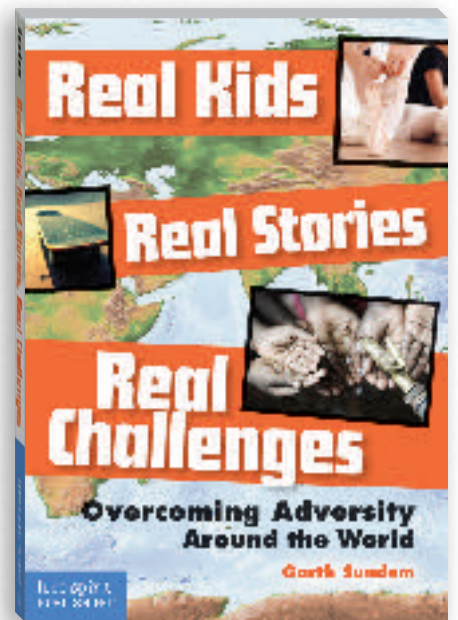
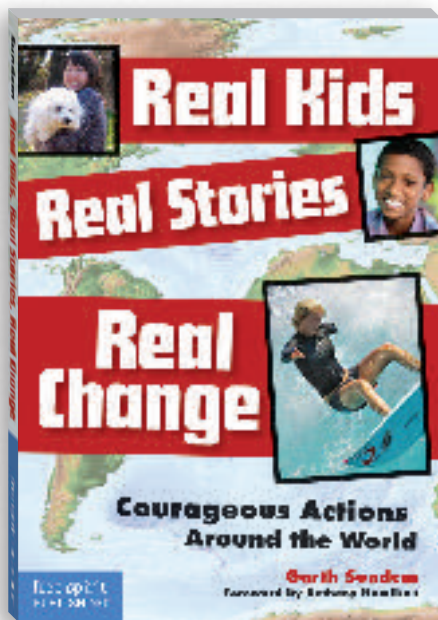


A Teacher's Guide to the Real Kids, Real Stories Series



Garth Sundem

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A Note to Teachers, Parents, Leaders, and Other Adults

If you've ever built a sandcastle below the high-tide line, you know what it can be like to help young people understand the power of their actions, decisions, and character. If your lessons become morality lectures, you can dig all you want, but tomorrow the water will have wiped the beach clean. Instead of making sure kids can recite the names and birthdays of five famous heroes or remember the difference between grit and persistence, the books in the Real Kids, Real Stories series hope to help kids hold visions of their best selves in their hearts.

That's where a child's power to change the world lives—not just in a student's brain, but in his or her fingers and ankles and shoulder blades and everything in between, permeating every aspect of the way he or she walks through the world. You can't *tell* this kind of thing. You have to *show* it. The Real Kids, Real Stories books admit the impossibility of defining heroism or character in a way that will impact kids' lives once the bell rings or they close the book for the night; instead, these books offer models that we hope will light the flame of possibility in young readers.

The kids featured in these books are special in the same way that every child is unique and special—just like the students in your classroom, family, or group. By experiencing the actions of others just like themselves from all around the world, kids can truly internalize a lasting model of what it means to act with purpose, compassion, and commitment in their lives.

—Garth Sundem

Suggestions for How to Use These Books

The books in the Real Kids, Real Stories series include short, stand-alone stories of courageous and impactful young people from around the world. Here are some ways that teachers, parents, homeschoolers, and other adults can use these books:

To Begin or End a Class or Lesson

Some teachers choose to read these stories aloud in their classrooms as a way to help kids settle in before instruction starts, as a way to close the day on a positive note, or even as a reward for finishing other work. Because the stories are short, they function well as a positive addition to other instruction or as a positive way to use extra time.

To Enrich Existing Curriculum

Because the kids in these stories represent many interests, cultures, challenges, and activities, the stories often can be used to enrich an existing curriculum. For example, students might enjoy reading or hearing a story about another child's environmental activism while your class is studying a nature-based science unit. Or, you might use stories from a region of the world you are studying. Stories about kids using math, science, sports, art, or music can add a component of reading to other content areas.

As an Integral Part of Instruction

The most straightforward use of these stories is in units studying heroes, character, service learning, or other curriculum designed to support whole-child education. In these cases, the Real Kids, Real Stories books can be central to the curriculum. You might have students work in small groups, partners, or individually to choose a story they find particularly inspiring and then help students find ways to interact with or express the story in their own lives.

