



Curriculum Links and Lessons for *Counting on Grace*

These curriculum links and accompanying lesson ideas were developed by Jan Hughes, Burlington High School Librarian. Standards are taken from Vermont's Framework of Standards and Learning Opportunities as well as National Standards in Family and Consumer Sciences. Subject areas are listed in alphabetical order.

Art Connections

Standards	Reference in Novel	Lesson Ideas
A 1 – A 3 Dance	The novel references dance within the French Canadian culture.	Dance history Dance demonstrations Dance influences of other immigrant cultures
A 4 – A 6 Music	French Canadian music and instruments are part of the story at Grace's home.	Play or have live demonstrations of musical instruments from the story. Demonstrate French / Canadian influences in music. Find examples of this music in our present culture.
A 7 – A 9 Theater	Many scenes are adaptable for dramatic presentation.	Link to above dance ideas; possibly have a concert, dance lesson, public concert/dancing event.
A 10 – A 12 Visual arts Making connections	The book cover was chosen for the power of that one photograph to elicit a story from the author.	Scriptwriter—choose a scene and adapt it as a play. Use the script created, and act out scenes.
A 14 Analyze, interpret, respond	Use the few photographs in the book for analysis, interpretation, and student written or oral response.	<i>Grace</i> is full of connections. Create your idea of a book cover which might illustrate other connections found in this story. Can you make a cover that might appeal more to male readers?

<p>A 16 Making connections</p>	<p>When Grace saw her own picture and that of her friends, what connections did she make regarding her self-image and her real life?</p>	<p>Find related illustrations on themes presented in this story: child workers, immigrant children, children in one-room schoolhouses, impoverished families, fashion and hair of the time period, other historical details.</p> <p>Elizabeth Winthrop was able to connect the simple picture of Addie Card with many themes—and from those themes came the book <i>Counting on Grace</i>. Can you remember historical or family photographs that have had a strong influence on you?</p> <p>(Note: Photographs as a primary source of historical fact are more fully developed in the History and Social Studies curriculum connections.)</p>
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Family and Consumer Science Connections (National Standards)

Standards	Reference in Novel	Lesson Ideas
<p>FFCS 1 Career, Community, Family 1.0 Integrate multiple life roles and responsibilities in family... 1.2 Demonstrate employability skills</p> <p>FFCS 2 Consumer and Family Resources</p>	<p>Grace is an example of youth in earlier generations who went to work very young, balancing employment and family roles.</p>	<p>List roles children have at age 13 in various areas of the world now. How is this similar or different from Grace's experience?</p> <p>At what age did you become aware of your</p>

