GRADE 5

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Dear Public Schools of Robeson County Family,

On behalf of the Public Schools of Robeson County’s Board of Education, the members of Program Services and the Social Studies Curriculum Guide Committee, we present this new K-12 curriculum guide compatible to the new adopted texts. This standards-aligned curriculum guide should serve as a blueprint for your teaching success within the classroom.

As we prepare students for the 21st century, we understand the importance of using a curriculum guide to propel learning within the classroom. Through the use of technology, writing, differentiated learning, and project-based learning, you, the teacher, bring this material alive. Teaching the state goals and objectives takes care of students learning important elements of history and citizenship while simultaneously being prepared for any state-mandated test.

As you begin to use this new tool, explore new suggested ways to teach the curriculum beyond any way you taught it before. As Sam Parker and Mac Anderson shared in their book 212°: The Extra Degree, “At 211 degrees, water is hot. At 212 degrees, it boils. And with boiling water, comes steam. And steam can power a locomotive. Raising the temperature of water by one extra degree means the difference between something that is simply very hot and something that generates enough force to power a machine…” Allow this curriculum guide raise your teaching!

Sincerely,

Dr. Johnny Hunt
Superintendent
Dear Public Schools of Robeson County Community,

It is with great pleasure that we bring you this new curriculum guide for social studies. A new textbook adoption brings fresh teaching possibilities. Though the material may be the same, it is always an exciting endeavor incorporating a new piece into instruction. Mixing what you find in this curriculum guide with your own classroom-proven best practices, you as the teacher will be empowered with great and innovative ways to reach your students like you never have before! As always, the “North Carolina Standard Course of Study” is the primary source for teaching our students.

In “The Best Leadership Advice I Ever Got”, Paul B. Thornton emphasizes that, “Change involves leaving your comfort zone and requires you to learn new ways of working. Leaders have the ability to change their goals, strategies, and methods of operation to meet the new challenges and opportunities.” Our students are 21st century learners; allow this curriculum guide to assist you, the leader in your classroom, in stepping out of your regular teaching practice to find new ways to reach your students.

Sincerely,

Dr. Linda Emanuel
Assistant Superintendent
Curriculum and Instruction
Public Schools of Robeson County
Curriculum Guide:
K-12 Social Studies

Social studies instruction in the Public Schools of Robeson County is based on the belief that all students should learn about the past to better live in the present, so as to prepare a brighter future for posterity. The social studies program seeks to develop productive citizens with the wisdom and knowledge necessary to preserve rights, liberties, and democratic institutions. Through the social studies program, students learn to live and function in a constantly changing world. In addition, the social studies program continuously seeks to provide fertile ground for the intellectual promise, problem-solving, and learning of various skills and tools necessary to inquire and search for truth and understanding.

The Public Schools of Robeson County Social Studies Curriculum Guide, K-12, will serve as a guide or a road map for the teaching of social studies. In this handbook, teachers will find objectives, strategies and resources aligned to the Standard Course of Study.

During the summer of 2008, social studies teachers from around the county came together to ensure that the teaching of social studies encompasses rigor and relevancy which will ultimately enhance an environment for our students to be well-informed decisions makers. Thank you to the teachers who came together during the summer of 2008 for the revision of the Social Studies Handbook, K-12. The teachers are to be commended for a job well done.

The Personal Finance Literacy Goals are being integrated into the Public Schools of Robeson County’s Social Studies Curriculum Guide. A copy of the Personal Finance Literacy for Elementary Education document is available for downloading at the North Carolina Department of Public Instruction’s website in the Social Studies section.

Jackie Sherrod
Social Studies Supervisor, K-12
Public School of Robeson County
Grade 5 Committee Members:

Shirley Cain          Piney Grove Elementary School
Sabrina Corona       Townsend Middle School
Christine McLaurin   Carroll Middle School
Garbriella McEachern Townsend Middle School

Copy Editor   Gerita Gale Bullard
Why Are Best Practices Important?