Questions for Reflection, Discussion, and Writing: *Real Kids, Real Stories, Real Change*

The Doggy Dung Disaster

Why do we buy bottled drinks and then also buy water bottles? Can you think of anything else we buy that comes in packaging we could use for something else?

The Longest Walk

It can be challenging to make people care about the things you care about. In this story, Omar Castillo Gallegos uses a long walk to get people to care about the Mexican rainforest. What event, adventure, or activity could you use to raise awareness of the issues that are close to your heart?

Turtle Power

The earth's population is growing, and more people means they need more space. Much of this space comes from developing land that provides animal habitats. Can you think of any alternatives? Now that modern medicine gives us the potential to grow the human population, how can we ensure space for the natural world as well?

Plastic Bags Sacked

It's hard to remember to always bring cloth bags to the grocery store! Sometimes you forget to bring them and sometimes you weren't planning to go to the store but end up just stopping by. Some stores charge 5 to 10 cents (or more) per plastic bag. It may be harder for people with less money to pay these fees. Do you think that charging for plastic bags is fair? Whether or not it's fair, do you think the environmental benefits are worth it?

Show Me the Water!

Water conservation seems impossible to do on your own. How much difference can shortening your shower by 30 seconds really make? It's when *everybody* takes a shorter shower that we save some serious water! If you could ask everybody in your neighborhood, city, state, or country to do one small thing to save water, what would it be?

Comic Book Hero

Jumping over a building in a single bound is great and all, but you can do better. What would your comic book hero be able to do? What would be his or her super powers? What would your superhero do with these powers?

Top of the World

Because of who you are, there are things other people assume you're not able to do. Maybe because you like language arts, you're not supposed to be good at math.

Maybe because you're short, you're not supposed to make the basketball team. If someone looked at you from the outside, what do you think this person would assume you *can't* do? Unfortunately, some of these assumptions may be true. Maybe you won't ever dunk a basketball. But some of these assumptions aren't true. What do people unfairly assume about you, and how could you prove them wrong?

When Small Voices Unite

Imagine you're standing in front of a huge crowd of adults. Everyone is there to hear you speak. What would you speak about? What would you say?

Come Together

Way, way back in human history, survival required being part of a tribe. These tribes shared food and defended themselves from other tribes. Today this "tribe mentality" is wired deep in our brains. What "tribes" do you belong to? Does your tribe have enemies? How would you compare the advantages of fighting these enemies to the benefits of making peace?

Get Up, Stand Up

Every young person in the United States is guaranteed equal educational opportunity regardless of race, ethnicity, religion, gender, or financial status. But some schools have classes that only admit certain students. Maybe you have to test in or be chosen for these classes. Is this fair? Does the existence of higher- and lower-level classes lead to inequality in educational opportunity?

Living Proof

Some things we know are bad for us, like smoking and not getting enough exercise. Other things *might* be bad for us, like eating crops sprayed with pesticides or eating meat from animals raised with antibiotics. What have you heard about things that can affect your health? Do you believe these things are harmful and if so, why?

From Rug Maker to Rescuer

Pointing out problems isn't always a good way to earn popularity points. Have you ever seen something that was wrong but didn't say anything about it? Have you ever spoken out against something that was wrong despite knowing that your words could make things difficult for you?

Hear That?

Ryan Patterson's sign language translator is a tool that helps hearing people understand non-hearing people. If you could invent one tool that lets you understand another person or group of people, what would it be? How would it work, and what information would it help you know?

Pop Art

Your perspective on the world is unique. You know and see things that no one else does. Think about one of these things. It might be something little you notice on your

way home from school every day, or the way a pet greets you when you get home, or a funny joke you have with your friends. Once you've come up with a unique perspective, draw it!

Early Warning System

Your intuition can alert you to things your brain might not sense. But it's not a perfect system! Your intuition can also make you scared of the dark or reluctant to meet new people or try new things. When has your intuition helped you solve a problem or avoid a bad situation? When has your intuition been wrong? Have you ever assumed something (or someone!) would be lame, but it turned out awesome?

Workers Unite!

In a labor union, workers get together to demand higher wages or better working conditions. If the employers don't agree, the workers could stop working. But sometimes a business can't afford to pay its workers higher wages. To make ends meet, a company might have to let go some of its workers or charge more for its products or services. What do you think about labor unions? Is it right for workers to demand higher pay? Or, if people are unhappy with their jobs, should they just find new jobs?