<p>2.1 Demonstrate management of individual and family resources</p> <p>2.2 Analyze the relationship of the environment to family...resources</p> <p>2.4 Evaluate the impact of technology on individual and family resources</p> <p>2.5 Analyze interrelationship between the economic system and consumer actions</p> <p>2.6 Demonstrate management of</p>	<p>Economics are so tight for Grace’s family that family need is solved through the efforts of all family members.</p> <p>Grace lives in Vermont in this story.</p> <p>Industrialization is relatively new when the story takes place.</p> <p>Photography is a relative new technology still in the hands of professionals; it will be more ubiquitous with everyday folks in years ahead.</p> <p>Grace’s ability to read and do arithmetic computation is the beginning of her family checking the accuracy of the store owners’ records of their debt.</p>	<p>wants and needs having an impact on the whole family? How might a short-term goal conflict with or support a long-term family plan?</p> <p>What is unique in the Ut. environment, at the time of the story? Did this Ut. resource draw the family to a Ut. location instead of to another state or country? What alternatives existed nearby?</p> <p>Consider the worldwide implications of the Industrial Revolution. How are these issues defined in the novel? What present-day issues can you relate to present day individual and family resources?</p> <p>What does that emerging technology reveal about everyday life that was not widespread knowledge at the time? Is there similar revelatory technology impacting our present-day knowledge of world-wide issues?</p> <p>Insight about poverty in recent media stories includes the presence of Rent-a-Centers or payday loan shops in communities as poverty-supporting businesses. Some studies show these businesses reveal a future of deepening</p>
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<p>financial resources to meet the goals of individuals and families across the life span</p> <p>FACS 3 Consumer Services 3.2 Analyze factors that impact consumer advocacy</p> <p>FACS 4 Early Childhood, Education... 4.4 Demonstrate a safe and healthy... environment for children (5.5 Demonstrate a work environment that provides safety and security)</p> <p>FACS 5 Facilities Management and Maintenance 5.4 Apply hazardous materials and waste management procedures</p>	<p>Grace and her family are treated unfairly in the store. Her ability to challenge the prices and record-keeping demonstrate to others in the mill-owned town that the mill keeps them under the owners' thumbs.</p> <p>Workplace laws do not yet exist; people are unaware of environmental impacts of manufacturing processes.</p> <p>Home environmental issues are evident in this novel.</p>	<p>poverty. Prepare a debate or write an essay on these insights.</p> <p>Analyze the “financial resources” as well as the “individual and family goals” of Grace’s three-generation family. What do you predict? Can you make a chart of alternative decisions or actions that will create possible changes in the outcome of this family, or this child?</p> <p>There may have already been an event in your family or personal consumer activity where you needed to stand up for your rights to confront an unfair situation. These are good skills to practice first in the safety of a classroom so you are a clear and fair advocate when you need to be. This could be a written assignment first, followed by “dramatic readings” or “role playing” to further discussion and involvement.</p> <p>Research present day employment laws for youth in the USA. Are the laws different when you cross international boundaries? What countries do the best job of minimizing environmental impact of manufacturing? The worst? How do truancy and school attendance laws impact employment now? Think of the many elements that make our</p>
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<p>FACS 6 Family (FACS 15 Parenting) 6.1 Analyze the impact of family as a system... (15.1 Roles and responsibilities... 15.2 Parenting practices 15.3 Support systems)</p> <p>6.2 Demonstrate appreciation for diverse perspectives and characteristics of individuals...</p> <p>FACS 7 Family and Community Services 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.</p> <p>7.5 Identify services for those with disadvantaging conditions</p> <p>FACS 8 Food Production ...</p>	<p>Three-generations in one household were very common at this time.</p> <p>Various characters are differently fleshed out.</p> <p>Arthur's decision and action to injure himself is life-changing.</p>	<p>homes safe, especially those which increase the safety of homes for children.</p> <p>Did you note the many examples of everyday life behaviors in this novel? Bathing? Cleaning? Laundry? Waste removal?</p> <p>Consider the assets and the liabilities of three generations in one household? What might be gained in that situation? What might be lost? Have you lived that way? Think of what America offers as alternatives for senior citizen housing?</p> <p>Does this family lose some of its richness with the loss of the grandfather—loss of his generation's language and experience, loss of his relationship with individual family members?</p> <p>Does Arthur's decision have the impact he is seeking? How do you imagine his life proceeding from that point?</p> <p>What is possible for medical treatment? What future can Arthur now follow? Will his life expectancy be impacted? What could present-day society do in comparison? Research the availability of disability</p>
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<p>(FACS 9 Nutrition; FASC 14 Nutrition & Wellness) 8.4 Demonstrate planning menus to meet needs</p> <p>9.3 Evaluate nutrition principles, preparation techniques... (14.1 Analyze factors influencing nutrition across the life span)</p> <p>FACS 9.2 Apply risk management procedures to food safety...sanitation. (14.4 Food safety factors)</p> <p>FACS 10 Hospitality 10.4 Demonstrate practices and skills involved in lodging occupations.</p> <p>FACS 12 Human Development 12.1-2 Analyze the principles, conditions, and strategies influencing human growth and development across the life span</p> <p>FACS 16 Textiles and Apparel 16.1 Career paths in textile industry</p> <p>16.5 Knowledge of fibers and textiles</p>	<p>This story offers a lot of detail regarding family life—including descriptions of typical meals and their preparation.</p> <p>Having a boarder meant little change in family life, except for less privacy.</p>	<p>programs, income, and supports as provided in this country; debate the relative merits these programs and long-term vs. short-term support.</p> <p>Food decisions are based on income, cultural preferences, geography to name a few factors. Can you relate these terms to food decisions your family makes?</p> <p>Does this family eat well enough for the physical work that they do? Is there enough information to do a caloric count and evaluation?</p> <p>Imagine yourself as a safety inspector dropped into Grace's life. What food safety issues do you note, from production through mealtime?</p> <p>Imagine being a hotel-type inspector of the food and lodgings offered to the boarder.</p> <p>What can you find about life expectancy at this time? What factors in the story clearly will</p>
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		<p>impact members of this family? Health concerns? Environmental exposures? Life stresses?</p> <p>Define a career vs. a job. Which does Grace have? Her mother?</p> <p>A variety of terms and descriptions in this book will enhance the reader's knowledge of textiles, their manufacture, fabrics, and threads.</p>
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Health Connections