Thomas L. Friedman, author of *The World Is Flat*, refers to a twenty-first century world that will be very different from the one in which we were educated. To survive in a new, globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practice teaching strategies.

What Are Best Practices?

Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning.
What Do Best Practices Look Like?

Classrooms that exemplify best practices are easy to detect as soon as you enter the room.

- Project materials and books are numerous.
- Students are engaged and focused on their work.
- Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process.
- Seating arrangements are clustered, varied and functional with multi-instructional areas.
- Classrooms are activity-based spaces as opposed to places to “sit and get” lectures.
- Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments.
- There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.
Academic Rigor

- Has Qualitatively Different Academic Environments (More In-Depth, Complex and Abstract Concepts and Ideas)
- Builds Upon Interests, Strengths and Personal Goals
- Engages Consistently in Sophisticated Investigations of Materials, Texts, Interactive Technologies and Learning Activities
- Employs Advanced Critical and Creative Processes
- Embraces Teachers and Students as Risk-Takers in Experimental, Investigative and Open-Ended Learning Processes
- Utilizes Effectively Existing Knowledge and Creates New Knowledge
- Develops and Applies Deep Understanding of Significant Concepts, Generalizations and Essential Questions to Problem Finding and Problem Solving
- Sets No Predetermined Limits
- Creates Life-Long Learners and Thinkers Capable of Independent Reflection, Self-Evaluation and Reasoning
EXPECTATIONS FOR STUDENTS PERFORMANCE

The fifth grade studies extend the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students’ examinations of these concepts must require continuous reference to current events, trends and technological studies.
BEGINNING OF CLASS

- Class Starters
- Warm-up activities.
- Review objectives from the previous day
- Collect homework/assignments
- Questions (perhaps from the previous day's exit cards)
- Share objectives for the day (post them, hand out, list on board, starboard, or overhead)

End of Class/Closure

- Review the day's objectives
- Review questions
- Review games
- Short assessment
- Discuss unexpected lessons learned from the day's class
- Set up the excitement for the next day
Public School of Robeson County
Social Studies Daily Entry Log

Name:_________ Teacher ______ Date:_______

1. Dates (Time Period/Setting):

2. Historical Figure(s):

3. Condition(s)
   Social:
   Geographic:
   Economic:
   Political:

4. Conflict(s):

5. Resolution/Action Taken:

6. Impact on the Future:
Video/DVD Use in the Classroom

- Always preview any video/DVD materials.
- Consider showing clips rather than the entire video/DVD.
- Have an Anticipatory Set/Set Induction/"Hook".
- Prepare students for viewing with needed vocabulary and background information.
- Give students a viewing guide on which to make notes AND ask questions.
- Make use of the "Pause" button.
- Allow students to discuss/process the viewing in groups before whole group discussion.
- Use appropriate assessment.
Graduation Project
Social Studies Supports
The North Carolina Graduation Project

The North Carolina Graduation Project is a multi-faceted, multidisciplinary performance assessment completed over time. The NC Graduation Project provides the students the opportunity to connect content knowledge, acquired skills, and work habits to real world situations and issues. Through the graduation project process, students will engage various specific skills that include: computer knowledge, employability skills, information-retrieval skills, language skills-reading, language skills-writing, teamwork, and thinking/problem-solving skills. The NC Graduation Project consisting of four components (a research paper, product, portfolio, and an oral presentation) culminates in a student’s final year of high school. Student engagement in the graduation project process and the completion of the graduation project demonstrates the integration of knowledge, skills, and performance.

The Four Components:

- A research paper demonstrating research skills and writing skills.
- A product created through the use of knowledge and skills in a meaningful way to accomplish a goal.
- A portfolio to catalogue/document tasks, record reflective thinking and insights, as well as demonstrate responsibility for learning as work progresses through the entire process.
- An oral presentation, during which, students become a source of information communicating their project work before a review panel.

