

Kentucky's Packhorse Peggy...Sharing Stories One Trail at a Time

Curricular Connections with My View Reading Series by Savvas

The book fits **My View by Savvas** very well, especially for **informational reading, historical fiction, community, and service** themes.

Big ideas in the book

- **Community helpers / service**
- **Friendship & Relationships**
- **Access to books and education**
- **Perseverance and courage**
- **Historical context: Great Depression / WPA**
- **Women's roles in history**
- **Comparing ways libraries serve people around the world**
- **Customs & Traditions**

ELA connections by strand

Reading Literature

- Identify **character traits** of Peggy
- Analyze **problem and solution**
- Determine the **theme**: kindness, resilience, literacy, community
- Compare Peggy's experiences across seasons and challenges

Reading Informational Text

- Identify **main idea and supporting details**
- Use **text features** such as headings, captions, and subheadings
- Explain the **history and purpose** of the WPA Pack Horse Library Project
- Compare the article to the story version

Writing

- Write a **summary** of the story
- Write an **informative paragraph** about the Pack Horse Library Project
- Write an **opinion piece**: Why was Peggy's work important?
- Research and write about **libraries around the world**

Speaking and Listening

- Discuss how books can change lives
- Partner talk: "How would you feel if your town had no library?"
- Present findings from a short research project

Language / Vocabulary

- Vocabulary such as: **Appalachia, hollers, library, illiteracy, rural, trail, scrapbooks, perseverance**
- Figurative language and dialogue
- Academic vocabulary: **community, resources, access, historical, compare, evidence**

Social studies connections

This text is especially strong for:

- **The Great Depression**
- **The New Deal**
- **WPA jobs and public works**
- **Life in rural Appalachia**
- **Women in history**
- **Community needs and public services**
- **How geography affects daily life**

Math connections

You can also connect it to math by exploring:

- **Distance:** Peggy rides miles each day
- **Time:** daily routes and seasonal changes
- **Money:** earnings of \$28 per month
- **Data:** number of librarians, counties served, scrapbooks created

Science / geography connections

- Weather and seasons affecting travel
- Landforms: mountains, creeks, hollers, trails
- Animal care and safety: Tucker the horse
- How geography shapes transportation and access

SEL connections

- Perseverance
- Empathy
- Responsibility
- Helping others
- Gratitude
- Community building

Best My View style essential questions for this text

You could use questions like:

- **How can books change lives?**
- **How do people help their communities?**
- **Why is access to reading important?**
- **How do people overcome challenges to help others?**

Simple grade-band use

If you want to place it in My View by grade:

- **K–1:** teacher read-aloud
- **2–3:** guided reading / shared reading
- **4–6:** close reading, paired text, and research

G r a d e	Best Curriculum Connections	Possible Skill Focus
K	Community helpers, oral language, retelling	Name the characters, sequence events, identify how Peggy helps others
1	Central message, character traits, text-to-self connections	“How does Peggy show kindness?” “Why are books important?”
2	Main topic, key details, compare texts	Compare Peggy’s story with the nonfiction section about the Pack Horse Library Project
3	Informational text features, cause/effect, summarizing	Use facts to explain why the project mattered
4	Theme, point of view, historical context	Explain how the setting and time period affect the story
5	Summarizing, citing evidence, researching history	Use evidence from both the narrative and informational text
6	Theme, analysis, compare historical fiction and nonfiction	Analyze how the story and article work together to teach about the WPA project

Kindergarten

Area	Curriculum Connection
Possible myView Connection	Community, helping others, books and reading, families and neighborhoods
Essential Question	How do people help others in their community?
Reading Literature Skills	Identify characters, setting, and major events
Informational Text Skills	Learn simple facts about libraries and how people get books
Vocabulary	book, library, horse, mountain, help, share, read
Social Studies Connection	Community helpers; how people meet needs
Writing Connection	Draw and label Peggy, Tucker, or a library
Speaking & Listening	Tell how Peggy helped people get books
Activity Idea	Students draw a picture of themselves sharing a book with someone

Assessment Idea	Ask: "Who is Peggy? What does she do?"
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Kindergarten Focus

For kindergarten, this book would work best as a **teacher read-aloud**. Students can focus on Peggy as a helper and on the idea that books are important.