Standards	Reference in Novel	Lesson Ideas
<p>HE 1 Reduce health risks</p> <p>HE 2 Health promotion / Disease prevention</p> <p>HE 3 Influence of culture and family on health</p> <p>HE 5 Communication / Advocacy of health</p> <p>HE 6 Goal setting to improve health</p> <p>HE 7 Decision-making to enhance health</p>	<p>Health is an important, ongoing theme throughout this story.</p>	<p>Consider health issues at home, at work, with food, with machinery/technology.</p> <p>Compare the dangers of disease in this story compared with disease in your life, in America, in developing countries, for others your age.</p> <p>Fashion and hair styles (popular culture) have a direct impact on the danger to women and girls, particularly in mill work.</p> <p>How do members of the mill community protect their children, each other? How does the insight and photography of a stranger become a means of health and safety advocacy?</p> <p>Discuss or write about Arthur’s decision and action. How could you argue that he makes this choice for his <i>improved</i> health?</p>

History and Social Studies Connections

Standards	Reference in Novel	Lesson Ideas
<p>HSS 1- 7 Inquiry Hypothesis Research Explanations Connections Communicate findings</p>	<p>Lewis Hine’s photography is historical. Seeing these photographs helped cause change in the role of children at work, and it created knowledge of unsafe and inhumane working conditions for women and children.</p>	<p>The process that author Elizabeth Winthrop describes – from first seeing a primary source historical photograph to completion of a fully developed fictional novel that includes the real-life Lewis Hine – parallels the HSS inquiry steps!</p>
<p>HSS 8- 10 Connect past, present, future</p>		<p>Use photographs with students to elicit their hypothesis, etc., regarding the meaning of the people and or event pictured. Use family photographs (with careful permission from parents) to determine connections across time—past, present and future.</p>
<p>HSS 11-13 Geography knowledge Human interaction with environment Cultural change over time</p>	<p><i>Counting on Grace</i> is accurately set in Vermont.</p>	<p>The placement of <i>Counting on Grace</i> in Vermont is an authentic decision by Winthrop—Vermont had textile mills in the north and in the south. How does Vermont geography support the textile industry?</p> <p>How is a small town mill like the one in North Pownal different from the mills in Lowell, Massachusetts or the Amoskeag Mill in Manchester, New Hampshire?</p> <p>Did the mills make a short-term or long-term impact on Vermont communities? What</p>

