

A young woman with dark hair, wearing a red and blue plaid shirt over a light blue t-shirt, is shown in profile, looking down at an open book she is holding. The background is a blurred classroom with other students seated at desks. The overall lighting is soft and focused on the woman.

# WIT & WISDOM™

More Meaningful English

# MODULE TOPICS & TEXTS

(CLICK TOPIC TO VIEW TEXTS)

GRADE	MODULE 1	MODULE 2	MODULE 3	MODULE 4
K	<a href="#">The Five Senses</a>	<a href="#">Once Upon a Farm</a>	<a href="#">America, Then and Now</a>	<a href="#">The Continents</a>
1	<a href="#">A World of Books</a>	<a href="#">Creature Features</a>	<a href="#">Powerful Forces</a>	<a href="#">Cinderella Stories</a>
2	<a href="#">A Season of Change</a>	<a href="#">The American West</a>	<a href="#">Civil Rights Heroes</a>	<a href="#">Good Eating</a>
3	<a href="#">The Sea</a>	<a href="#">Outer Space</a>	<a href="#">A New Home</a>	<a href="#">Artists Make Art</a>
4	<a href="#">A Great Heart</a>	<a href="#">Extreme Settings</a>	<a href="#">The Redcoats Are Coming!</a>	<a href="#">Myth Making</a>
5	<a href="#">Cultures in Conflict</a>	<a href="#">Word Play</a>	<a href="#">A War Between Us</a>	<a href="#">Breaking Barriers</a>
6	<a href="#">Resilience in the Great Depression</a>	<a href="#">A Hero's Journey</a>	<a href="#">Narrating the Unknown</a>	<a href="#">Courage in Crisis</a>
7	<a href="#">Identity in the Middle Ages</a>	<a href="#">Americans All</a>	<a href="#">Language and Power</a>	<a href="#">Fever</a>
8	<a href="#">The Poetics and Power of Storytelling</a>	<a href="#">The Great War</a>	<a href="#">What Is Love?</a>	<a href="#">Teens as Change Agents</a>

## GRADE K MODULE 1

# The Five Senses

Studying the five senses lays a foundation for the knowledge of human biology. Full of rhyme, rhythm, and color, this module introduces children to the joy and rigor of text-based, content-rich learning.

### Core Texts

- *My Five Senses* (I)  
by Margaret Miller
- *My Five Senses* (I)  
by Alik
- *Last Stop on Market Street* (L)  
by Matt De La Peña
- *Chicka Chicka Boom Boom!* (L)  
by Bill Martin
- *Rap a Tap, Tap...*  
by Leo and Diane Dillon
- *Flower Day* (Visual Art)  
by Diego Rivera
- *Le Gourmet* (Visual Art)  
by Pablo Picasso



## GRADE K MODULE 2

# Once Upon a Farm

William Makepeace Thackeray wrote, “*the two most engaging powers of an author are to make new things familiar, familiar things new.*” The texts in this module do exactly that—make new things familiar and familiar things new—as young readers playfully explore both informational and fictional books depicting one of the most humble yet vibrant of places: the farm.

### Core Texts

- *The Year at Maple Hill Farm* (I)  
by Alice and Martin Provensen
- *Farm Animals* (I)  
by Wade Cooper
- *The Little Red Hen* (L)  
by Jerry Pinkney
- *The Three Billy Goats Gruff* (L)  
by Paul Galdone
- *The Three Little Pigs* (L)  
by Thea Kliros
- *American Gothic* (Visual Art)  
by Grant Wood
- *The Cornell Farm* (Visual Art)  
by Edward Hicks



## GRADE K MODULE 3

# America Then and Now

America is ever changing, evolving, and growing. Students will push up their bifocals to appreciate the extraordinary innovations that Ben Franklin contributed to the world and recognize the impact of his brilliance in their lives today. This module demonstrates how days and seasons change, how “progress” can change a landscape, and also reminds us how life is as much about continuity as it is about change.

### Core Texts

- *Home: Then and Now* (First Step Nonfiction) (I)  
by Robin Nelson
- *School: Then and Now* (First Step Nonfiction) (I)  
by Robin Nelson
- *Transportation: Then and Now* (First Step Nonfiction) (I)  
by Robin Nelson
- *Communication: Then and Now* (First Step Nonfiction) (I)  
by Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin* (I)  
by Gene Barretta
- *When I Was Young in the Mountains* (L)  
by Cynthia Rylant and Diane Goode
- *The Little House* (L)  
by Virginia Lee Burton
- *Washington Crossing the Delaware* (Visual Art)  
by Emanuel Leutze



GRADE K MODULE 4

# The Continents

Have you ever looked at the globe and thought about all the places in the world you could visit? Would you climb high peaks like Denali or Mount Everest? Would you learn to tango in Argentina, or enjoy the beauty of the frescos on the ceiling of the Sistine Chapel? There is, quite literally, a world of possibilities!

## Core Texts

- *Introducing North America* (I)  
by Chris Oxlade
- *World Atlas* (I)  
by Barefoot Books
- *Africa; Australia; Antarctica; Asia; Europe; South America* (I)  
by Rebecca Hirsch
- *The Story of Ferdinand* (L)  
by Munro Leaf
- *Moon Rope* (L)  
by Lois Ehlert
- *Why Mosquitos Buzz in People's Ears* (L)  
by Verna Aardema pictures by Leo and Diane Dillon
- *Cartia Marina* (Visual Art)  
by Olaf Magnus
- *Earth Observatory Map* (Visual Art)



