What is a living history site? How can history come alive? Readers will find answers to these questions in *Reviviendo la historia*. The book describes sites that allow visitors to experience life in a trading town, a gold rush town, and an industrial town, as well as life during the U.S. Civil War.

**Nonfiction Genre**
- Informational Text

**Nonfiction Features**
- Captions
- Contents
- Further Reading
- Glossary
- Headings
- Index
- Introduction
- Map
- Photographs
- Sidebars

**Text Structure**
- Cause and Effect
- Problem and Solution
- Description

**Vocabulary**
- interactuar
- rebelarse
- empalizada
- plantaciones
- cuerpo médico
- regimiento
- fundir

**Comprehension**
- Identify Main Idea/Details

**Writing**
- Write an informational text.

**Content Area Connections: History**
- Understand relationships between people of different cultures.
- Identify instances of consumerism and marketing throughout history.

**Curriculum Support**
You may want to use *Reviviendo la historia* when teaching the following social studies topics:
- The gold rush
- The U.S. Civil War

**Cross-Text Reading**
- *En busca de un camino: Seis rutas históricas de Estados Unidos*, an iOpeners Grade 5 social studies title
Introduce the Book

Introduce the Nonfiction Genre: Informational Text

* Display the book cover, and read the title and the author’s name. Explain to students that an informational text reports on things in the natural and social world.
* Explain that topics in an informational text are often arranged so that the information can be compared and contrasted. Point out that this book’s information is divided into chapters.
* Tell students that the author of an informational text may use text, photographs, captions, maps, and sidebars to present information.

Activate or Build Background

* Encourage students to discuss different ways to learn about history, such as through books, classroom reading, school trips, television shows, movies, and Internet Web sites. Ask students which methods have taught them the most about history. Discuss how each resource conveys information.
* Next, ask if anyone has visited or read about a living history site. Describe what a living history site is. Encourage students to speculate about how history might be “re-created” at these places. ¿En qué se diferenciaria aprender historia de un sitio donde se revive la historia de leer sobre historia o ver un programa histórico en televisión?

Introduce Vocabulary

You may want to introduce the following words and concepts before reading:

* interactuar: comunicarse unos con otros e influir entre sí
* rebelarse: resistirse y pelear en contra de la autoridad
* empalizada: un fuerte o valla
* plantaciones: granjas grandes que cosechan cultivos tales como tabaco o algodón
* cuerpo médico: personal capacitado para dar cuidado médico a personas heridas
* regimiento: una unidad militar
* fundir: derretir o licuar un cuerpo sólido

Nonfiction Text Features

* Captions: Point out the captions on pages 10 and 11. Explain that captions provide information about illustrations or photographs. Captions may summarize information from the text or explain something further.
* Sidebar: Use the sidebar on page 9 as an example. Explain that a sidebar is often found along the edge of a page. It is used to give additional information about a topic that is related to the main text. Sidebars are usually set off by a border or a background tint that makes them easy to identify.
* Index: Have students turn to the index on page 32. Explain that the index is an alphabetical listing of topics from the text, including page references. A reader can use the index to quickly locate information about a specific topic.
* Further Reading: Direct students to Otras lecturas on page 32. Explain that this lists other books that deal with the topics discussed in Reviviendo la historia. A reader could use these books to learn more about these topics.

Preview and Predict

* Give students an opportunity to look at the title page and flip through the book to preview the photographs and other graphics. Ask them to read the contents on page 3.
* ¿Por qué querrías leer un libro acerca de sitios donde se revive la historia? ¿Qué tipo de información crees que aprenderás acerca de estos lugares?
2 Read the Book

SET THE PURPOSE

GUIDE THE READING

FOCUS ON NONFICTION FEATURES

pages 3–7

Focus Attention
As students read, ask them to think about whether they would like to visit a living history site. Have them explain their answers.

Vocabulary
interactuar

FOCUS ON NONFICTION FEATURES

pages 8–11

Focus Attention
As students read, encourage them to find out how different groups of people lived and worked together at Fort William.

Vocabulary
rebelarse, empalizada

FOCUS ON NONFICTION FEATURES

pages 12–17

Focus Attention
As students read, have them compare life at Sovereign Hill with life at Fort William.

Vocabulary
rebelarse, empalizada

FOCUS ON NONFICTION FEATURES
### GUIDE THE READING

- **Focus Attention**
  Discuss with students what they already know about the U.S. Civil War. Encourage them to keep these ideas in mind as they read.

