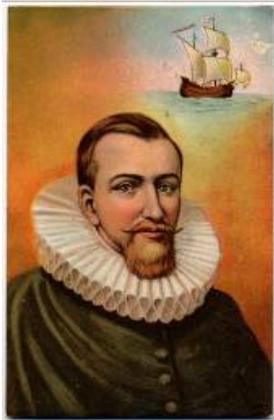
One excellent example of this technique is the picture book *The Legend of New Amsterdam* by Peter Spier (New York: Doubleday, 1979). This book was the source of inspiration for this lesson.

Students will study four sample pages from either the teacher's or a student's picture book to discuss the concept of using an actual historical event as the basis or inspiration for a picture story. As each page is read, the students should be able to:

- Identify the historical event.
- Comment on the accuracy or authenticity of the drawings.
- Discuss how the text and pictures are used to complement each other.
- Construct a list of possible resources that the author/illustrator might have used to research the event (remember that many picture books were written pre-internet).

STEP 3: Story boarding

The students will now do an exercise in story boarding. Images from the picture book entitled [*A Time of Change*](#), created for this learning experience, have been placed below. Teachers may copy, enlarge, and paste each picture on a separate sheet of paper. Teachers may also create an electronic file and have the students complete this activity as a PowerPoint. There is no accompanying text. Students should arrange the pictures in a way which tells a story. There is no right or wrong way.



After they have created their own story in picture form, they should now tell their story by adding text to each picture. They will decide what the story is about – that is part of their creative or decision-making power. When students are finished, they should share their stories with the rest of the class. At this time, the students should review the complete picture book, [*A Time of Change*](#).

Sample Student Picture Book Assignment

THE TASK:

You are responsible for creating a picture book about the life of Henry Hudson. Your book should include information about:

- His personal life.
- His accomplishments as an explorer.
- How his accomplishments in trade and transportation affected or changed life for people who settled and lived in what is present-day New York State.

RESEARCH:

It is important that your picture book contain historically-accurate information and illustrations which show what life was like during the 1600's. In order to accomplish the task you must research several different sources and record the information you find.

It is very challenging to find primary sources from the 17th century. A balance of both primary and secondary resources is acceptable. All sources should have appropriate citations. Check to make sure that all sources accurately depict the events surrounding Henry Hudson and his exploration as much as possible. While finding sources, consider the following:

- Who wrote the source?
- Who was the intended audience?
- Why was the source created?
- What was the context in which the source was created?
- What were the basic assumptions made by the creator?
- How might the creator have been biased?
- To what extent do other sources corroborate [confirm] this source?
- Is the source credible?
- What is one conclusion about the society that produced the source?

This learning experience provides a forum to generate student understanding of general terms and phrases including *copyright protection*; *fair use*; *plagiarism*; and *public domain*. Students should recognize appropriate uses of others' work as the basis of their own. In conjunction with this learning experience and your school's library media specialists and/or instructional technologists, teach specific tips and strategies for locating, using, and citing primary and secondary source documents from print and online media. Students should be aware of any terms and conditions that apply to the images and text they select. Most copyright rules allow for non-commercial, one-time educational use of sources. If students create picture books for general public distribution or for sale, copyright issues may arise.

For more information, please visit the following Web sites of the U.S. Copyright Office:

- Fair Use
<http://www.copyright.gov/fls/fl102.html>
- Reproduction of Copyrighted Works by Educators and Librarians (Circular 21)
<http://www.copyright.gov/circs/circ21.pdf>

STORY BOARD:

You are now ready to begin the first part of the picture book task in that you will provide information about the life of Henry Hudson through pictures. Go back and review the three goals listed under the task. Below and on the next page are pictures or drawings. You are to rearrange them to visually describe the life of Henry Hudson. You may also use pictures from:

- a teacher-created file
- images you found on the internet
- images scanned from the picture and chapter book

ADDING TEXT:

You now must add text to your picture story. The text should come from information you recorded during your research and should complement the picture. Your text should fully develop the three goals connected to the task.