In all social studies courses, knowledge and skills depend upon and enrich each other while emphasizing potential connections and applications. In addition to the skills specific to social studies, there are skills that generally enhance students’ abilities to learn, make decisions, and to develop as competent, self-directed citizens that can be all the more meaningful when used and developed within the context of the social studies.

The components of the Graduation Project are aligned to the Social Studies Skill Competency Goals.
- Skill Competency Goal 1: The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary. (This Goal supports the Research Paper and the Portfolio).
• Skill Competency Goal 2: The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired. (This Goal supports the Research Paper).

• Skill Competency Goal 3: The learner will acquire strategies to analyze, interpret, create, and use resources and materials. (This Goal supports the Portfolio).

• Skill Competency Goal 4: The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues. (This Goal supports both the Product and Presentation).

• Skill Competency Goal 4: The learner will acquire strategies needed for effective incorporation of computer technology in the learning process. (This Goal supports the Research Paper).
**United States History, Canada, Mexico and Central America**

**GRADE: 5th**

**First Nine Weeks**

<table>
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<th>GOAL: 1, 2, 4, 6</th>
<th>OBJECTIVE: 1.01-1.07; 2.01-2.07; 4.01-4.05; 4.08; 6.01-6.02</th>
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<tr>
<td>CUMULATIVE REVIEW: Required Daily</td>
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### STRATEGY(S)/ACTIVITIES:
1. Use graphic organizers to access prior knowledge
2. Use an atlas and desktop maps to compare/contrast political, physical, and special features
3. Use Daily Oral Geography to review geographical questions
4. Complete a Venn diagram by comparing and contrasting landforms
5. Use flashcards with names of major geographical terms (ESL)
6. Analyze and Interpret maps by drawing data and telling what it means
7. Choose a landform or body of water they would like to visit. Research the geographical feature and write a fact sheet containing at least ten facts about the feature
8. Research the industrial revolution, choose an invention to replicate and share with class
9. Teacher will select appropriate materials or illustrations to model the steps and then have paired partners practice the skills that follow:
   - Analyze and interpret illustrations
   - Skim and Scan
   - Main Idea and Details
   - Compare and Contrast
   - Draw Conclusions
   - Recall and Retell
   - Making Inferences
   - Use a timeline

### KEY CONCEPTS
- Five Themes of Geography
- Absolute / relative location
- Bodies of water
- Natural resources
- Longitude and latitude
- Landforms
- Decisions about where to locate
- Climate
- Shelter & Agriculture
- Language, Foods, Clothing
- Traditions & Social groups
- Economics systems
- Effect of technology on settlement
- British actions against colonist (i.e., taxation, Stamp Act, Intolerable Acts, Boston Massacre)
- Major Battle of the American Revolution
- Lewis and Clark, Sacajawea
- Louisiana Purchase
- Industrial Revolution
- Factories
- Inventions
- Cause and effect

**ASSESSMENT(S):**
- Utilize attached rubric or sample lesson integration rubrics
- Student projects and activities
- Teacher made tests

**KEY VOCABULARY**
See attached list

**LESSON INTEGRATION:**
Unit 1, Unit 2 and Unit 7
- Art-Draw Mural that depicts scenes from daily life in North American city of the student’s choice.
- Computer Technology/Math-Use the Internet to find the climate and population density of the three most populated cities in North Carolina. Students will create a bar graph to display data.
- Art- Learn Folk Dances- Students will have the opportunity to share and teach traditional dances specific to their culture.
- Computer Technology-Use the Internet-Cooperative groups will identify at least one activity that shows adaptation to the physical environment and one activity that shows modification to the physical environment.
- Science-Researching Invention- Students will research and write a paragraph about how steam engines work
- Healthful Living-Place Historic Games-Play a colonial game with a hula hoop.
- Arts-Make a Diorama showing a typical farm in a specific region.
- English Language Arts-Give a Speech to persuade colonist to protest new British tax laws.
- Arts-Perform a Skit about the