Sow What You Reap

P.B.K.L. Agyirey-Kwakye planted what he needed, namely trees for firewood. What do you need? If you could plant something that would grow into a thing you need, what would it be?

Ryan's Wells

What is the difference between solving someone's problem and helping someone solve his or her own problem? What are the pluses and minuses of each approach? When is it right to swoop in to solve a problem quickly and easily and when is it better to step back and let a situation sort itself out?

Back on the Board

Surfing after losing your arm in a shark attack is an extreme example of the phrase "getting back on the horse that threw you." But everyone has had opportunities to try again after failure. When have you had to "get back on the horse" in your life?

A Wish to Breathe Free

If you could step away from your life to look at it from another perspective, what injustices might you see? Who would you "speak for" and what would you say?

The Matchless Girl of Matches

It might seem like you need a new phone, new clothes, or new headphones. But what do you *really* need in order to succeed? What do you need to build a successful life after you finish school?

Lemons to Lemonade

Forgetting a homework assignment is an opportunity to get more organized. Not making the basketball team is an opportunity to try something new. In your life, when has a failure or mistake opened new doors?

New Land, New Life

When so many people escape from a country, it can leave a struggling country even worse off than it was before. When is it right for a person to seek a better life elsewhere and when is it right to stay put and try to transform a country from within?

A Leg Up on the Competition

If you are the fastest runner, anything less than winning might seem like a failure. If you have health challenges, just finishing the race can be a major victory. How do your expectations determine “success”? Do you think you should set low expectations so that you can “succeed” more often?

See It to Believe It

How much trash does your family throw away every week? Does it overflow the bin or could you go a few weeks without getting rid of it? Think about what goes *into* the trash. Is it food or packaging or dust bunnies? Pick one of these “trash categories”—how could you cut down on the amount that ends up in the waste bin?

Outta This World

When you’re young, so many of the things you do seem like “practice”—you practice writing stories and building inventions and arguing your opinions so that you can do those things for real when you’re an adult. But Christopher Paolini shows that you can do “real” things even while you’re young. How could you use your talent, time, and tenacity to do something real *right now*?

Sports Hero

Which do you think is more intense, a sport you play with your mind or a sport you play with your body? Which kind do you think is most celebrated at your school?

Beyond His Years

What is your definition of *wisdom*? Do you think you need to have lived a long life full of many experiences to have wisdom, or is it something you can be born with or discover while you’re young?

Young Master Yani

Is there something of which you consider yourself a “master”? Are you on your way toward mastery of something? What has it taken or will it take for you to be a master of something you care deeply about?

Snail Paint

From dandelions to dryer lint, the overlooked things in your world can be useful. Research the use of one overlooked item or plant or animal. Now show your class how to use it!

Questions for Reflection, Discussion and Writing: *Real Kids, Real Stories, Real Character*

Zach Veach: The Courage to Be Different

Why do you think it was hard for Zach’s parents to let him start racing? How was Zach affected by his father’s courage? Have you had anyone in your life who has shown similar courage toward you?

Eunice Muba: To Educate a Girl Is to Educate a Nation

The culture in which Eunice Muba lives puts restrictions on certain members of society. What restrictions do you think are imposed by the culture you live in? What kind of courage would it take to push against these restrictions?

Winter Vinecki: Born to Run, Learning to Fly

This story starts with tragedy. Have you or someone you know experienced a tragedy that required courage to endure? Do you think that sometimes tragedies lead to great things?

Arti Verma: “Caste”-ing Off

When we think of courage, the first thing that comes to mind is physical courage—the willingness to confront danger. But as Arti Verma shows, courage has many meanings. What do you think courage means to Arti Verma? What other kinds of courage do you know?

Tom Schaar: Fully Committed

If you only try something halfway, failure seems safer—you know you could do better if you really wanted to. If you try 100 percent, failure is scary—not only could you deck yourself super hard on a skateboard ramp, but giving your all and failing means you might not be good enough. Right? Which way do you choose to fail? Which is better?

Michael Bowron: How to Hotwire a Truck Radio

Michael put himself in danger to save his dad’s life. Where is the line between courage and stupidity? Is there such a thing as too much risk when helping others?

Jasuel Rivera: Clean Up That Mess!

Look around you. What materials do you see? Brainstorm five things you could make with these materials!