Grade 1

Area	Curriculum Connection
Possible myView Connection	Making a difference, community, kindness, learning from books
Essential Question	How can one person make a difference?
Reading Literature Skills	Retell the story using beginning, middle, and end
Informational Text Skills	Identify the main topic and key details
Vocabulary	borrow, recipe, saddlebag, trail, community, library
Social Studies Connection	Community services; past and present
Writing Connection	Opinion writing: “Books are important because...”
Speaking & Listening	Discuss how Peggy showed kindness
Activity Idea	Create a class “kindness library” where students recommend books

Assessment Idea	Students complete: “Peggy helped by ____.”
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Grade 1 Focus

First graders can focus on **retelling**, **character actions**, and **why Peggy’s work mattered**.

Grade 2

Area	Curriculum Connection
Possible myView Connection	Communities, traditions, problem solving, access to learning
Essential Question	How do communities share knowledge?
Reading Literature Skills	Describe how characters respond to challenges
Informational Text Skills	Identify main idea and supporting details
Vocabulary	Appalachian, holler, borrow, route, scrapbook, librarian
Social Studies Connection	Rural communities; transportation long ago
Writing Connection	Informational paragraph about the Pack Horse Library Project
Speaking & Listening	Partner discussion: "What challenges did Peggy face?"
Activity Idea	Sequence Peggy's trips through the four seasons

Assessment Idea	Students explain one problem Peggy faced and how she solved it
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Grade 2 Focus

Second graders can begin comparing the **fictional story** with the **nonfiction author's note** about the real Pack Horse Library Project.

Grade 3

Area	Curriculum Connection
Possible myView Connection	People who make a difference, communities, historical events
Essential Question	How do people bring change to their communities?
Reading Literature Skills	Describe character traits using text evidence
Informational Text Skills	Determine main idea, key details, and text features
Vocabulary	Depression, WPA, remote, terrain, literacy, circulate
Social Studies Connection	Great Depression; government programs; rural Appalachia
Writing Connection	Write a short informative essay about horseback librarians
Speaking & Listening	Small group discussion using evidence from the text
Activity Idea	Make a cause-and-effect chart: “Because roads were poor, librarians...”

Assessment Idea	Students cite two details showing Peggy was brave or determined
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Grade 3 Focus

Third grade is a strong fit because students can study **character traits**, **cause and effect**, and **historical information**.

Grade 4

Area	Curriculum Connection
Possible myView Connection	History, perseverance, problem solving, communities across time
Essential Question	How does history help us understand people's lives?
Reading Literature Skills	Analyze setting and how it shapes events
Informational Text Skills	Summarize historical information using key details
Vocabulary	Appalachian foothills, illiteracy, economy, employment, legacy, preserve
Social Studies Connection	New Deal, Great Depression, women's work, geography of Appalachia
Writing Connection	Compare-and-contrast writing: story vs. nonfiction section
Speaking & Listening	Present one fact about the WPA Pack Horse Library Project

Activity Idea	Create a map showing how geography affected Peggy's route
Assessment Idea	Students answer: "How does the mountain setting make Peggy's job difficult?"

Grade 4 Focus

Fourth graders can analyze how **time period, geography, and setting** affect the plot.

This is also a good grade for connecting literature to social studies.

Grade 5

Area	Curriculum Connection
Possible myView Connection	Facing challenges, access to education, innovation, historical impact
Essential Question	How can people overcome obstacles to improve the lives of others?
Reading Literature Skills	Analyze theme using specific text evidence
Informational Text Skills	Explain relationships among historical events, people, and ideas
Vocabulary	New Deal, Works Progress Administration, literacy, economic hardship, rural, dedication
Social Studies Connection	Great Depression, federal programs, public service, women in history
Writing Connection	Research report on the Pack Horse Library Project or mobile libraries
Speaking & Listening	Debate/discuss: “Are libraries still important today?”

Activity Idea	Research different mobile libraries around the world and compare them
Assessment Idea	Students write a paragraph explaining the theme with text evidence

Grade 5 Focus

Fifth grade can use this book as a **paired text study**: historical fiction plus informational text. Students can cite evidence and explain why the Pack Horse Library Project was historically significant.

Grade 6

Area	Curriculum Connection
Possible myView Connection	Resilience, culture, identity, historical perspectives, access and equity
Essential Question	How do people preserve culture and expand access to knowledge?
Reading Literature Skills	Analyze theme, point of view, structure, and symbolism
Informational Text Skills	Evaluate how nonfiction sections deepen understanding of the story
Vocabulary	cultural preservation, oral history, geographic isolation, economic divide, legacy, equity
Social Studies Connection	Depression-era America, Appalachian culture, literacy access, gender roles
Writing Connection	Literary analysis or argumentative essay
Speaking & Listening	Socratic seminar: “Can books bridge social, economic, and geographic divides?”

