

Kentucky Standards Alignment

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

Book Summary Focus

Peggy, a horseback librarian in 1930s Appalachia, delivers books to families and schools through snow, rain, mud, and mountain trails. Along the way, she collects recipes and quilt patterns from community members and turns them into a circulating scrapbook. The story connects to the real **WPA Pack Horse Library Project** during the Great Depression.

Grade K

Area	Kentucky Standards Connection
Reading Literature	With prompting and support, students ask and answer questions about key details; identify characters, setting, and major events.
Reading Informational Text	Identify the main topic and key details from the nonfiction back matter about horseback librarians.
Writing	Use drawing, dictating, and simple writing to tell about Peggy, Tucker, or a library.
Speaking & Listening	Participate in conversations about how Peggy helps others; describe people, places, and events from the story.
Language/Vocabulary	Learn and use words such as library, book, horse, mountain, help, share, recipe.
Social Studies	Identify community helpers and ways people help meet needs in a community. Compare life long ago with life today.

Grade K Essential Question

How do people help others in their community?

Student Task

Students draw Peggy delivering books and orally complete the sentence:

“Peggy helps people by _____. ”

Cross-Curricular Connections

- **Social Studies:** Community helpers, libraries, past and present
- **SEL:** Kindness, sharing, helping others
- **Art:** Draw Peggy, Tucker, and the mountain trail

Grade 1

Area	Kentucky Standards Connection
Reading Literature	Retell stories, including key details; identify the central message or lesson; describe characters, setting, and major events.
Reading Informational Text	Identify the main topic and key details from the Pack Horse Library Project information.
Writing	Write opinion or informative pieces with a topic and reason/fact.
Speaking & Listening	Ask and answer questions about the story; participate in collaborative conversations.
Language & Vocabulary	Use context and illustrations to understand words such as borrow, trail, saddlebag, recipe, librarian .
Social Studies	Describe how people in communities work together; compare transportation and communication long ago and today.

Grade 1 Essential Question

How can one person make a difference?

Student Task

Students write or dictate:

“Peggy was helpful because _____.”

Cross-Curricular Connections

- **Social Studies:** Community services, libraries, rural communities
- **SEL:** Responsibility, empathy, gratitude
- **Writing:** Opinion sentence about why books are important

Grade 2

Area	Kentucky Standards Connection
Reading Literature	Recount stories and determine the central message or lesson; describe how characters respond to challenges.
Reading Informational Text	Identify main idea and supporting details; use text features such as headings and sections in the nonfiction back matter.
Writing	Write informative/explanatory paragraphs using facts and a concluding statement.
Speaking & Listening	Recount or describe key ideas from the text; participate in discussions about Peggy's challenges.
Language & Vocabulary	Determine meaning of words and phrases related to geography, history, and community.
Social Studies	Explain how communities meet people's needs; compare life in the past and present; describe how geography affects travel.

Grade 2 Essential Question

How do communities share knowledge?

Student Task

Students complete a **problem-and-solution chart**:

Problem Peggy Faced	How Peggy Solved It
Snowy trails	She cleaned the books and kept going
Muddy paths	She led Tucker around the mountain
Families lacked books	She delivered books to them

Cross-Curricular Connections

- **Social Studies:** Appalachia, rural communities, access to education
- **Science/Geography:** Weather, seasons, mountains, mud, creeks
- **Writing:** Informational paragraph about horseback librarians

Grade 3

Area	Kentucky Standards Connection
Reading Literature	Ask and answer questions using evidence; describe character traits and explain how actions contribute to events; determine central message or theme.
Reading Informational Text	Determine main idea and key details; describe relationships among historical events using sequence and cause/effect.
Writing	Write informative/explanatory texts using facts, details, and examples; write opinion pieces supported by reasons.
Speaking & Listening	Engage in collaborative discussions; present information with relevant facts and details.
Language & Vocabulary	Use academic and domain-specific vocabulary such as Appalachia, rural, route, literacy, Depression, WPA.
Social Studies	Identify how people, places, and events shape communities; explain how geography affects where and how people live.

Grade 3 Essential Question

How do people solve problems in their communities?

Student Task

Students create a **character trait chart** for Peggy.

Character Trait	Evidence from the Text
Brave	She continues riding even when trails are snowy and dangerous
Determined	She keeps delivering books in every season
Kind	She reads to children and brings books to families
Responsible	She protects the books and collects community materials

Cross-Curricular Connections

- **Social Studies:** Great Depression, WPA, Kentucky/Appalachian history
- **Geography:** Mountain regions, transportation challenges
- **Writing:** Informational paragraph explaining the Pack Horse Library Project

Grade 4

Area	Kentucky Standards Connection
Reading Literature	Refer to details and examples when explaining a text; determine theme; summarize; describe characters, setting, and events in depth.
Reading Informational Text	Determine main idea and explain how it is supported by details; explain historical events and ideas; interpret text features.
Writing	Write informative/explanatory texts with facts, definitions, details, and examples; write opinion pieces supported by reasons and information.
Speaking & Listening	Engage in discussions and support ideas with evidence; present information clearly.
Language & Vocabulary	Determine meaning of academic and content-specific words using context and reference materials.
Social Studies	Explain how geography, economy, transportation, and public services affect communities; connect historical events to people's lives.