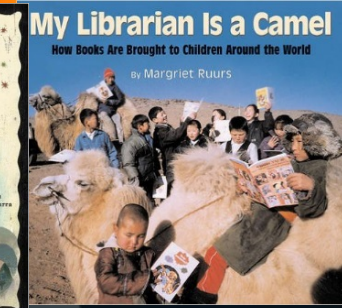
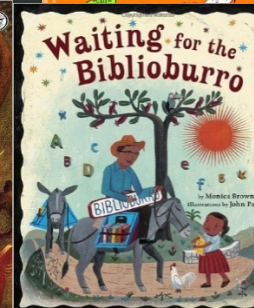
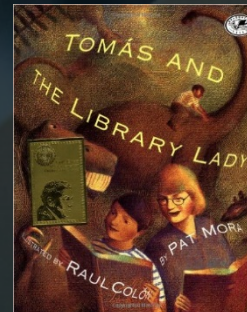
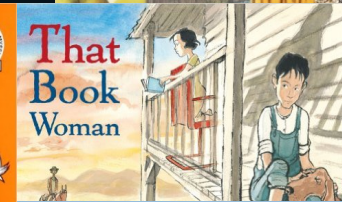
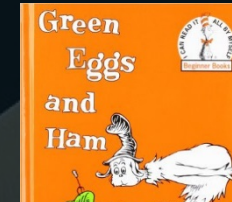
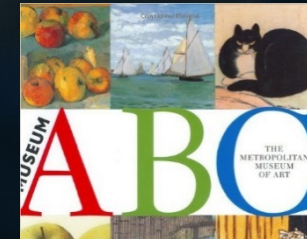
## GRADE 1 MODULE 1

# A World of Books

At a critical time in early literacy development, students focus on the power of reading to change lives--by reading, discussing, and writing about inspiring texts.

### Core Texts

- *Museum ABC* (I)  
by New York Metropolitan Museum of Art
- *Tomas and the Library Lady* (L)  
by Pat Mora
- *Waiting for the Biblioburro* (L)  
by Monica Brown and John Parra
- *That Book Woman* (L)  
by Heather Henson and David Small
- *My Librarian is a Camel* (I)  
by Margriet Ruurs
- *Green Eggs and Ham* (L)  
by Dr. Seuss
- *Midnight Ride of Paul Revere* (Visual Art)  
by Grant Wood



## GRADE 1 MODULE 2

# Creature Features

What makes animals fascinating? How do people observe animals to learn about their features? How are the features of animals' bodies similar and different? Students look deeply at the natural world through the lens of high-quality, content-rich texts and works of art.

### Core Texts

- *Me...Jane* (I)  
by Patrick McDonnell
- *Seahorse: Shyest Fish in the Sea* (I)  
by Chris Butterworth and John Lawrence
- *What Do You Do With a Tail Like This?* (I)  
by Steve Jenkins and Robin Page
- *Never Smile at a Monkey* (I)  
by Steve Jenkins
- *Seven Blind Mice* (L)  
by Ed Young
- *Young Hare* (Visual Art)  
by Albrecht Dürer
- *The Snail* (Visual Art)  
by Henri Matisse



### GRADE1 MODULE3

# Powerful Forces

Although none of us have seen the wind, it powerfully impacts our lives. Students explore key scientific concepts of weather and forces. They also explore the invisible force of emotions. Students gain an understanding of how wind moves objects and generates power. They also explore how we, as humans, are moved.

#### Core Texts

- *The Boy Who Harnessed the Wind* (I)  
by William Kamkwamba
- *Feelings* (I)  
by Alik
- *Brave Irene* (L)  
by William Steig
- *Owl at Home* (L)  
by Arnold Lobel
- *Gilberto and the Wind* (L)  
by Marie Hall Ets
- *Feel the Wind* (I)  
by Arthur Dorros
- *The Red Mill* (Visual Art)  
by Piet Mondrian
- *Oostzijdse Mill With Extended Blue, Yellow and Purple Sky* (Visual Art)  
by Piet Mondrian
- *Windmill in the Gein* (Visual Art)  
by Piet Mondrian



## GRADE1 MODULE4

# Cinderella Stories

The story of Cinderella is a timeless piece of traditional literature. While there are thousands of versions of Cinderella, the stories are united by common elements and themes; changes to the setting do not disrupt the magic of these tales or their ability to impart the importance of kindness, forgiveness, and belief in good triumphing over evil.

### Core Texts

- *Cinderella* (L)  
by Marcia Brown
- *Adelita* (L)  
by Tomi dePaola
- *The Korean Cinderella* (L)  
by Shirley Climo and Ruth Heller
- *Bigfoot Cinderrrrrella* (L)  
by Tony Johnston and James Warhola
- *Cendrillon: A Caribbean Cinderella* (L)  
by Robert D. San Souci and Brian Pinkney
- *The Rough-Face Girl* (L)  
by Rafe Martin & David Shannon
- *Glass Slipper, Gold Sandal* (L)  
by Paul Fleischman and Julie Paschkis
- *First Steps, After Millet* (Visual Art)  
by Vincent Van Gogh
- *First Steps* (Visual Art)  
by Jean-Francois Millet
- *Mother and Child (First Steps)* (Visual Art)  
by Pablo Picasso



## GRADE2 MODULE1

# A Season of Change

Students delve into visually stunning, thought-provoking literature, playful poetry, and rich, informative text to uncover some of the mysteries of change: its fleeting yet timeless nature; its capacity to challenge and inspire; and the contradiction between changes that are fast and slow, big and small.

### Core Texts

- “Weather”  
by Eve Merriam
- *The Little Yellow Leaf* (L)  
by Carin Berger
- *A Color of His Own* (L)  
by Leo Lionni
- *How Do You Know It's Fall?* (I)  
by Lisa M. Herrington and Randy C Bilk
- *Why Do Leaves Change Color?* (I)  
by Betsy Maestro and Loretta Krupinski
- *Sky Tree* (L)  
by Thomas Locker
- *Une Baignade, Asnieres* (Visual Art)  
by Georges Seurat
- *Paris Street, Rainy Day* (Visual Art)  
by Gustave Caillebotte
- *Hunters in the Snow* (Visual Art)  
by Pieter Bruegel
- *Autumn Landscape* (Visual Art)  
by Maurice de Vlaminck



GRADE2MODULE2

# The American West

Students explore the challenges and responses of the legendary people of the early American West – the stories that emerge from this period of tremendous struggle and growth.