Activity Idea	Compare the Pack Horse Library Project with digital libraries or Little Free Libraries
Assessment Idea	Students write an analysis explaining how Peggy's scrapbook represents community and culture

Grade 6 Focus

Sixth graders can examine the book at a deeper level by analyzing **theme, symbolism, historical context, and cultural preservation.**

Cross-Curricular Connections

Social Studies

Topic	Connection to Book
Great Depression	The Pack Horse Library Project was part of New Deal efforts during economic hardship
New Deal / WPA	Students learn how government programs created jobs and supported communities
Appalachian Region	The mountain setting affects transportation, education, and daily life
Women in History	Many horseback librarians were women who served their communities
Community Services	Libraries are shown as public resources that support learning
Cultural Preservation	Recipes, quilt patterns, and stories preserve Appalachian traditions

Science / Geography

Topic	Connection to Book
Seasons and Weather	Snow, rain, mud, and summer heat affect Peggy's travel
Landforms	Mountains, creek beds, hollers, and trails shape the route
Animal Care	Tucker the horse is important to transportation and work
Human-Environment Interaction	People adapt to mountain geography and lack of roads

Math

Topic	Connection to Book
Distance	Librarians rode about 18–20 miles per day
Money	Librarians earned about \$28 per month
Counting/Data	Over 1,000 librarians and more than 2,500 scrapbooks

Graphs	Compare types of libraries around the world
Time	Track Peggy's routes across the four seasons

SEL Connections

SEL Skill	Text Connection
Perseverance	Peggy continues through snow, mud, rain, and danger
Empathy	She understands that people need books and learning
Responsibility	Peggy carefully protects and delivers books
Gratitude	Families thank Peggy with recipes, food, and kindness
Community	The scrapbook becomes a shared community resource

myView-Style Skill Connections

Reading Literature

Students can practice:

- Identifying character traits
- Describing setting
- Sequencing events
- Explaining problem and solution
- Determining theme
- Analyzing how setting affects the plot
- Using text evidence

Example Question

What character traits does Peggy show? Use two details from the story.

Possible answer: Peggy is determined and caring. She keeps riding even when the trail is icy and when Tucker slips. She also reads to children and brings books to families who do not have them.

Reading Informational Text

Students can practice:

- Identifying main idea
- Finding supporting details
- Using headings and text features
- Comparing historical facts with fictional events
- Explaining cause and effect
- Summarizing nonfiction information

Example Question

What was the main purpose of the Pack Horse Library Project?

Possible answer: The project brought books to people in remote parts of Kentucky, created jobs, and helped fight illiteracy.

Writing

Kindergarten–Grade 1

- Draw and label Peggy and Tucker
- Write a sentence: “Peggy helps by _____.”
- Opinion sentence: “Books are important because _____.”

Grades 2–3

- Write a paragraph about how Peggy helps her community
- Write a sequence of Peggy’s trip
- Write an informational paragraph about horseback librarians

Grades 4–6

- Write a compare-and-contrast essay
- Write a research report about mobile libraries
- Write an argumentative response: “Should communities continue to support libraries?”
- Write a literary analysis about theme or symbolism

Possible Writing Prompts

Narrative Writing

Imagine you are riding with Peggy for one day. Write about what happens on the trail.

Informational Writing

Explain what the WPA Pack Horse Library Project was and why it mattered.

Opinion Writing

Do you think libraries are still important today? Explain your opinion.

Compare-and-Contrast Writing

Compare the Pack Horse Library Project with one library from the “Libraries Around the World” section.

Literary Analysis

How does Peggy’s scrapbook become more than just a book of recipes?

Inquiry / Research Project Ideas

Project 1: Libraries Around the World

Students choose one type of library:

- Camel library
- Biblioburro
- Bookmobile
- Floating library
- Little Free Library
- Digital library
- Packhorse library

They research:

1. Where it is used
2. Who it helps
3. How books are delivered
4. Why it matters

Final product could be:

- Poster
- Short report
- Slide presentation
- Class book
- Oral presentation

Project 2: Then and Now Libraries

Students compare:

Then	Now
Horseback librarians	Digital libraries
Printed books	eBooks and audiobooks
Rural mountain routes	Internet access
Scrapbooks	Online shared documents
Local recipes and stories	Digital archives

Essential question:

How have libraries changed, and how have they stayed the same?