**SUGGESTED READINGS**
- Legends of Landforms
- National Geographic: Our Fifty States
- The Mighty Mississippi: The Life & Times of America’s Greatest River
- Discovering America and Its Early People
- Extreme U.S.
- Mapping the World
- Settling a Continent
- Indian Life
- Squanto’s Journey: The Story of the First Thanksgiving
- Economic Systems
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>Healthful Living-Resolve Conflicts by role playing.</td>
<td>Students will role play to resolve conflicts.</td>
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<tr>
<td>Computer /Technology-Investigate an Invention during the Industrial Revolution</td>
<td>Students will research and write about an invention developed during the Industrial Revolution.</td>
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<tr>
<td>Science-Make a Scientific Poster displaying DNA</td>
<td>Students will create a poster to display how DNA looks like.</td>
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</tbody>
</table>

**STUDENT ENGAGEMENT:**

- The students will be making an atlas about the features of North America. Students will create an organizer to help them remember important information to include in their atlas. Students will compile maps, illustrations, graphs, and other features into a book format. Book covers will include the following: a title, artwork, and a table of contents. Finished products will be displayed in the classroom and/or media center. See page 42 for scoring rubric or go to website to make your own.

- The students will be making a museum display that will focus on the present as well as the past. Students will make displays about the history of North America to 1850. Students will fill out a graphic organizer to gather ideas for their displays. Students will prepare a drawing, a map, a model, or a poster for their museum displays with appropriate labels. Finished displays will be used to construct a museum in the classroom or school media center. See p. 108 for scoring rubric or go to website to make your own.

**COGNITIVE LEVEL**

See attached questions
<table>
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<tr>
<th>MATERIALS NEEDED:</th>
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<tbody>
<tr>
<td>Shoe boxes, hula hoop, poster paper, markers, coloring pencils, maps, atlases, photos or illustrations, index cards, graphic organizers, art paper</td>
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<tr>
<td>Daily Oral Geography</td>
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<th>INTERNET SOURCES</th>
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</table>
United States History, Canada, Mexico and Central America

GRADE: 5th

Unit 3 and Unit 7

TIME/PACING: 2nd Nine Weeks

GOAL: 4, 6

OBJECTIVE: 4.02-4.03; 4.05-4.08; 6.03; 6.06

CULUMATIVE REVIEW: A MUST EVERYDAY

STRATEGY(S)/ACTIVITIES:

1. Use graphic organizers to access prior knowledge
2. Use Daily Oral Geography to review geographical questions
3. Complete a Venn diagram by comparing and contrasting two major wars
4. Use flashcards with key vocabulary (ESL)
5. Analyze and Interpret maps by drawing conclusion about data
6. Complete a timeline using dates of events leading up to the Civil War.
7. Read Number the Stars, and then create the Star of David using an aluminum pan.
8. Teacher will select appropriate materials or illustrations to model the steps and then have paired partners practice the skills that follow:
   - Analyze and interpret illustrations
   - Skim and Scan
   - Main Idea and Details
   - Compare and Contrast
   - Draw Conclusions
   - Recall and Retell
   - Making Inferences
   - Use a timeline
   - Cause and effect

KEY CONCEPTS

- Slavery (i.e., Culture, Underground Railroad, Abolitionist, Economic factors)
- Inventions
- Differences between the north and south (i.e., geography, economics, culture)
- War (i.e., advantages for each side, role of women, border states)
- Significant documents (i.e., Emancipation Proclamation, Gettysburg Address)
- Reconstruction
- Immigration to the United States
- Spanish-American War
- Panama Canal
- The Great Depression
- Citizen Activism
- Segregation/desegregation
- Supreme Court Decisions
- Exploration in Space
- Civil Rights
- Rights of Women
- Technology
- Immigration

ASSESSMENT(S):

- Utilize sample lesson integration rubrics
- Student projects and activities
- Teacher made tests