## Core Texts

- *Journey of a Pioneer* (I)  
by Patricia J Murphy
- *Plains Indians* (I)  
by Andrew Santella
- *The Buffalo Are Back* (L)  
by Jean Craighead George and Wendell Minor
- *The Legend of the Bluebonnet* (L)  
by Tomie dePaola
- *Johnny Appleseed* (L)  
by Steven Kellogg
- *The Story of Johnny Appleseed* (L)  
by Alik
- *John Henry: An American Legend* (L)  
by Ezra Jack Keats
- *John Henry* (L)  
by Julius Lester and Jerry Pinkney
- *Among the Sierra Nevada Mountains, California*  
(Visual Art)  
by Albert Bierstadt



## GRADE2 MODULE3

# Civil Rights Heroes

Glimpse into the lives of people, young and old, who made a difference in the fight for freedom and equality for all—those whose actions and words inspired change.

### Core Texts

- *Martin Luther King, Jr. and the March on Washington* (I)  
by Frances E. Ruffin and Stephen Marchesi
- *I Have a Dream Martin Luther King, Jr.* (I)  
Illustrated by Kadir Nelson
- *The Story of Ruby Bridges* (I)  
by Robert Coles
- *Ruby Bridges Goes to School: My True Story* (I)  
by Ruby Bridges
- *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* (I)  
by Duncan Tonatiuh
- *U.S. Marshals Escorting Ruby Bridges* (Visual Art)
- *Selma to Montgomery March, Alabama* (Visual Art)  
by James Karales



## GRADE2 MODULE4

# Good Eating

Food nourishes and sustains us beyond just our physical needs of hunger and growth. Food can bring people together, repair communities, and teach us important lessons.

### Core Texts

- *Bone Button Borscht* (L)  
by Aubrey Davis
- *Stone Soup* (L)  
by Marcia Brown
- *Good Enough to Eat* (I)  
by Lizzy Rockwell
- *The Digestive System* (I)  
by Jennifer Prior
- *The Digestive System* (I)  
by Christine Taylor-Butler
- *The Vegetables We Eat* (I)  
by Gail Gibbons
- *Cakes* (Visual Art)  
by Wayne Thiebaud
- *Two (Cheese) Hamburgers* (Visual Art)  
by Claes Oldenburg
- *Beaneater* (Visual Art)  
by Annibale Carracci



## GRADE3MODULE1

# The Sea

Since ancient times, the sea has inspired explorers and scientists, authors and artists, adults and children. Students build knowledge about the vast ocean and the creatures that live in this fascinating, inspiring, and sometimes dangerous environment.

### Core Texts

- *Amos & Boris* (L)  
by William Steig
- *Ocean Sunlight: How Tiny Plants Feed the Sea* (I)  
by Molly Bang and Penny Chisholm
- *Fantastic Undersea Life of Jacques Cousteau* (I)  
by Dan Yaccarino
- *Shark Attack* (I)  
by DK Reader (Cathy East Dubowski)
- *Giant Squid: Searching for a Sea Monster* (I)  
by Mary M. Cerullo and Clyde F. E. Roper
- *The Great Wave* (Visual Art)  
by Katsushika Hokusai
- *The Boating Party* (Visual Art)  
by Mary Cassatt
- *The Gulf Stream* (Visual Art)  
by Winslow Homer



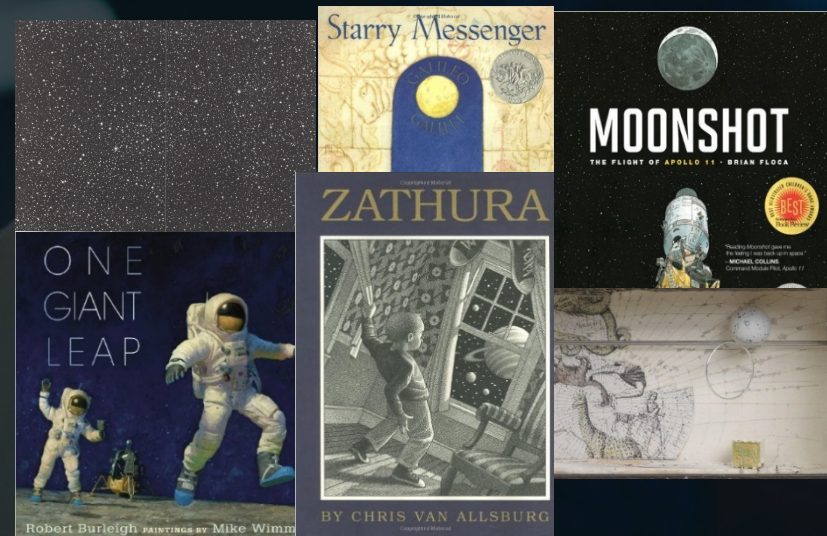
## GRADE3MODULE2

# Outer Space

Over half a billion people around the world gathered around their televisions to watch when Neil Armstrong became the first human to walk on the moon. Their collective fascination with outer space was not unique to that moment in time, but rather part of a continued fascination that has driven people to study and explore outer space since the earliest of times.

### Core Texts

- *Zathura* (L)  
by Chris Van Allsburg
- *Starry Messenger: Galileo Galilei* (I)  
by Peter Sis
- *Moonshot* (I)  
by Brian Floca
- *One Giant Leap* (I)  
by Robert Burleigh
- *Starfield* (Visual Art)  
by Vija Celmins
- *Space Object Box: "Little Bear, etc." Motif* (Visual Art)  
by Joseph Cornell



### GRADE3 MODULE3

## A New Home

America represents a land of possibility and opportunity—a chance to begin again, to strike it rich, to establish a safe home, or obtain freedom. Hopeful immigrants left their homelands, often with little more than the belief that in America, with hard work and a little luck, they would have an opportunity to create better lives for themselves and their families.