Project 3: Community Scrapbook

Inspired by Peggy's scrapbook, students create a class scrapbook with:

- Family recipes
- Drawings
- Poems
- Book recommendations
- Family traditions
- Local history
- Quilt patterns or geometric designs

This connects well to literacy, social studies, art, and family engagement.

Text-to-Text Connections

The book could pair well with texts about:

- Librarians
- Community helpers
- The Great Depression
- Rural life
- Women in history
- Access to education
- Books and reading
- Overcoming obstacles

Possible comparison topics:

<i>Packhorse Peggy</i>	Paired Text Topic
Peggy delivers books by horse	Bookmobiles or mobile libraries
Appalachian community	Rural communities around the world
Recipes and quilt patterns	Family traditions and cultural heritage
Great Depression setting	New Deal history
Peggy helps others read	Stories about teachers, librarians, or community helpers

Suggested Grade-Band Placement

Grade Band	Best Use
K–1	Read-aloud focused on kindness, helpers, and books
2–3	Guided reading with story elements and main idea
4–5	Historical fiction and nonfiction paired-text study
6	Literary analysis, historical context, and research

Strongest Overall Grade Fit

The book could work across K–6, but the **strongest instructional fit** is probably: Grades 2-5, because:

- The story is accessible and engaging.
- The historical topic is rich but understandable.
- The nonfiction back matter supports informational reading standards.
- Students can connect it to community, literacy, geography, and history.

For **K–1**, it works best as a read-aloud.

For **6th grade**, it works best as a springboard for deeper analysis or research.

Possible Assessment Questions

Literal

1. Who is Peggy?
2. What animal helps Peggy deliver books?
3. What does Peggy collect from the people she visits?

Inferential

1. Why does Peggy keep riding even when the weather is bad?
2. Why do the children get excited when Peggy arrives?
3. Why does Gracie's recipe mean so much to her?

Analytical

1. How does the setting affect the story?
2. What is the theme of the book?
3. How does the scrapbook represent the community?

Informational

1. What was the WPA Pack Horse Library Project?
2. Why was the project created?
3. How did
4. the project help people in Appalachia?

Recommended myView Alignment Summary

Packhorse Peggy connects especially well to these common *myView*-style instructional goals:

- Building knowledge through literary and informational texts
- Comparing texts on the same topic
- Understanding community and history
- Using text evidence
- Developing academic vocabulary
- Conducting inquiry and research
- Writing opinion, informative, and narrative pieces
- Making cross-curricular connections to social studies and geography

The alignments below use Indiana's common ELA strands: **Reading Literature**, **Reading Nonfiction**, **Vocabulary**, **Writing**, **Speaking & Listening**, plus relevant **Social Studies** connections.

Indiana Academic Standards Alignment

Book Topic: Peggy, Tucker, and the WPA Pack Horse Library Project

Kindergarten

Teacher read-aloud focused on community helpers, kindness, books, and sharing.

Area	Indiana Academic Standards Connection
Reading Literature	With prompting and support, ask and answer questions about key details in a story. Identify characters, settings, and major events. Retell familiar stories.
Reading Nonfiction	With prompting and support, identify the main topic and key details of an informational text.
Vocabulary	Use words and phrases acquired through conversations, reading, and being read to. Understand words related to community and books.
Writing	Use drawing, dictating, and writing to tell about a topic or give an opinion.
Speaking & Listening	Participate in conversations, follow discussion rules, and describe familiar people, places, things, and events.
Social Studies	Identify community helpers and explain how people in a community help one another. Compare life today with life long ago.

Possible Indiana-Aligned Student Tasks

- Draw Peggy and Tucker and label them.
- Tell how Peggy helps people.
- Answer: “Why are books important?”
- Retell the story using beginning, middle, and end.

Grade 1

Read-aloud or shared reading focused on character actions, kindness, and community.

Area	Indiana Academic Standards Connection
Reading Literature	Ask and answer questions about key details. Retell stories and identify central message or lesson. Describe characters, setting, and major events.
Reading Nonfiction	Identify the main topic and key details in informational text. Ask and answer questions about nonfiction details.
Vocabulary	Determine or clarify the meaning of unknown words using context and illustrations.
Writing	Write opinion pieces and informative/explanatory texts with a topic, facts, and closure.
Speaking & Listening	Participate in collaborative conversations and ask questions to clarify information.
Social Studies	Explain how people work together in communities. Describe changes in community life over time.