- **Vocabulary**
  - plantaciones
  - cuerpo médico
  - regimiento

### FOCUS ON NONFICTION FEATURES

- **Focus Attention**
  As students read, encourage them to discover what life was like in an eighteenth- and nineteenth-century industrial town.

- **Vocabulary**
  - fundir

### ESL/ELL Strategy

Discuss the meaning of the words *artifacts* and *reenactors*. Then, have students look at photographs of the four living history sites discussed in this book. As they look at each photograph, have them point out and name different artifacts and reenactors.

### Reread the Book

- **As students reread the text, have them complete the graphic organizer on the back cover to record information about each living history site. Then have them use this information to summarize the book.**

- **Discuss the organization of the book with students. ¿Cómo te ayuda la manera en que los temas están organizados a comparar y contrastar la información? ¿De qué otras maneras podría estar organizado el texto para que los lectores lo entendieran con facilidad?**

- **Ask students which of the living history sites they would most want to visit. Have them explain why.**

### Answers to Student Book Questions

1. **Las respuestas variarán pero pueden incluir:**
   - Explica lo que son los sitios donde se revive la historia y da ejemplos de éstos; la información del libro está organizada en capítulos sobre diferentes sitios, lo cual hace más fácil comparar y contrastar la información.

2. **Ayudan a mostrar y explicar cosas.**

3. **Las respuestas variarán.**

4. **Las respuestas variarán pero pueden incluir:**
   - Para contar a los lectores sobre los sitios donde se revive la historia y por qué son importantes; para despertar el interés de los lectores en visitar los sitios.

5. **Las respuestas variarán.**
3 Learn Through the Text

SOCIAL STUDIES: History Comes Alive!

Use Reviviendo la historia to reinforce your teaching of nineteenth-century historical events, such as the U.S. Civil War, the Industrial Revolution, and the discovery of gold.

- Discuss other living history sites that students have read about or visited. One well-known example is Williamsburg, Virginia.
- Have the class brainstorm a list of historical events that they would like to see depicted as a living history site. Encourage students to give reasons for their choices.
- Select one event, and have students discuss how they would create a living history site for this event. Remind students to explain how the site would show how people during this period lived and worked. ¿Qué papeles representarían los participantes de la recreación? ¿Qué artefactos exhibirías? ¿Por qué es importante enseñarle a la gente sobre este evento?

COMPREHENSION: Identify Main Idea/Details

- Remind students that the main idea of a section of text is the most important thought discussed in that section. Add that supporting details give more information about this important thought.
- Explain that identifying the main idea and supporting details will help students to better understand the topics on that page.
- Have students turn to page 18. Point out that the main idea of this section of text is that “A mediados del siglo diecinueve, la gente de Estados Unidos estaba dividida en su estilo de vida y sus creencias.” Some supporting details are that the people in the South were farmers who used slaves and that more people in the North worked in factories and were opposed to keeping slaves.
- Tell students that the main idea is not always the first sentence of a section, nor is it always stated in a single sentence. Sometimes the main idea is not stated directly at all but is just implied.
- Invite students to locate and record the main idea and details of another section of text.

WRITING Write an Informational Text

Have students use what they have learned about informational text to write a newspaper article about another living history site.

- Have groups of students research to find another living history site. Ask students to look for information about the Who, What, Where, Why, and When of their living history site, including why people visit it and what is reenacted there.
- Encourage students to start their article with a strong introduction to capture their readers’ interest. Each paragraph in their article should include a clear main idea and rich supporting details. Ask students to elaborate on their topic by discussing distinctive characteristics, giving examples, or comparing and contrasting information.
- Suggest that students add a sidebar to their article to present a more detailed account of information about a related topic. Tell students that they can use the sidebars in Reviviendo la historia as models.
- After groups have written a first draft, encourage them to proofread and revise their writing. Then invite groups to present their article to the class.
Reviviendo la historia Organizador gráfico

Nombre ____________________________

Llena el cuadro de abajo con información del libro.

<table>
<thead>
<tr>
<th>Sitio donde se revive la historia</th>
<th>Suceso o lugar que ahí se recrea</th>
<th>Exhibiciones, representaciones o edificios que puedes ver allí</th>
<th>Lo que puedes aprender al visitar el lugar</th>
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