#### Core Texts

- *Coming to America* (I)  
by Betsy Maestro
- *Grandfather's Journey* (L)  
by Allen Say
- *Tea with Milk* (L)  
by Allen Say
- *The Keeping Quilt* (L)  
by Patricia Polacco
- *Family Pictures* (L)  
by Carmen Lomas Garza
- *Visiting the Washington Monument* (Visual Art)  
by Robert Mills
- *Gateway Arch (St. Louis)* (Visual Art)  
by Eero Saarinen
- *The Steerage* (Visual Art)  
by Alfred Steiglitz
- *Statue of Liberty, Liberty Enlightening the World, 1886* (Visual Art)  
by Frederic Auguste Bartholdi



## GRADE3 MODULE4

# Artists Make Art

Artists work in different media to express themselves, communicate ideas and feelings, and enrich society. Students explore texts and art that detail the creative processes, the successes, and the struggles involved in translating thoughts into words, sound, and images.

### Core Texts

- *Emma's Rug* (L)  
by Allen Say
- *A River of Words: The Story of William Carlos Williams* (I)  
by Jen Bryant and Melissa Sweet
- *When Marian Sang: The True Recital of Marian Anderson* (I)  
by Pam Munoz Ryan and Brian Selznick
- *Action Jackson* (I)  
by Jan Greenberg
- *Alvin Ailey* (I)  
by Andrea Davis Pinkney
- *Number 1, 1950 and Number 11, 1952* (Visual Art)  
by Jackson Pollock
- *Lincoln Memorial and Reflecting Pool* (Visual Art)  
by Henry Bacon
- *My Egypt* (Visual Art)  
by Charles Demuth
- *I Saw the Figure 5 in Gold* (Visual Art)  
by Charles Demuth



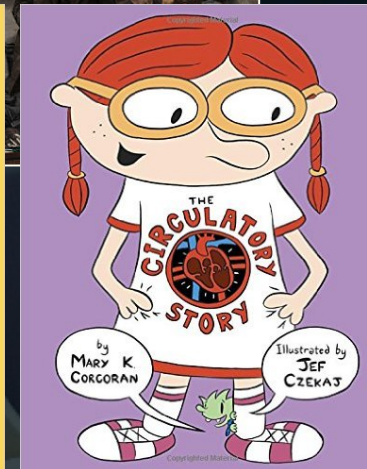
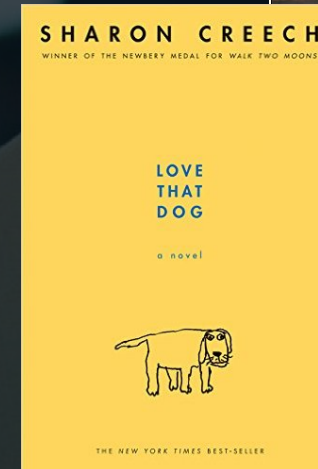
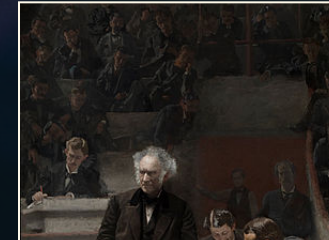
GRADE4 MODULE1

# A Great Heart

Invite students to examine the complexity of the human heart. Not only is it a biological wonder, it is also a symbol of human caring. What does it mean to think with our hearts? How do people demonstrate “great heart? What can we do to have healthy hearts?

## Core Texts

- *The Circulatory Story* (I)  
by Mary K. Corcoran
- *Love That Dog* (L)  
by Sharon Creech
- *Portrait of Dr. Samuel D. Gross (The Gross Clinic)* (Visual Art)  
by Thomas Eakins



GRADE4 MODULE2

# Extreme Settings

Gary Paulson writes in *Hatchet*, “You are your most valuable asset. Don’t forget that. You are the best thing you have.” This quote epitomizes the importance of perseverance, tenacity, creativity, and knowledge in the face of adversity. Students explore the challenges presented by extreme environments, examining the characteristics of setting and analyzing what makes certain landscapes challenging for survival.

## Core Texts

- *Mountains* (I)  
by Seymour Simon
- *Hatchet* (L)  
by Gary Paulsen
- *SAS Survival Handbook, Third Edition* (I)  
by John "Lofty" Wiseman
- *Fallingwater* (the Kaufmann Residence)  
by Frank Lloyd Wright



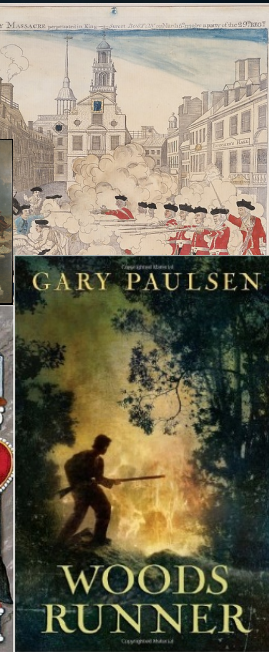
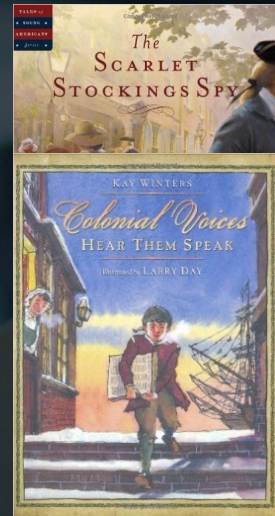
## GRADE4 MODULE3

# The Redcoats Are Coming!

Paul Revere's words will forever be associated with the start of the revolution that, when it was done, freed a people and their nation: The United States of America. There is no more essential story for young citizens than that of the American Revolution. Studying the events and heroes of this era will advance literacy skills while building historical knowledge.