Calista Frederick-Jaskiewicz: Origami Salami

There is art and there’s math and science, and these things don’t mix. Or do they? How do you think art is expressed in math and science? How do you think science and math are used in art?

Shubham Banerjee: Creativity Is Inside You

Shubham's project came from the need to solve a specific problem: braille printers were too expensive. What problem do you see in the world and what could you invent to solve it?

Sam and Ben Tollison: A Monster to Love

Sam and Ben's creativity builds a connection between people. It's not just that a sick child gets a cute monster, but that this monster connects the child with the giver (and the giver with the child). The gift of a monster shows this person he or she isn't alone in the world. Who do you know who could use a connection like that? Now, how can you use creativity to make a connection?

Amanda LaMunyon: Mistakes Are Part of the Painting

Some skills are easier for some people than others. Make a list or think about what you are good at. Now, think about or list what you are bad at. Pick one of these skills that is challenging for you. What could you start doing today to improve this skill?

Alex McKelvey: 600 Acts of Kindness

This story includes a list of some of the gestures Alex made to express kindness. Which of these acts do you think were *most* kind? Which ones fall lower on the list? In general, what makes something kind?

Kevin Curwick: @OsseoNiceThings

Insults are about power—they make you feel better than the person you insulted. What do you think is the purpose of a compliment? Whether online or in the real world, you have the opportunity to offer compliments or insults. Can you find the time today to offer an unexpected compliment?

Connor Long: Nice Guys Finish Last

If you're reading this book or any book, you're pretty lucky. It means you can read, you're in a classroom, or someone cares enough about you to read to you. There are people in this world, and even in your community, who aren't as lucky. Some people, like Connor Long's brother Cayden, can't play on the playground without special equipment or assistance, or are left out because they look different or act differently than others. What could you do for someone like this today?

Hashmat Suddat: People Don't Know and I Don't Blame Them

No matter who you are, there are things about you that people will misunderstand. Maybe it's something about the way you look, or an assumption about your skills, motivations, or even your character. When have you felt misunderstood? What truth would you like people to know about you?

Justice Miller: Turning Down Fame

Think about a time when you had a choice to do the right thing or the thing that would make you look good. Maybe you were tempted to copy a friend's homework

assignment? Maybe you gave in to the temptation to take credit for something you didn't really do? Try to come up with an example of when you acted for your personal benefit and one example of when you did the right thing despite it being hard. Finally, forgive yourself for the times when you acted for your benefit instead of doing what was right. Wanting to be seen as awesome is part of being human. Accepting this can help you do what's right the next time.

Robert Nay: Bubble Ball

If you had to spend 200 hours learning to do something completely new, what would it be? Why is this skill important or meaningful to you? Now . . . could you spend that much time learning a new skill? When you really think about it, 200 hours isn't that much, is it?

Christopher Cruz: Drab to Fab

Christopher and his classmates at PS 123 transformed the school cafeteria. What at your school needs transforming? Is it a physical space, a school rule, part of the school culture? Now, what can you do about it? Warning: this might require persistence and grit.

Danny DiPeitro: A Persistent Hunch

Have you ever felt like adults look at you as "just a kid"? On the other hand, sometimes adults' experiences let them look at situations from a more mature perspective. When should an adult's opinion matter more than the opinion of a young person? When should a young person be taken seriously despite his or her opinion going against what some adults think?

Mikaela Shiffrin: Practice Makes Perfect

Is there a skill or an activity you want to get better at? What could you do to *really* practice? For example, in basketball you could shoot 100 three-pointers every day. To improve your writing, you could write 1,000 words every day. For cooking, you could try making a new recipe every day. Improvement isn't always easy. It's about persistence and grit. But if you choose to follow through and keep practicing, you could be the next Mikaela Shiffrin of your activity.

Samantha Garvey: Big Mussels of Science

Samantha Garvey shows that it's possible to stay focused on success even when you encounter hurdles and major distractions. Everyone faces their own challenges and distractions in life. Maybe the challenges that threaten to sidetrack your success have to do with family or friends or an opportunity to make unhealthy decisions. How do Samantha's distractions compare with the challenges you and the people you know face?

Tatyana McFadden: Ya Sama!

In this story, Tatyana overcomes two major things: her disability and unfair rules. Which of these do you think required more resilience? Just like Tatyana, you probably

have personal challenges and challenges within your school, society, or culture. Which do you think require the most personal resilience?