Possible Indiana-Aligned Student Tasks

- Write: “Peggy helped her community by _____.”
- Identify one problem Peggy faced and how she solved it.
- Explain what a library does.
- Compare Peggy’s library delivery to a library today.

Grade 2

Guided reading or whole-class read-aloud with focus on sequencing, problem/solution, and nonfiction details.

Area	Indiana Academic Standards Connection
Reading Literature	Ask and answer questions to show understanding. Recount stories and determine the lesson or central message. Describe how characters respond to major events and challenges.
Reading Nonfiction	Identify the main idea of a nonfiction text and explain key details. Use text features such as headings and captions to locate information.
Vocabulary	Use context clues, word parts, and background knowledge to determine meaning.
Writing	Write informative texts that introduce a topic, provide facts, and include a concluding statement. Write opinion pieces with reasons.
Speaking & Listening	Recount or describe key ideas from information presented orally or through text.
Social Studies	Describe how communities meet people's needs. Compare past and present ways people travel, communicate, and learn.

Possible Indiana-Aligned Student Tasks

- Sequence Peggy's trips through the seasons.
- Create a problem-and-solution chart.
- Write an informational paragraph: "What was the Pack Horse Library Project?"
- Identify facts from the nonfiction back matter.

Grade 3

Strong grade fit for historical fiction, character traits, cause/effect, and main idea.

Area	Indiana Academic Standards Connection
Reading Literature	Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for answers. Recount stories and determine the central message, lesson, or theme. Describe characters and explain how their actions contribute to events.
Reading Nonfiction	Determine the main idea of a text and recount key details. Describe the relationship between historical events or ideas using language related to time, sequence, and cause/effect.
Vocabulary	Determine the meaning of general academic and domain-specific words and phrases in a text.
Writing	Write informative/explanatory texts to examine a topic and convey ideas clearly. Write opinion pieces with reasons supported by facts.
Speaking & Listening	Engage effectively in collaborative discussions and report on a topic with relevant facts and details.
Social Studies	Identify people, events, and developments in local, state, and national history. Explain how geography affects how people live and work.

Possible Indiana-Aligned Student Tasks

- Use text evidence to describe Peggy as brave, kind, or determined.
- Create a cause-and-effect chart: “Because roads were poor, librarians had to...”
- Write a paragraph explaining why the Pack Horse Library Project mattered.
- Compare Peggy’s fictional story with the nonfiction historical note.

Grade 4

Historical fiction paired with nonfiction; strong connection to geography, setting, and social studies.

Area	Indiana Academic Standards Connection
Reading Literature	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. Determine a theme and summarize the text. Describe characters, settings, or events in depth using specific details.
Reading Nonfiction	Determine the main idea and explain how it is supported by key details. Explain events, procedures, ideas, or concepts in a historical text. Interpret information from text features.
Vocabulary	Determine the meaning of academic and domain-specific words using context, word parts, and reference materials.
Writing	Write informative/explanatory texts to develop a topic with facts, definitions, details, and examples. Write opinion pieces supported by reasons and information.
Speaking & Listening	Engage in discussions, build on others' ideas, and present information clearly.
Social Studies	Explain how geography, natural resources, and transportation influence communities. Describe events and people from Indiana,

	United States, or regional history. Connect historical events to changes in people's lives.
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Possible Indiana-Aligned Student Tasks

- Explain how the Appalachian mountain setting affects Peggy's job.
- Summarize the nonfiction section about the WPA Pack Horse Library Project.
- Compare transportation then and now.
- Write: "How did the Pack Horse Library Project help communities?"

Grade 5

Excellent fit for paired text study, theme, historical significance, and research.

Area	Indiana Academic Standards Connection
Reading Literature	Quote accurately from a text when explaining what the text says and when drawing inferences. Determine theme and summarize. Compare and contrast characters, settings, or events.
Reading Nonfiction	Quote accurately from informational text. Determine main ideas and summarize key details. Explain relationships between individuals, events, ideas, or concepts in historical texts.
Vocabulary	Determine meanings of academic and content-specific vocabulary related to history, geography, and literacy.
Writing	Write informative/explanatory texts using facts, definitions, details, quotations, and examples. Write opinion/argument pieces with logically ordered reasons and evidence. Conduct short research projects.
Speaking & Listening	Summarize information presented in diverse formats and present claims or findings in an organized manner.
Social Studies	Study major events and developments in United States history. Explain how government programs and citizens respond to economic and social challenges. Analyze how geography and resources affect settlement, transportation, and daily life.