### Core Texts

- *Colonial Voices: Hear Them Speak* (I)  
by Kay Winters
- *George vs. George* (I)  
by Rosalyn Schanzer
- *Woods Runner* (L)  
by Gary Paulsen
- *The Scarlet Stocking Spy* (L)  
by Trinka Hakes Noble
- *The Boston Massacre* (Visual Art)  
by Paul Revere
- *Washington Crossing the Delaware* (Visual Art)  
by Emanuel Leutze
- *Raising the Flag at Ground Zero* (Visual Art)  
by Thomas E. Franklin



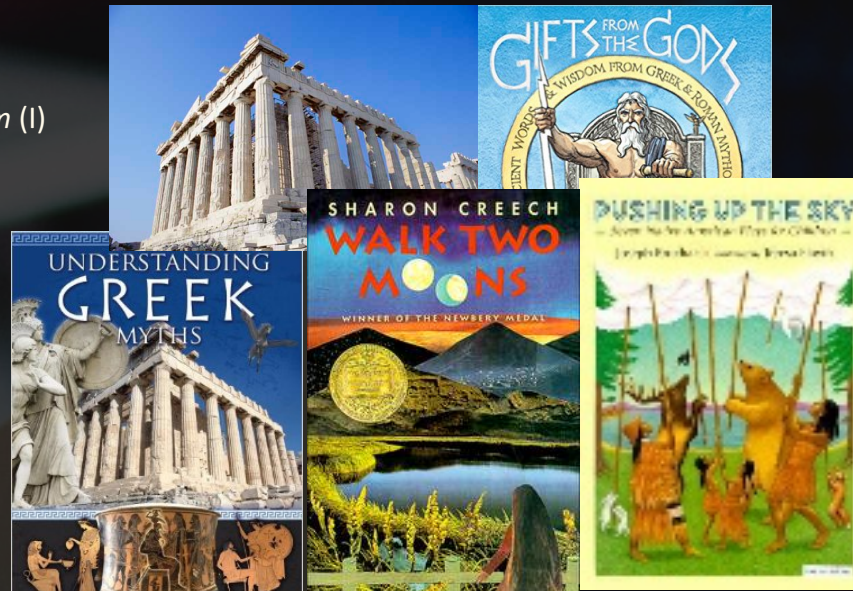
## GRADE4 MODULE4

# Myth Making

Through the lens of a masterful contemporary novel inspired by Greek mythology, this module explores the relevance of Greek mythology and the power of stories that convey important life lessons.

### Core Texts

- *Understanding Greek Myths* (I)  
by Natalie Hyde
- *Gifts from the Gods: Ancient Words and Wisdom* (I)  
by Lisa Lunge-Larsen
- *Walk Two Moons* (L)  
by Sharon Creech
- *Pushing Up the Sky* (L)  
by Joseph Bruchac
- *Winged Victory of Samothrace* (Visual Art)
- *Parthenon Temple* (Visual Art)



## GRADE 5 MODULE 1

# Cultures in Conflict

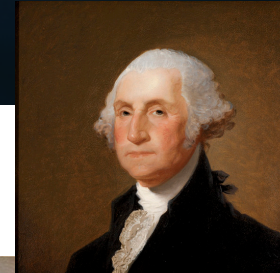
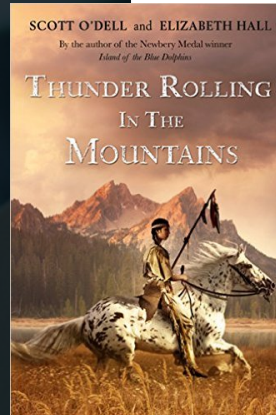
Explore the impact of United States' territorial growth through the eyes of one Native American tribe, the Nez Perce. The module examines the cultural conflict between Native American and European American societies by asking students to consider how the beliefs and values of a culture, specifically the Nez Perce tribe, guide the actions of its people.

### Core Texts

- *Thunder Rolling in the Mountains* (L) by Scott O'Dell and Elizabeth Hall
- *Speech at Lincoln Hall in Washington, DC, 1879*(I)  
by Chief Joseph
- *The White Cloud, Head Chief of the Iowas* (Visual Art)  
by George Catlin
- *Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait* (Visual Art)  
by E.A. Burbank
- *Portrait of George Washington* (Visual Art)  
by Gilbert Stuart

### Chief Joseph's Lincoln Hall Speech

Chief Joseph - Lincoln Hall Speech  
Washington, D.C., January 14, 1879



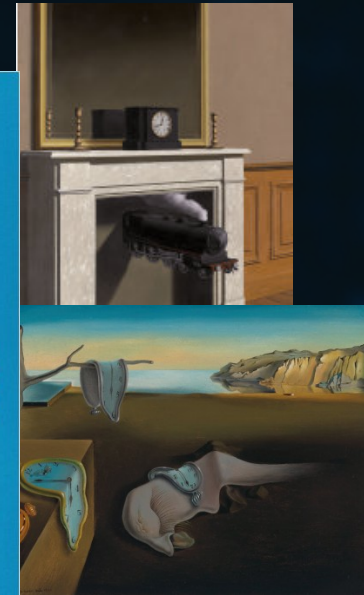
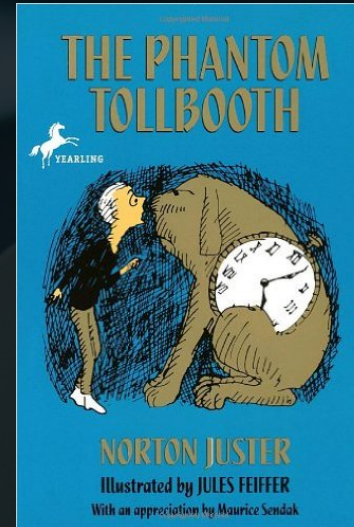
GRADE 5 MODULE 2

# Word Play

The English language, with its rich, hybrid history and innumerable sounds and word choices, is ripe with opportunity for wordplay. It almost begs for it! But why play with words? Writers like Lewis Carroll and Norton Juster prove that wordplay can be a worthy and thought-provoking challenge, a source of fantastic amusement, and a splendid avenue for conveying meaning.