Amit Dodani: My Name, My Story

Amit’s challenge required even more resilience because of the expectations generated by his parents being gifted speakers. Maybe you feel pressure from your parents, siblings, or others to act certain ways—good or bad! In what ways do you meet or not meet these expectations?

James Williams: Victor Not Victim

Do you think that everyone is born with the resilience needed to overcome circumstances like those of James Williams’s childhood, or do you think that James is somehow special?

Benni Cinkle: That Girl in Pink

On the Internet, you can be cruel without anyone knowing who you are. What do you think it says about us as humans that we can be so cruel when we know our actions are anonymous? Also, why do you think Benni Cinkle’s response to the Internet cruelty made people change their opinions of her?

Diego Frazão Torquato: Music from the Heart

How do you think music contributed to Diego’s resilience? Do you use music to help your own resilience? If not music, what do you lean on when times are tough?

William Kamkwamba: Tower of Power

Food, water, electricity, education, clothes, shelter—many or all of these things are probably provided for you. What aspects of your life *are* you responsible for? What do you consider your most basic responsibilities?

Laura Dekker: Around the World in 519 Days

It seems like this story should be included in the section on courage. Why do you think it is placed in the responsibility section instead?

Diane Tran: Jailed for Responsibility

Diane Tran makes a difficult choice: choosing to work so hard for so many hours that some days she just can’t make it to school. By acting responsibly toward her siblings, she acts irresponsibly toward her education. What do you think about the choices she makes? If you were in Diane’s situation, what would you do?

Sarbast Ali: A School of One

Responsibility can be like an arrow pointing at something you are responsible *for*. Maybe you act responsibly for a parent or a neighbor or your school or yourself. In this story, who or what do you think Sarbast felt responsible for? Who or what do you feel responsible for? For which of these responsibilities do you feel most strongly?

Questions for Reflection, Discussion, and Writing: *Real Kids, Real Stories,* *Real Challenges*

Grappling with Greatness

When you were reading this story, you probably thought it was unfair for the people of Mongolia to think of wrestling as a boys' sport. But there are many sports and activities that we think of as being for boys or for girls. What are some of these activities? Is it fair or right to limit these activities to one gender?

Living Intensely on His Board

Because of his disability, Italo Romano wasn't "supposed" to be able to skateboard. Look at who you are, including the shape of your body, the skills of your mind, the language you speak, and the color of your skin. What are you not "supposed" to be able to do?

Mic Drop

Soosan Firooz used the words of her songs to express her feelings of injustice. Write a short poem or song to express how you feel about something that you see as wrong in the world.

I'm a Boy

Many people have complicated feelings about what it means to be male or female. What do you think? Do you think gender is defined by your body or by a feeling that lives in your mind? Do you think that everyone is either a boy or a girl, or do you think that other categories exist?

Soccer on Water

It makes sense that a cross-country skier might be from Norway, or a distance runner from Kenya. It's not as easy to see how a child from a city built on stilts over water could be a soccer player. For better and for worse, the places we live shape our ideas of what is possible for us. What do you think is expected of you based on where you live? What do you think would be unexpected?

The Firebird

The Firebird is the story of a magical creature that helps a prince vanquish a demon. What are the "demons" in your life? What "firebirds" help you overcome them?

Slithering to Understanding

Sometimes it can be hard for adults to recognize the value of young people. In this story, the young Noongar teens teach the transit authority guards how to handle Australia's snakes. What skills do you have that you think most adults lack?

Big Man

In this story, Caron Butler thought he had to be a drug dealer to get respect, but he learned he could be a “big man” through his basketball skills. How do people earn respect in your school or community? Is that how you think it should be?

DJ Focus

It’s hard to imagine life without entertainment that depends on electricity. If you didn’t have an electrical outlet or batteries, what would you do for fun? Do you think life would be better or worse without reliable electricity?

BugsR4Girls

All people have something that they think makes them weird, whether it’s an interest or a physical feature or a skill. What makes you weird? How does this “weird” thing make you *special*?

A Good Day

Think about the absolute *worst* day you can remember. What happened on that day? Now, try to remember one good thing that happened on that worst day.

Tinogona

When times were hard, Tererai Trent tried to hold onto the idea that anything was *tinogona*, which means “it’s possible.” What word or phrase do you use to make yourself feel better when things are hard? If you don’t have one yet, now is a good time to find a word or phrase that can help you through tough situations.