Grade 4 Essential Question

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

Student Task

Students write a paragraph answering:

How does the Appalachian mountain setting make Peggy's job difficult?

Students should include evidence such as:

- Creek beds
- Hollers
- Icy trails
- Muddy paths
- Lack of roads
- Remote homes and schoolhouses

Cross-Curricular Connections

- **Kentucky History:** Appalachian communities, rural Kentucky, public services
- **Social Studies:** New Deal/WPA, access to education
- **Science/Geography:** Weather, landforms, human-environment interaction

Grade 5

Area	Kentucky Standards Connection
Reading Literature	Quote accurately from a text; determine theme; compare characters, settings, or events; explain how events build across a story.
Reading Informational Text	Quote accurately from informational text; determine main ideas; explain relationships among people, events, ideas, and concepts in historical texts.
Writing	Conduct short research projects; write informative/explanatory texts using facts, definitions, quotations, details, and examples; write opinion/argument pieces supported by evidence.
Speaking & Listening	Summarize information from diverse sources; present findings in an organized way.
Language & Vocabulary	Use academic and domain-specific words related to history, literacy, geography, and government programs.
Social Studies	Analyze how people and government programs respond to economic hardship; study historical events, geography, community needs, and civic responsibility.

Grade 5 Essential Question

How can people overcome obstacles to improve the lives of others?

Student Task

Students write an informative response:

Why was the WPA Pack Horse Library Project important?

Students should include:

- It brought books to remote communities.
- It created jobs during the Great Depression.
- It helped fight illiteracy.
- It supported education where schools and libraries were scarce.
- It preserved community culture through scrapbooks.

Cross-Curricular Connections

- **U.S. History:** Great Depression, New Deal, WPA
- **Kentucky History:** Eastern Kentucky, Appalachian communities
- **Civics:** Public programs, community needs, access to resources
- **Writing/Research:** Compare Pack Horse Libraries to bookmobiles, digital libraries, or Little Free Libraries

K–5 Overview Chart

G r a d e	Best Use	Kentucky ELA Focus	Kentucky Social Studies Focus	Student Product
K	Read-aloud	Characters, setting, key details	Community helpers, past/present	Drawing and oral response
1	Shared reading	Retelling, central message, character actions	Community roles, helping others	Sentence and picture
2	Guided reading	Problem/solution, sequence, main idea	Communities, geography, transportation	Problem-sol ution chart
3	Close reading	Character traits, theme, cause/effect	Appalachia, geography, local history	Character trait chart
4	Literature + nonfiction study	Theme, summary, setting analysis	Kentucky geography, WPA, rural life	Setting response paragraph

5	Research/paired text	Text evidence, main idea, historical relationships	Great Depression, New Deal, civic programs	Informative research response
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Strongest Kentucky Curriculum Connections

English Language Arts

Kentucky's Packhorse Peggy strongly supports:

- Asking and answering questions
- Retelling and summarizing
- Identifying character traits
- Determining theme or central message
- Describing setting
- Explaining problem and solution
- Identifying main idea and supporting details
- Comparing literary and informational text
- Using text evidence
- Writing informative and opinion responses
- Conducting short research projects

Social Studies

Kentucky's Packhorse Peggy strongly supports:

- Kentucky history
- Appalachian communities
- Rural life in the 1930s
- The Great Depression
- The New Deal and WPA
- Public services
- Libraries and access to education
- Geography and transportation
- Community cooperation
- Women's work and historical contributions

Science and Geography

Possible connections include:

- Seasons and weather
- Mountain landforms
- Creeks, trails, and hollers
- Animal transportation
- Human-environment interaction
- How geography affects access to schools and libraries

Math

Possible connections include:

- Measuring distance traveled by horseback librarians
- Comparing 18–20 miles per day
- Calculating monthly earnings of \$28
- Graphing types of libraries around the world
- Counting and comparing the number of librarians, counties, and scrapbooks

SEL Connections

SEL Theme	Connection to Peggy
Perseverance	Peggy continues through snow, mud, rain, and danger
Empathy	She understands that families need books
Responsibility	She protects and delivers the books
Community	She gathers recipes and patterns into a shared scrapbook
Gratitude	Families thank Peggy with recipes, food, and kindness

Kentucky-Aligned Essential Questions by Grade

Grade	Essential Question
K	How do people help others in a community?
1	How can one person make a difference?
2	How do communities share knowledge?
3	How do people solve problems where they live?
4	How does geography affect how people live, learn, and work?
5	How can public programs and community members help people during difficult times?

Suggested Kentucky-Aligned Final Products

Grade	Final Product
K	Drawing of Peggy and Tucker with oral explanation
1	Sentence: "Peggy helped her community by..."
2	Sequence or problem-solution chart
3	Character trait chart with text evidence
4	Paragraph explaining how setting affects the story
5	Informative paragraph or short report on the WPA Pack Horse Library Project