## Core Texts

- *The Phantom Tollbooth* (L)  
by Norton Juster
- *Time Transfixed* (Visual Art)  
by Rene Magritte
- *The Persistence of Memory* (Visual Art)  
by Salvador Dali



GRADE 5 MODULE 3

# A War Between Us

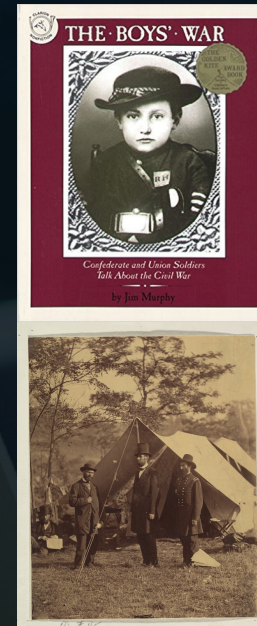
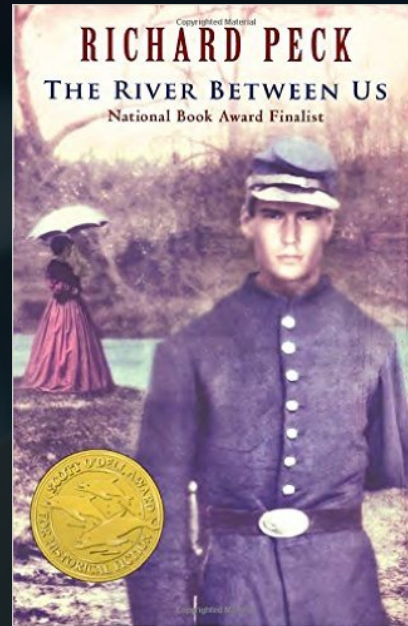
With no common ground to be found between the North and South on the issue of sovereignty over slavery, the nation plunged into civil war. Through the eyes of young soldiers who experienced the Civil War, students learn about this transformative period of American history.

## Core Texts

- *The River Between Us* (L)  
by Richard Peck
- *The Boys' War* (I)  
by Jim Murphy

*Antietam, Md. Allan Pinkerton, President Lincoln  
and Major General John A. McClelland*  
(Visual Art)

by Alexander Gardner



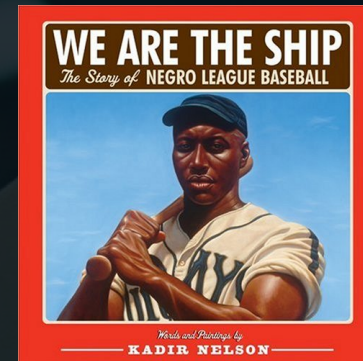
## GRADE 5 MODULE 4

# Breaking Barriers

History is filled with examples of individual athletes, teams, and coaches who have overcome adversity and challenged barriers of race, gender, culture, and class. This module explores the power that sports and individual athletes have to tear down social barriers and to strengthen individuals and communities.

### Core Texts

- *We are the Ship: The Story of Negro League Baseball* (I)  
by Kadir Nelson
- *Joie de Vivre* (Visual Art)  
by Mark Di Suvero
- *The Fall of Icarus* (1943) (Visual Art)  
by Henry Matisse
- *Icarus (Icare)* (1947) (Visual Art)  
by Henry Matisse



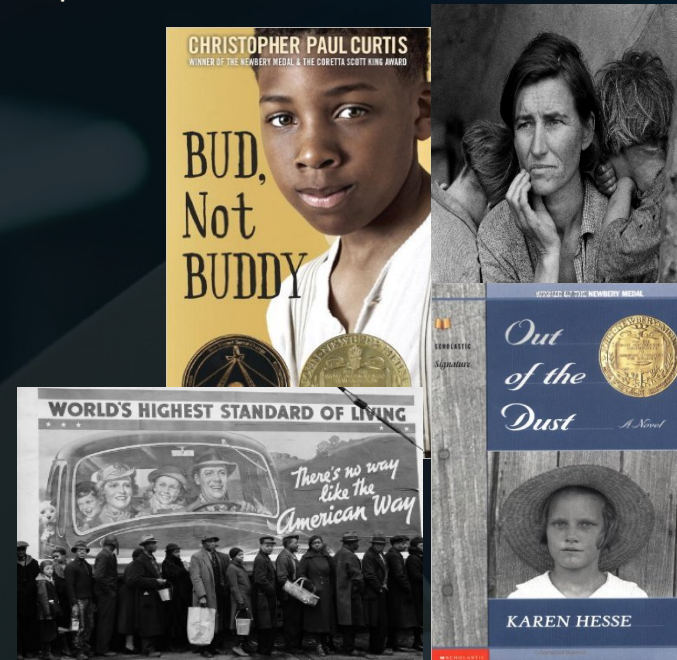
## GRADE6 MODULE1

# Resilience in the Great Depression

Much of the prosperity of the 1920s was built on a financial house of cards that collapsed in 1929 and plunged the nation into the worst economic situation in its history, the Great Depression. Literature, and a novel in verse, offers a glimpse into the hardships families faced and the triumphs they endured during the Great Depression.

### Core Texts

- *Bud, Not Buddy* (L)  
by Christopher Paul Curtis
- *Out of the Dust* (L)  
by Karen Hesse
- *Kentucky Flood* (Visual Art)  
by Margaret Bourke-White
- *Migrant Mother* (Visual Art)  
by Dorothea Lange



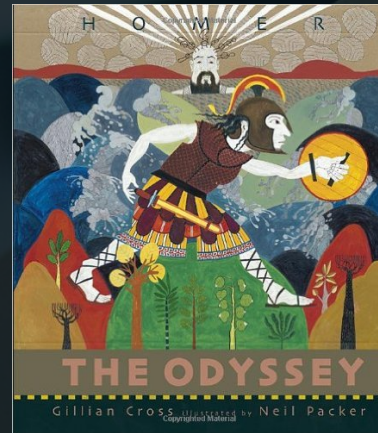
GRADE6 MODULE2

# A Hero's Journey

What are mythological archetypes, and how do they function in ancient stories? What is the relationship between struggle and transformation in the mythological hero's journey? What lessons does that journey teach us about the value of struggle, disappointment, and failure?