Possible Indiana-Aligned Student Tasks

- Cite evidence showing why Peggy's work was important.
- Research the New Deal or WPA.
- Compare Pack Horse Libraries with bookmobiles, digital libraries, or Little Free Libraries.
- Write an opinion essay: "Are libraries still necessary today?"

Grade 6

Best as a deeper literary and historical analysis text with research and discussion.

Area	Indiana Academic Standards Connection
Reading Literature	Cite textual evidence to support analysis of what the text says explicitly and inferences drawn from the text. Determine theme and analyze how it is conveyed through details. Analyze how a story's plot unfolds and how characters respond or change.
Reading Nonfiction	Cite evidence from informational text. Determine central idea and summarize objectively. Analyze how individuals, events, and ideas are introduced, illustrated, and developed.
Vocabulary	Determine meanings of words and phrases, including figurative, connotative, and technical meanings. Use academic vocabulary connected to history and culture.
Writing	Write arguments supported by clear reasons and relevant evidence. Write informative texts with organization, facts, details, and transitions. Conduct research using credible sources.
Speaking & Listening	Engage in collaborative discussions, interpret information, and present claims and findings clearly with evidence.
Social Studies	Analyze historical events, cultural developments, geography, and civic responses to community needs. Examine how economic conditions and public policy affect people's lives.

Possible Indiana-Aligned Student Tasks

- Analyze the theme of access to education.
- Explain how the scrapbook symbolizes community and cultural preservation.
- Use evidence from both the story and nonfiction back matter.
- Hold a discussion: “Can books bridge geographic, economic, and cultural divides?”

Grade-by-Grade Standards Summary Chart

G r a d e	Reading Literature	Reading Nonfiction	Writing	Social Studies
K	Characters, setting, major events	Main topic and key details	Drawing/dictatin g/writing	Community helpers, past and present
1	Retell, central message, character actions	Main topic, key details	Opinion and informative writing	Community roles, helping others
2	Character response, sequence, lesson	Main idea, text features	Informative paragraph, opinion	Communities then and now
3	Character traits, theme, text evidence	Main idea, cause/effect	Informational writing, short research	Geography and history
4	Setting, theme, inference	Historical information, summary	Compare/contra st, informative writing	Geography, transportation, history
5	Theme, evidence, comparison	Historical relationships, research	Research report, opinion/argumen t	Great Depression, public programs

6	Theme, symbolism, analysis	Central idea, evidence	Argument, research, literary analysis	Culture, equity, public policy
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Indiana Standards-Aligned Essential Questions

Kindergarten

How do people help others in their community?

Grade 1

How can one person make a difference?

Grade 2

How do communities share knowledge?

Grade 3

How do people solve problems in their communities?

Grade 4

How does where people live affect how they learn and work?

Grade 5

How can people overcome obstacles to improve others' lives?

Grade 6

How do people preserve culture and expand access to knowledge?

Indiana Standards-Aligned Assessment Ideas

Kindergarten

Students draw Peggy helping someone and orally explain the picture.

Grade 1

Students retell the story and identify how Peggy helped the community.

Grade 2

Students write three facts about the Pack Horse Library Project.

Grade 3

Students describe Peggy's character using two pieces of text evidence.

Grade 4

Students explain how geography affects the events in the story.

Grade 5

Students write an informative paragraph explaining the purpose and impact of the WPA Pack Horse Library Project.

Grade 6

Students write a short analysis explaining how the story and nonfiction sections work together to show the importance of literacy access.

Strongest Indiana Academic Standards Connections

Packhorse Peggy most strongly supports:

1. Reading Literature

- Character traits
- Theme
- Setting
- Problem and solution
- Text evidence

2. Reading Nonfiction

- Main idea
- Supporting details
- Historical information
- Text features
- Compare literary and informational texts

3. Writing

- Informative writing
- Opinion/argument writing
- Research writing
- Narrative extension writing

4. Social Studies

- Great Depression
- WPA/New Deal
- Rural Appalachia
- Community services
- Geography and transportation

- Women's contributions to history

5. **Speaking and Listening**

- Discussion
- Presentation
- Evidence-based responses
- Collaborative learning

Suggested Indiana-Aligned Classroom Product by Grade

Grade	Final Product
K	Drawing of Peggy helping her community
1	Sentence and picture: "Peggy helped by..."
2	Sequence chart of Peggy's trips
3	Character trait chart with evidence
4	Geography and setting response paragraph
5	Research paragraph or short report on the WPA Pack Horse Library Project
6	Literary analysis or argument about access to books