<p>HSS 14-17 Human interdependence Institutional affect on society</p> <p>HSS 18-20 Interaction / Interdependence of humans, environment, and economy.</p>	<p>Grace’s family is very dependent on the mill owners, who are also the family’s landlord and owner of the community store.</p> <p>Grace demonstrates, with her math and reading skills, that the family can no longer be taken advantage of by the store owner.</p> <p>Grace’s family is living an impoverished life-style.</p>	<p>environmental issues might be important to consider now, that do not seem important at the time of the novel?</p> <p>Consider the economic control exhibited by the mill owners throughout the novel.</p> <p>School—reading, math, book-learning—are institutional changes that will have a huge impact on society. Think how school impacts child labor, family economics, children’s ability to out-achieve their parents, etc.</p> <p>The geography, the mill owners, and the family’s dependence combine to negatively impact their daily life, their future, and the goals that each individual might set. Economic considerations are a terrible bind to their present life.</p>
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Reading Connections

Standards	Reference in Novel	Lesson Ideas
<p>Reading</p> <p>R HS 1.1 Applies word identification / decoding strategies....</p>	<p>Throughout</p>	<p>Counting on Grace introduces a variety of French and English vocabulary.</p>

<p>R HS 4 Applies context and self-correction</p> <p>R HS 5 Identifies meaning of unfamiliar words</p> <p>R HS 6 Shows breadth of vocabulary knowledge</p> <p>R HS 7 Uses comprehension strategies</p> <p>R HS 8 Can monitor and adjust for comprehension</p> <p>Reading Comprehension</p> <p>R HS 10 Demonstrate initial understanding of elements of literary text</p> <p style="padding-left: 40px;">predictions: setting character</p> <p style="padding-left: 40px;">problem/solution</p> <p style="padding-left: 80px;">plot/subplot</p> <p style="padding-left: 40px;">rise and fall of action</p> <p style="padding-left: 40px;">sequence major events</p> <p>R HS 11 Author's craft</p>		<p>Context can help identify meaning for any unknown work, whether English or not.</p> <p>Can unlock meaning.</p> <p>Dialogue</p> <p>Imagery</p> <p>Metaphors</p> <p>Personification of machines with names</p> <p>Hyperbole</p>
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<p>R HS 12 Informational text</p> <p>R HS 13 Analyze and interpret elements of literary text.</p> <p>R HS 18 Read widely and in-depth</p> <p>R HS 19 Participate in a literate community</p>	<p>Used informally in novel. Especially found in the sections on photography skills, chemical reactions, and history.</p> <p>Various events will be scheduled to enhance the reading of <i>Counting on Grace</i>.</p>	<p>Symbolism Foreshadowing</p> <p>Choose one or more resources to read related to <i>Counting on Grace</i>. (See “Further Reading” for suggestions.) These readings might support research on a variety of topics related to this novel.</p> <p>Participate in or attend a Vermont Reads 2007 event. The author will appear in May (in the south) and September (in the north) on behalf of the Vermont Humanities Council.</p>
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Mathematics Connections

Standards	Reference in Novel	Lesson Ideas
<p>M K 1 Understanding problems M HS 1 Solves problems</p>	<p>Grace demonstrates her math skills often during the story.</p>	<p>Find examples of everyday math: at the grocer’s store, at the mill.</p>
<p>M K 2 Magnitude of numbers</p>		<p>Grace cannot do the large multiplication problems at the mill without understanding the magnitude of numbers.</p>
<p>M K/4 3 Mathematics operations</p>		<p>Addition and subtraction are used to keep the</p>

<p>M R/4 4 Solves problems, accurately</p> <p>M 4 6 Mentally adds and subtracts numbers</p> <p>M HS 8 Common denominators</p>		<p>storekeeper honest; multiplication to comprehend the magnitude of the loom and the shuttles at the mill.</p> <p>Multiplication accuracy is checked by division using common denominators.</p>
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Non Native Language Connections