## Core Texts

- *The Odyssey* (L)  
by Gillian Cross and Neil Packer
- *The Ramayana: Divine Loophole* (L)  
by Sanjay Patel



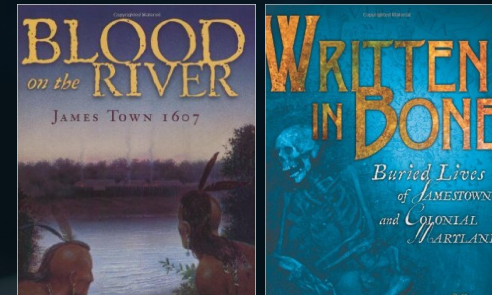
## GRADE6 MODULE3

# Narrating the Unknown

The past, perpetually receding and forever mysterious, requires that we use a variety of investigative methods to understand it. Some people learn about the past by reading the work of historians. Others rely on science to unravel the mystery of what came before us. Each method offers glimpses into the obscure and distant stories of the past.

### Core Texts

- *Blood on the River: James Town, 1607* (L)  
by Elisa Carbone
- *Written In Bone: Buried Lives of Jamestown and Colonial Maryland* (I)  
by Sally M. Walker
- *Nighthawks* (Visual Art)  
by Edward Hopper



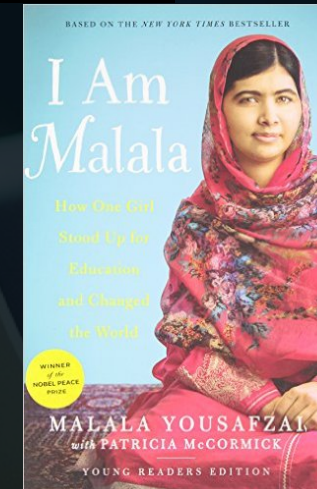
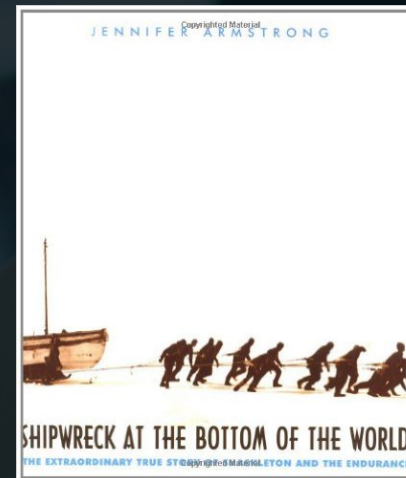
GRADE6 MODULE4

# Courage in Crisis

Can hostile environments develop or catalyze leadership? These against-all-odds stories create an entry into research about inspirational people who responded to personal peril and/or daunting challenges.

## Core Texts

- *Shipwreck at the Bottom of the World* (I)  
by Jennifer Armstrong
- *I Am Malala* (Young Readers Edition) (I)  
by Malala Yousafzai and Patricia McCormick
- Crown from the Tillya Tepe, Tomb VI* (Visual Art)



## GRADE7 MODULE1

# Identity in the Middle Ages

Captivating stories of lords and ladies, millers and pardoners, peasants, poachers, pilgrims, courtly love, castle life, and the plague introduce students to the daily lives of a wide range of medieval Europeans. Immersed in the Middle Ages, the period from about 500 AD to 1500 AD, students focus on *identity* and *character*, and the impact of society on both.

### Core Texts

- *Castle Diary* (L)  
by Richard Platt
- *Canterbury Tales* (L)  
Retold by Geraldine McCaughrean
- *The Midwife's Apprentice* (L)  
by Karen Cushman
- *Pilgrims Leaving Canterbury* (Visual Art)  
by Lydgate's Siege of Thebes
- *Joachim Among the Shepherds* (Visual Art)  
by Giotto di Bondone
- *The Three Living and The Three Dead* (Visual Art)  
by Flemish master of the Dresden Prayer



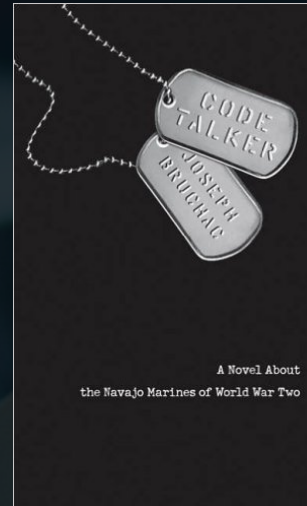
GRADE 7 MODULE 2

# Americans All

Fascist regimes drove global powers into conflict and expansionist Japan pulled America into the Second World War. The experiences of Japanese Americans, Native Americans, and African Americans both challenged and proved the claim that the United States was “united in one single purpose” during World War II.

## Core Texts

- *Farewell to Manzanar* (L)  
by Jeanne Wakatsuki Houston
- *Code Talker* (L)  
by Joseph Bruchac
- *Manzanar from Guard Tower* (Visual Art)  
by Ansel Adams
- *Ray Takeno Outside Free Press Office* (Visual Art)  
by Ansel Adams
- *Schoolchildren* (Visual Art)  
by Ansel Adams



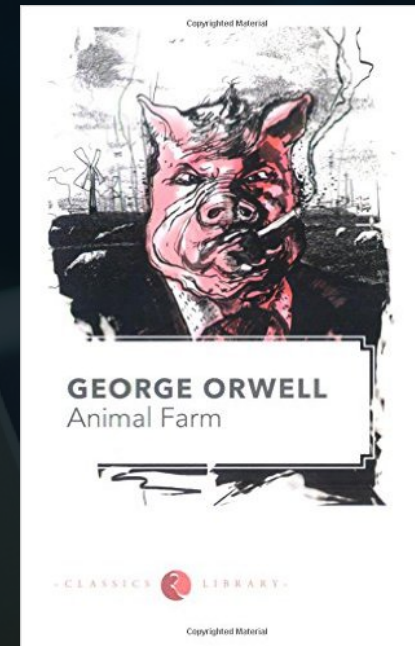
GRADE7 MODULE3

# Language and Power

Leaders understand the power of language to inspire or to control. Advertisers understand how to use words to persuade or to manipulate. Language—the crafted use of words, rhetorical strategies, and styles of expression—has an enormous impact on the power of information and arguments.