STEP 4: Practice what you preach

The students should have developed a mindset regarding the technique of creating a picture book. They should be able to create their own books about Hudson, Champlain, and Fulton – or about the lives and times in which they lived. The students will decide on the medium to be used. Research and historical accuracy are key to producing a quality project. Teachers should create their own picture books as models and to gain insight into the process.

The remainder of this lesson consists of a teacher-developed model picture book entitled [*A Time of Change*](#), and presented in a PowerPoint format. The theme is based on the impact of Henry Hudson's voyage of exploration to America. It is also a tale of the various historical and cultural changes that occurred in New York during its colonial period. The story incorporates multiple cultural perspectives and speaks of the roles of Native Americans, Europeans, and African-Americans in the development of New York. In creating their own books, students may choose to follow the same basic plot or chronology of events but develop characters who may emphasize another culture's point of view. Some pages of the model have been hyperlinked to websites with videos. These will only work if you are showing the book in a PowerPoint format and have the necessary software programs.

The key components of evaluating this project are **historical accuracy** and the **ability to incorporate historical sources to tell a story**. Any teacher-made rubric should reflect this. This project allows for the use of a wide variety of media and therefore should appeal to all students.

Work with your school's library media specialists and instructional technologists to organize a collection of reference books, picture books, primary/secondary sources, and approved Web sites for students to research the life and explorations of Henry Hudson. If needed and if time permits, provide instruction on how to locate print and online resources that meet the criteria for historical accuracy and general acceptability. Whether such criteria are teacher-, school-, district-, or class-developed, students should understand and apply common standards for locating and using sources for creating any text.

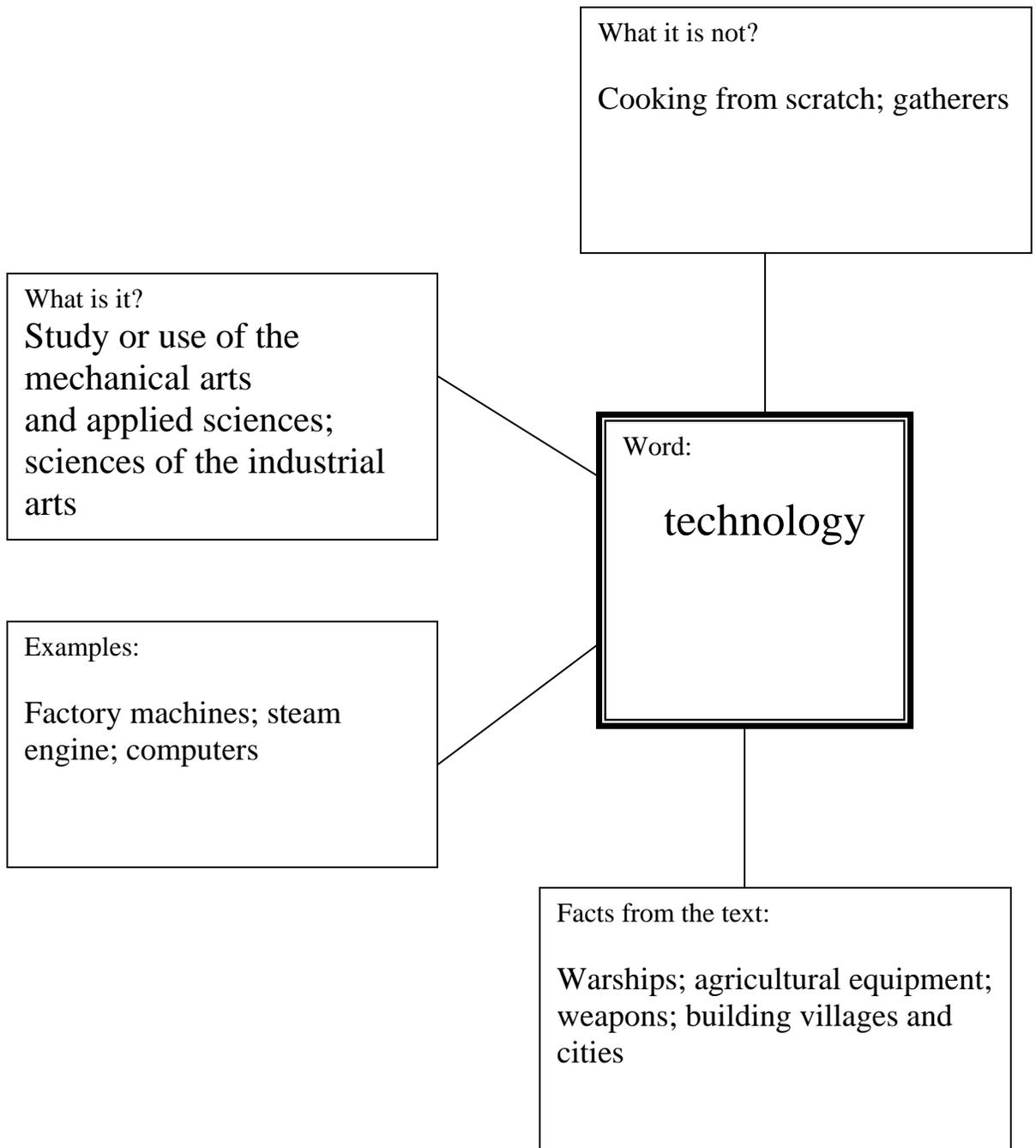
VOCABULARY:

Algonquains	fortification	Nieu (New) Amsterdam
barter	Haave Maen (Half Moon)	Northwest Passage
colonization	Hurons	prosperous
commerce	interdependence	technology
cultural diffusion	Iroquois	tobacco
culture groups	maize	trade
economic(s)	migrations	
expedition	Native American Indians	

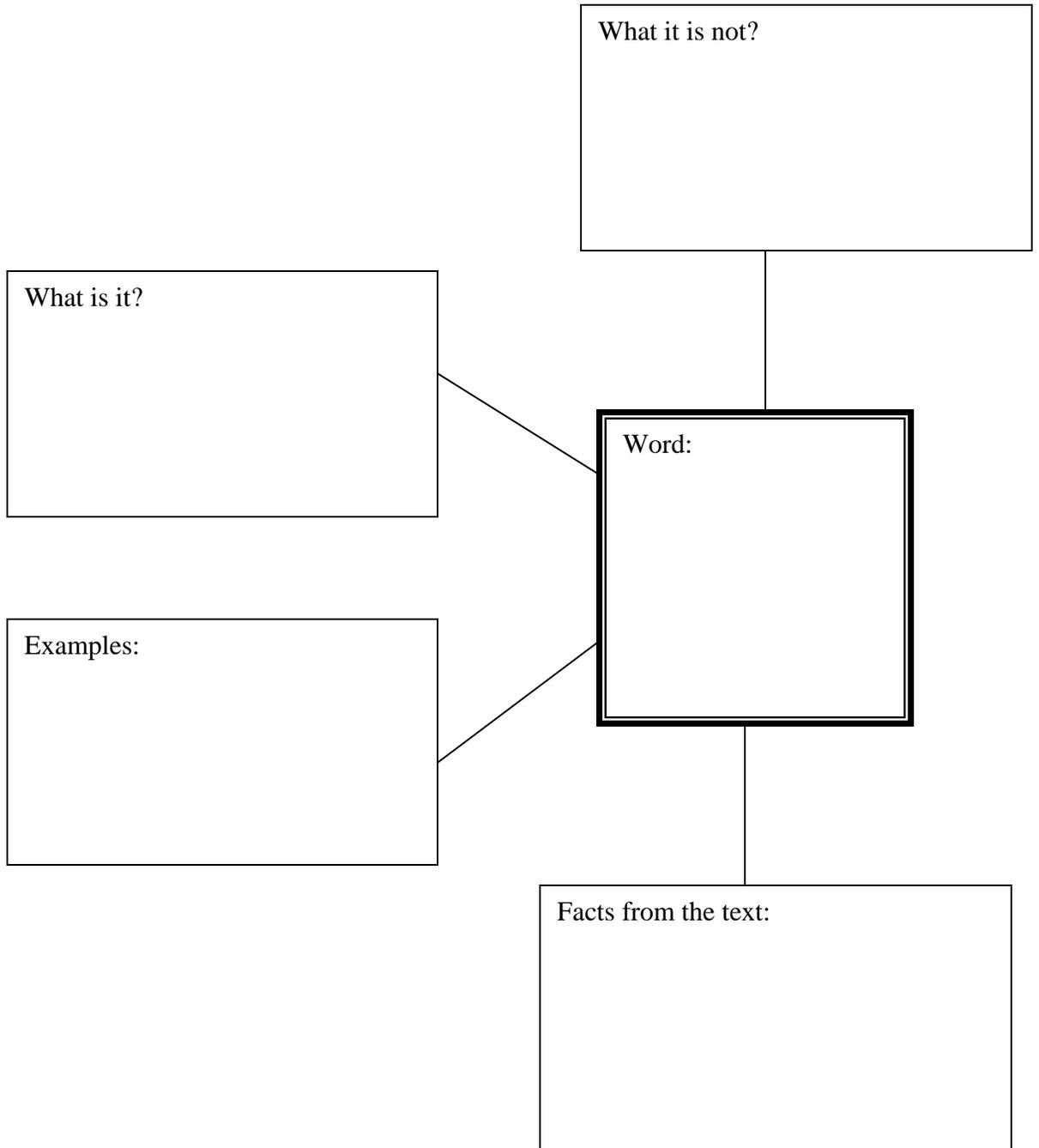
ADDITIONAL ACTIVITIES:

Ask the class to examine the “Creating a Picture Book” vocabulary list above. Introduce the Concept Definition Mapping activity to the class by reviewing the completed Technology Concept Definition Map. Divide the class into small groups and assign each group a “Creating a Picture Book” word and ask them to complete a blank Concept Definition Mapping graphic organizer.

Concept Definition Mapping



Concept Definition Mapping



INTERDISCIPLINARY CONNECTIONS:

The completion of a picture book will enable students to demonstrate their level of competence in meeting the learning standards, key ideas, and performance indicators found in the areas of Social Studies; English Language Arts; The Arts; and Mathematics, Science, and Technology (MST).

English Language Arts Standard 1: Language for Information and Understanding KI 1, PI 1, 2; KI 2, PI 1, 3, 5

English Language Arts Standard 3: Language for Critical Analysis and Evaluation KI 1, PI 1; KI 2, PI 1

English Language Arts Standard 4: Language for Social Interaction KI 1, PI 1; KI 2, PI 2

The Arts Standard 1: Creating, Performing, and Participating in the Arts Visual Arts KI 1, PI 1(a), 2(d), 5(e)

The Arts Standard 2: Knowing and Using Arts Materials and Resources Visual Arts KI 2, PI 1(a), 2(b), 3(c)

The Arts Standard 3: Responding to an Analyzing Works of Art Visual Arts KI 3, PI 3(c), 4(d)

The Arts Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts Visual Arts KI 4, PI 1(a), 3(c)

Mathematics, Science, and Technology Standard 2: Information Systems KI 1, PI 3; KI 2, PI 1

Modifications for Special Education and ELL Students:

Special needs students often respond in a positive manner to lessons which use visual and oral techniques to stimulate their learning. They also maybe more inclined to engage in composing, writing, and editing activities which employ computer-based technology.

- Students may consult with the regular education teacher regarding additional resources and support.
- During resource room period, students may work with their special education or ELL teacher to further explore sources.
- Remedial reading and ELA teachers should be aware of the assignments and could also provide further assistance to student.
- Media center and library staff will pull additional resources and compile for student.
- Additional time may be allotted when submitting assignments.
- Assignments will be broken down into different states to accommodate students.
- Visual assistance (flowcharts, pictures, illustrations) may also assist students with the product of assignments.