Dead or Alive

For Crisanto, it took courage to do the thing that was best for him—namely, give up living on the streets and go back to school. When in your life has it taken courage to do the right thing?

Prodigy in the Rough

Because Sushma Verma had a special talent, she was able to rise above people’s expectations for her. Do you think that everyone who is talented eventually succeeds? If not, what do you think can keep people from succeeding despite their talents?

Out of the Frying Pan

Immigration is a tricky issue. Many people feel like citizens of war-torn countries should be able to move to safer places. But what about people who choose to leave their countries to seek better jobs? Do you think that these “economic migrants” should be allowed to leave poor countries for places with more opportunity?

Basketball Girl

In China, some people believe that disability is a punishment for bad behavior in a past life. This belief can make it seem like people with disabilities somehow *deserve* their challenges, and it can cause others to justify cruel treatment of people with

disabilities. Do you think that people or groups of people where you live are blamed for things that are not their fault?

Blind to Blindness

Imagine what it would be like to learn that you have a disability and that your parents have been hiding it from you all this time. Do you think it's better to grow up thinking you're just like everyone else, or is it better to know about your disability from an early age?

Lonely Highway

In this story, Andy Kwiatkowski uses filmmaking to help people understand more about him. How could you use painting, writing, music, dance, photography, or another art to help people understand what it's like to be you?

So, I Need to Tell You Something . . .

Christina Peña didn't think people would accept her for who she really was. It was only when she opened up that she found out she was wrong. What does it mean to be "real"? How could you be real with someone today?

Depression Confession

Comedians are often able to find ways to laugh at things that don't seem funny. Can you tell or write a funny story about something bad that happened to you?

Conall Strong

People who have been through a terrible event or natural disaster sometimes think of themselves as strong. For example, after the 2017 flood in Houston, Texas, people wore shirts that read "Houston Strong." If you had a shirt with your name and "strong" on it, what would it mean?

Life Is a Flower Among Thorns

In this story, Jhamak Ghimire is a voice for people with disabilities. Do you think that in order to be a "voice" for a group of people, you need to be included in that group? For example, could you be a voice for people with disabilities if you don't have a disability yourself? If you were going to be a voice for a group of people, who would it be and why?

Not Even a Bullet Can Silence

Not all risks are as extreme as Malala Yousafzai's choice to risk death in order to attend school. Instead, you might risk looking bad in front of friends, or risk not liking a new food, or risk trying your hardest and still failing. When have you taken a risk for something you believe in?

Books and Togetherness

When Maria Clara looked around at her group of friends, she thought they needed "books and togetherness." What do your friends or community need? Think of two

things. Using the example “books and togetherness,” what phrase would you use to describe these two things?

Freedom Is More Than a Mirage

When people escape from terrible conditions, they often face the choice to either live comfortably or struggle to make things better for people who couldn't escape. Do you think people have a responsibility to give back to the communities they leave? What if the community did the person more harm than good?

I Am No Slave

There are many kinds of slavery. What do you think it means to be a slave? Do you think there are people who fit this description living near you?

Dancing Eyes

Not every illness creates symptoms you can see. For example, some people who are treated for cancer lose their hair, while someone with diabetes might look perfectly healthy. Do you think it's easier to have an illness that other people can see or one that is invisible?

Back Where I Started

Vito de la Cruz became a lawyer because he wanted to stand up for the rights of farm workers. If you were going to pick a profession to help a group of people, who would you help and what would you do?

Well, Why Not?

Sometimes it takes organizing a big group of people to get something done. But in this story, it just took one person with a shovel. What could you do all on your own to make the world a better place?

Born to Save the Planet

Because Xiuhtezcatl Roske-Martinez's parents are environmental activists, it seems like he was born to save the planet. What does it *seem* like you were born to do? Is this a goal that you would choose for yourself? If you could be born to do anything, what would it be?