## Core Text

- *Animal Farm* (L)  
by George Orwell
- *The Great Sphinx at Giza* (Visual Art)
- *Temple at Abu Simbel* (Visual Art)



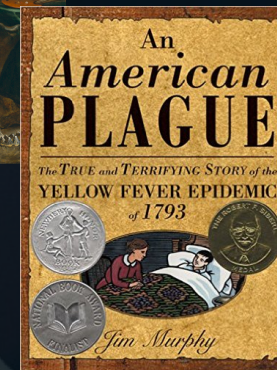
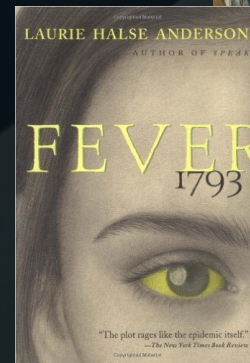
## GRADE7 MODULE4

# Fever

Students investigate one of the pivotal crises in American history: the yellow fever epidemic of 1793. As crises often do, this epidemic illuminated and altered realities of power, prejudice, and human fortitude. Examining large-scale crisis leads us to deeper understanding of our own society—shaped by crises throughout history.

### Core Texts

- *Fever 1793* (L)  
by Laurie Halse Anderson
- *American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* (I)  
by Jim Murphy
- *Artist in His Museum* (Visual Art)  
by Charles Willson Peale



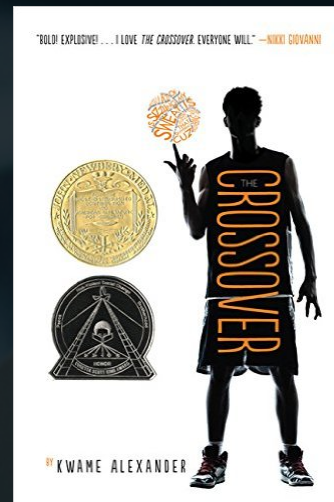
## GRADE 8 MODULE 1

# The Poetics and Power of Storytelling

Stories and poems have long been a way for human beings to understand the world around them, understand themselves, and create community. From the oral tradition of the Native Americans to contemporary poets, students consider how storytelling – and the choices storytellers make -- can be a powerful way to make sense of themselves and the world around them.

### Core Texts

- *The Crossover* (L)  
by Kwame Alexander
- *Children's Games* (Visual Art)  
by Pieter Bruegel the Elder
- *The Block* (Visual Art)  
by Romare Bearden



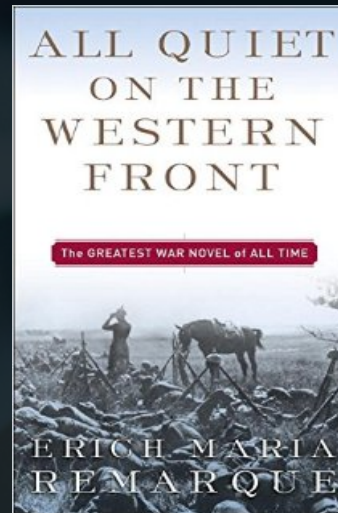
GRADE8 MODULE2

# The Great War

The impact of World War I was devastating and far-reaching for the world at large. Who were the individuals who endured? What were their experiences of the sacrifices – physical and psychological – required by such a war?

## Core Text

- *All Quiet on the Western Front* (L)  
by Erich Maria Remarque
- *Gassed* (Visual Art)  
by John Singer Sargent
- *Soldiers Playing Cards* (Visual Art)  
by Fernand Léger



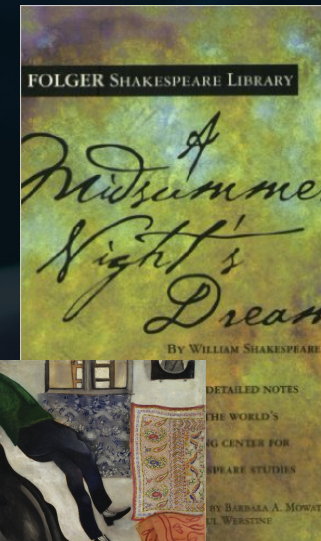
GRADE8 MODULE3

# What Is Love?

Through Shakespeare's characters, introduce perspectives about love, its purpose, place, and power. Through this eternally popular comedy, students discover the laughter and conflict that erupts when love takes unexpected turns and transforms us in unexpected ways.

## Core Text

- *A Midsummer Night's Dream* (L)  
by William Shakespeare (Folger Version)
- *Birthday* (Visual Art)  
by Marc Chagall
- *Arnolfini Portrait* (Visual Art)  
by Jan van Eyck



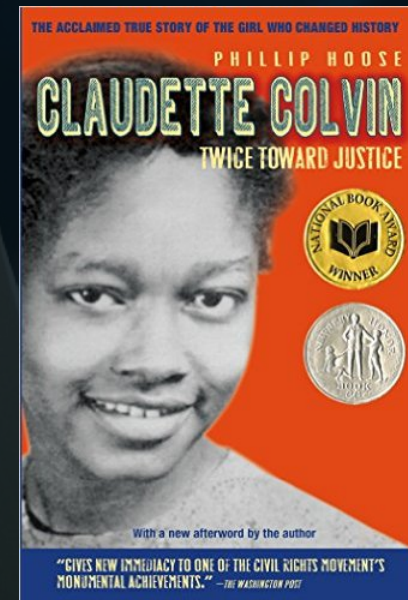
GRADE8 MODULE4

# Teens as Change Agents

Young people are just as capable of pushing to improve their communities as adults are—and often more willing to do so. Across space and time, young people have taken a stand against injustice in their communities in an attempt to effect change and make a more just society.

## Core Text

- *Claudette Colvin: Twice Towards Justice* (I)  
by Phillip Hoose
- *Ladder for Booker T. Washington* (Visual Art)  
by Martin Puryear



A young woman with dark hair, wearing a red and blue plaid shirt over a light blue t-shirt, is shown in profile, looking down at an open book she is holding. The background is a blurred classroom with other students seated at desks.

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