Standards	Reference in Novel	Lesson Ideas
<p>NNL 1.2 Understand and interpret another language.</p>	<p>French is spoken in Grace's home, and a little in the community.</p>	<p>Can you understand the French language used in the story? Does the context of when and how the word is used give you the definition? Would a glossary of these terms be useful?</p>
<p>NNL 2.1 Understand the relationships between practices and perspectives of culture</p>	<p>The French Canadian culture of her parents and grandfather impact the home that Grace lives in, and also impacts her community.</p>	<p>Find examples of these cultural influences throughout the story. Vermont, the state where the story is set, has lasting cultural influences from French Canadian culture. List ones that you see, hear, eat, etc. Vermont had/has other immigrants who had/have a lasting influence on our state, in addition to French Canadians. Research these other cultural groups, and find a way to illustrate their lasting influences.</p>
<p>NNL 3.2 Recognize distinctive viewpoints only found in another language and culture.</p>		<p>What actions, personality traits, or viewpoints might be attributed to a distinctive cultural group in the story?</p>

<p>NNL 4.1 Understand native language through comparisons with the language being studied.</p> <p>NNL 4.2 Compare another culture with our own.</p>		<p>Does the teacher represent a new cultural group of sorts—i.e., educated women? Does the photographer represent a new viewpoint on children’s rights and safety concerns in the workplace?</p> <p>Compare how various expressions vary from French to English. Does one French word or phrase evoke the meaning more clearly than the English translation for that word?</p> <p>Use a timeline to determine various cultural groups immigrating into Vermont. Randomly assign students to compare any one of those cultural groups with their understanding of Vermonters generally or a particular city or town’s native residents. What unique characteristics can you describe or attribute to a native of, say, Burlington, Vermont?</p>
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Physical Education Connections

Standards	Reference in Novel	Lesson Ideas
<p>PE 1 Motor skills</p> <p>PE 2 Body awareness</p> <p>PE 3 Space concepts</p> <p>PE 4 Psycho-motor application balance</p>	<p>Examples of these PE concepts occur throughout the novel including times at play, during household tasks, and moving formally into the mill as a work place.</p>	<p>The age of the group reading the novel will determine the focus of the physical education links made.</p> <p>For younger readers, compare Grace and her friends at work and at play; create lists of now and then which detail chores, past times, or game options, and skills that are necessary for</p>

<p>force/energy time</p> <p>PE 8 Endurance Muscular strength</p> <p>PE 12 Social interactions</p>		<p>work.</p> <p>In middle grades, use the PE GE's to do an analysis of the physical lives described in <i>Counting on Grace</i>. Compare the adult lives with those of young children, then mill age children.</p> <p>In high school, the decisions and understanding demonstrated by Grace and Arthur represent climactic moments in the story. Consider if there are present time circumstances in the work of children which could result in similar outcomes. Research women and children's work environments (overlaps with HSS). Environmental issues in the novel impact physical health and endurance (overlaps with Health GE).</p>
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Science Connections

Standards	Reference in Novel	Lesson Ideas
<p>S 1 Predict and hypothesize</p>		<p>Geology as it influences agriculture and water power, technology, and photography are all changing at the time of Grace's story. Prediction and hypothesis is possible through scientific method; set up related labs.</p>

S 19, 20	Understand the property of motion	A number of health, disease and safety issues are incorporated into the novel. These occur at home and at the mill.	Models of small machines, or inventions of simple machines, may help demonstrate the power of machines and motion compared to human powered efforts. Draw a diagram of a spinning frame.
S 21	Understand the property of force		Modify above idea; various experiments are possible based on the age level of students and manipulatives available.
S 42	Issues of human health and disease		Understand the process of bacterial and viral disease transfer; compare these unseen health dangers with the visible dangers of machinery such as the train and the mill machinery. Life expectancy was shorter at this time in history due to exposure to disease and other dangers.
S 49 and	Understand the processes changes which occur while using natural resources.		The water-powered mill was often used in the textile industry in New England. Geological and geographic-based power can be discussed, varying the knowledge and depth to match student ability.