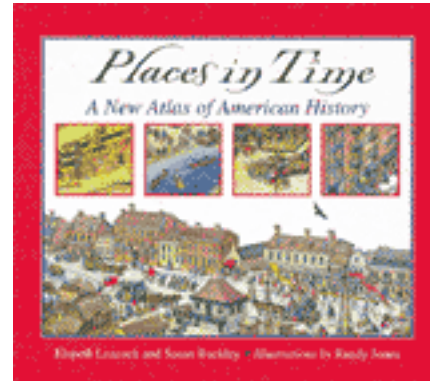
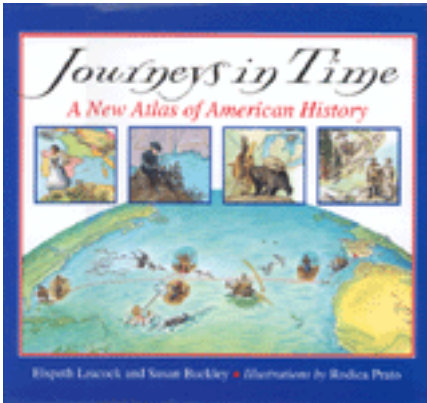


A Teacher's Guide



Journeys in Time

by

Elspeth Leacock, Susan Washburn
Buckley, and Rodica Prato
(Illustrator)

Places in Time

by

Elspeth Leacock, Susan Washburn
Buckley, and Randy Jones
(Illustrator)

- Celebration History
- Hook Your Students on History
- Seeing History
- Making Storymaps

Celebrating History

"A great way to get readers interested in the U.S.'s past and people." — *Booklist*

"While the books are perfect for individual perusal, educators will delight in the curriculum potential." — *School Library Journal*

"*Journeys in Time* and *Places in Time* are like no other historical atlases I have ever seen. This is good history, the way it should have been written long ago — to make history come alive." — Elaine Wrisley Reed, executive director, National Council for History Education

NCSS Notable Social Studies Trade Book for Young People 2002

Journeys in Time

These are stories of change — of pilgrims and pioneers, soldiers and children, explorers and adventurers building new lives and finding new worlds. From a cabin boy who sailed with Columbus to a Union soldier and a young migrant farmworker, these people undertook journeys that changed their lives.

Places in Time

Visit twenty sites that have shaped our national story. Each stopping point is a bird's-eye view of a moment in time. Hear the Great Sun call out to his people at Cahokia, ride with General Benedict Arnold at Saratoga, step out of a sedan chair at Independence Hall, and join the Fergusons as they move into "the city as new as tomorrow."

Hardcovers available now

Paperbacks coming in Spring 2003

Hook Your Students on History

Dear Teacher,

We created *Journeys in Time* and *Places in Time* — with the collaboration of talented artists Rodica Prato and Randy Jones — because we both fell in love with history when we were children. We were lucky enough to grow up in families of storytellers, to find out at an early age that history is all about stories and places and journeys.

We both carried our love of history through school and on into our professional lives, creating classroom materials in history and geography. When we met, we discovered that we had the same dream: to share with kids the wonderful richness of the words and images that make the past come alive. These two books are the result of that dream. We hope that they will help your students get "hooked on history," just as we are!

Elsbeth Leacock and Susan Buckley

Seeing History

When students see the past as the stories of real people, when they picture the past or imagine themselves in another time or place, history will come alive for them. Here are some ways to make that happen:

Put Yourself in the Past — Encourage students to imagine themselves in each of the forty stories in these two books. Ask them to think about who they would be (what role they would play), what they would do, what they would wear, how they would feel. Ask them to write their own stories as part of their favorite scene in *Journeys* or *Places*.

History As Story — Each of the stories in these books is a true story; these are factual, not fictional, accounts. As much as possible, however, we wrote the stories in a narrative form. To help students see history as story, have them analyze the stories in *Journeys* and *Places* as they do a piece of literature. Ask: Who are the main characters? What is the setting? What is the plot?

Analyzing Pictures — Have students examine the art and record their observations. You might tell your students that historians often examine one part of a picture at a time. This helps them to notice the smaller details. They can organize their observations under three headings: Observations of People, Observations of Things, and Observations of Activities.

Then lead the class in a discussion exploring what can be learned from their observations. Ask questions such as: What can we learn from the clothing, the modes of transportation, the buildings, or the various activities observed?

Finally, help students put themselves in the art. Discuss what would be wrong if they were in the picture (their clothing, or their belongings, watches, backpacks, hats, hair clips, or barrettes, for example).

Making StoryMaps

In telling these forty stories with images and words, we realized that the process itself helped us understand the past. We call our creations StoryMaps. Having your students make their own StoryMaps will help them get "hooked on history." Here are some tips:

Traveling Along — One of our discoveries was that the "simpler" a map is, the more abstract it is. Rather than being easy to read, it is more difficult for young viewers to understand. A map is a picture of a place. The more there is to look at, the more you understand about that place. Encourage students to "read the landscape" and see the impact that geography had on the lives of people.

Finding the Story — Have students choose a story that they care about; it can be the true story of someone they know, the true story of a famous person, or a story that they make up based on historical fact. To find good stories in their own families, suggest that they interview some elders, the older the better!

Telling the Story in Words — You'll have more fun (and so will your students) if you open up the possibilities for telling the stories. In addition to written stories, students could tell the story aloud, videotape their interviews, write plays, or use words in any other genre that appeals to them. However the story is told, impress upon students the importance of careful research in making their stories historically accurate.

Telling the Story in Images — Using *Journeys* and *Places* as examples, help students decide whether to make a StoryMap of a journey or a place from the past. For map and visual reference, students can use Web sites such as the ones below

For maps:

- www.ku.edu/~anschutz/
- lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html
- nationalgeographic.com

For pictures:

- www.corbis.com
- www.altavista.com or google.com (click on "images")
- www.loc.gov/

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