Suggestions for Relevant National Standards

Civics ¹	Grades K–4	Grades 5–8
	<p>II. What are the basic values and principles of American democracy?</p> <p>D. What are the benefits of diversity in the United States?</p> <p>E. How should conflicts about diversity be prevented or managed?</p> <p>F. How can people work together to promote the values and principles of American democracy?</p> <p>V. What are the roles of the citizen in American democracy?</p> <p>E. What dispositions or traits of character are important to the preservation and improvement of American democracy?</p>	<p>V. What are the roles of the citizen in American democracy?</p> <p>A. What is citizenship?</p> <p>B. What are the rights of citizens?</p> <p>C. What are the responsibilities of citizens?</p> <p>D. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?</p> <p>E. How can citizens take part in civic life?</p>

1. Center for Civic Education, *National Standards for Civics and Government*, www.civiced.org/standards.

Economics ²	Grades K–4	Grades 5–8
	<p>Content Standard 1: Scarcity</p> <ol style="list-style-type: none"> 1. People make choices because they can't have everything they want. 4. Whenever a choice is made, something is given up because resources are limited. <p>Content Standard 14: Entrepreneurship</p> <ol style="list-style-type: none"> 1. Entrepreneurs are individuals who are willing to take risks, to develop new products, and start new businesses. They recognize opportunities, like working for themselves, and accept challenges. 2. Entrepreneurs and workers often are innovative. They attempt to solve problems by developing and marketing new or improved products and processes. 	<p>Content Standard 1: Scarcity</p> <ol style="list-style-type: none"> 3. The choices people make have both present and future consequences.
Geography ³	Grades K–12	
	<p>The World in Spatial Terms</p> <ol style="list-style-type: none"> 2. How to use mental maps to organize information about people, places, and environments in a spatial context <p>Places and Regions</p> <ol style="list-style-type: none"> 4. The physical and human characteristics of places 6. How culture and experience influence people's perceptions of places and regions <p>Human Systems</p> <ol style="list-style-type: none"> 10. The characteristics, distribution, and complexity of Earth's cultural mosaics 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface 	

2. Council for Economic Education, *Voluntary National Content Standards in Economics*, councilforeconed.org/resource/voluntary-national-content-standards-in-economics.

3. National Geographic Society, *National Geography Standards*, nationalgeographic.org/standards/national-geography-standards.

U.S. History	Grades K–4 ⁴	Grades 5–12 ⁵
	<p>Topic 1: Living and Working Together in Families and Communities, Now and Long Ago 1A: The student understands family life now and in the recent past; family life in various places long ago.</p> <p>Topic 4: The History of Peoples of Many Cultures around the World 7A: The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe. 8A: The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects.</p>	<p>United States Era 10: Contemporary United States (1968 to the present) 1: Recent developments in foreign policy and domestic politics 2: Economic, social, and cultural developments in contemporary United States</p>

4. National Center for History in the Schools, *National Standards for History in Grades K–4*, www.nchs.ucla.edu/history-standards/standards-for-grades-k-4/standards-for-k-4.

5. National Center for History in the Schools, *United States History Content Standards for Grades 5–12*, www.nchs.ucla.edu/history-standards/us-history-content-standards.

Language Arts ⁶	Grades K–12
	<ol style="list-style-type: none"> <li data-bbox="407 306 1398 541">1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works. <li data-bbox="407 583 1398 701">2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. <li data-bbox="407 743 1398 978">3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). <li data-bbox="407 1020 1398 1085">11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

6. IRA/NCTE, *Standards for the English Language Arts*, www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.

Relevant English Language Arts Common Core Anchor Standards⁷

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

7. Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. www.corestandards.org/ELA-Literacy/CCRA.

About the Author



Garth Sundem hopes to make nonfiction non-boring, with over a dozen books for young people and adults. He has been a TED-ED speaker and has been featured on *Good Morning America*, the BBC, Public Radio International, and National Public Radio. In addition to books, he writes for GeekDad.com, PsychologyToday.com, and at his website (garthsundem.com) where you can learn more about his other books, his speaking, and connect with Garth on social media. Garth lives in Boulder, Colorado, with his wife (a former teacher and now a psychologist focusing on gifted education), two kids, five chickens, two guinea pigs, and a pack of Labradors.

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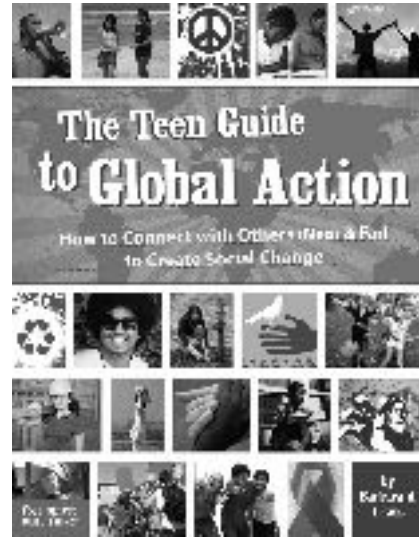
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