SUGGESTED RESOURCES AND MATERIALS:

- Costabel, Eva Deutsch. 1988. *The Jews of New Amsterdam*. New York: Atheneum. ISBN 0-689-31351-9. New York, 1650's. This simplified text gives an overview of the Jews' effect on the Dutch colony of New Amsterdam.
- Lobel, Arnold. 1971. *On the Day Peter Stuyvesant Sailed into Town*. New York: Harper. ISBN 0-06-443144-4. New York, 1647. This text follows the development of New Amsterdam during Stuyvesant's efforts to organize the town.
- Locker, Thomas. 1990. *The Land of Gray Wolf*. New York: Dial. ISBN 0-8037-0936-6. The destruction of the wilderness viewed through the eyes of a Native American child.
- Shepard, Aaron. 1995. *The Baker's Dozen A Saint Nicholas Tale*. Illustrated by Wendy Edelson. New York: Atheneum. ISBN 0-689-80298-6. The custom of the baker's dozen is shown here to have started in a town in colonial Albany.
- Spier, Peter. 1979. *The Legend of New Amsterdam*. New York: Doubleday. ISBN: 0-3851-3180-1. Describes life in the bustling 17th-century settlement of New Amsterdam.

WEBSITES:

The following Web sites were consulted in the creation of the sample picture book, [A Time of Change](#).

Albany Institute of History & Art
<http://www.albanyinstitute.org/>

Fordham University Libraries
www.library.fordham.edu

Get NY!
<http://www.adsny.com/nyindian/resume.html>

Governors Island Preservation & Education Corporation
<http://www.govisland.com>

Library of Congress
<http://international.loc.gov>

Museum of Ontario Archaeology
<http://www.uwo.ca/museum/terminalWoodland.html>

New Netherland Project
<http://www.nnp.org/>

The New-York Historical Society
<http://www.slaveryinnewyork.org>

New York State Archives
<http://www.archives.nysed.gov/aindex.shtml>

New York State Library
<http://www.nysl.nysed.gov>

New York State Museum
<http://www.nysm.nysed.gov>

PBS

- First Jewish immigration to New Amsterdam/Stuyvesant/ discrimination – click on first video resource, “The First Jews in the New World” (approx. 2 mins.)
<http://www.pbs.org/wnet/heritage/episode7/video/index.html>
- Video clip on the Old Quaker Meeting House – click on “Flushing”
<http://www.thirteen.org/queens/map.html>
- Lesson on the Hudson River from NTTI (National Teachers Training Institute – WNET/Thirteen, NYC), including suggested activities and web resources. The video clip from Bill Moyers below can be used with this lesson.
http://www.thirteen.org/edonline/ntti/resources/lessons/hudson_river/index.html
- Video clip from Bill Moyers, “America’s First River” (approx. 90 seconds)
<http://www.pbs.org/now/science/hudson.html>
- Scroll down to “Erie Canal” and click on online tour for a virtual tour of the Erie Canal
<http://www.pbs.org/teachers/>

PBS Kids

This resource has a section entitled *Big Apple History*. It provides students with documents and videos which maybe used to trace the development of New York City from its pre-Columbian origins to modern times.

<http://pbskids.org/bigapplehistory/early/index-flash.html>

- Henry Hudson – photo, short video clip and historical documents
- Stuyvesant - photo, short video clip and historical documents
- New Amsterdam - photo, short video clip and historical documents
- Dutch West India Company

The Project Gutenberg eBook, The Story of Manhattan
<http://www.gutenberg.org/files/13842/13842-h/13842-h.htm>

Ryker-Riker Historical Society, Inc.
<http://homepages.rootsweb.com/~ryker2/>

Warburg Electronic Library
<http://www.sts.tu-harburg.de/projects/WEL/0911/images/New%20Amsterdam.jpg>

Wikipedia
www.wikipedia.org