KEY VOCABULARY

See attached list
### LESSON INTEGRATION:
- **Music**- Students will study the verse of the song “Follow the Drinking Gourd” in the Reader. Students write their own songs with hidden messages.
- **English Language Arts**- Students will write a short article to describe the role of spies in the American Revolution.
- **Math**- Students will make a line graph to display data of the United States population from 1870 through 1910. See TE p. 125 for data.
- **Computer/Technology**- Research World War II memorials and write a paragraph explaining where and when they were built, and the purpose they serve.
- **Art**- Students will choose five events discussed in the lesson and illustrate them in sequential order. Then write a caption that describes the importance of the event.

### SUGGESTED READINGS
- The Struggle for Independence
- Destination Freedom
- Spying in the American Revolution
- A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet
- American Voices from Colonial Life
- New Technology in the Civil War
- Bright Ideas: The Age of Invention in America 1870-1910
- Who was Thomas Alva Edison?
- The Monitor: The Iron Warship that Changed the World

### STUDENT ENGAGEMENT:
- The students will publish a newspaper that describes events, people, and places in North American History since 1850. Students will create an organizer that will help them remember important information to include. The newspaper will include news articles, editorials, a cartoon, and classified advertisements. Each article will also include a headline. Finished products will be displayed in the classroom and/or media center. Extra copies will be made for students to take home. See page 182 for scoring rubric or go to website to make your own.
- The students will complete a biographical sketch of any African-American person from 1800 to 1990. The sketch will include how the person contributed to the advancement of minorities, a timeline that depicts their life from birth to death, and an artifact that represents this person. Finished products will be displayed in the classroom and/or media center.

### COGNITIVE LEVEL
See attached questions
<table>
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<tr>
<th>MATERIALS NEEDED:</th>
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<tr>
<td>Examples of newspapers, poster paper, encyclopedia, computer</td>
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**UNITED STATES HISTORY, CANADA, MEXICO AND CENTRAL AMERICA**

**GRADE:** 5th  
**UNIT 4 AND UNIT 5**  
**TIME/PACING:** Third Nine Weeks

<table>
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<th>GOAL: 2, 3</th>
<th>OBJECTIVE: 2.01-2.04; 2.06-2.08; 3.01-3.07</th>
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**CUMULATIVE REVIEW: A MUST EVERYDAY**

**STRATEGY(S)/ACTIVITIES:**

1. Use graphic organizers to access prior knowledge
2. Use Daily Oral Geography to review geographical questions
3. Complete a Venn diagram by comparing and contrasting the branches of government
4. Use flashcards with key vocabulary (ESL)
5. Analyze and Interpret graphs and graphic organizers by drawing conclusion about data
6. Research modern, computerized methods used to vote during elections and then hold a mock election.
7. Create a graph displaying the educational system of North America.
8. Teacher will select appropriate materials or illustrations to model the steps and then have paired partners practice the skills that follow:
   - Analyze and interpret illustrations
   - Skim and Scan
   - Main Idea and Details
   - Compare and Contrast
   - Draw Conclusions
   - Recall and Retell
   - Making Inferences
   - Use Inferences
   - Cause and Effect

**ASSESSMENT(S):**

- Utilize attached rubric or sample lesson integration rubrics
- Student projects and activities
- Teacher made tests

**KEY CONCEPTS**

- Declaration Independence
- Constitution (Bill of Rights, Branches of government, Levels of government, Checks and Balances)
- Economic systems in the Colonies
- Purpose and function of governments
- Purpose of a Democracy
- Rights and Responsibilities of citizens
- Canadian and Central American government
- Educational System
- Cultural Issues
- Arts

**KEY VOCABULARY**

See attached list

**LESSON INTEGRATION:**

- English Language Arts-Students compose a classroom constitution outlining the rules they must follow and the privileges they enjoy. The constitution must include a

**SUGGESTED READINGS**

- Building a Government
- Mr. Madison’s War
- Political Parties in the United States
- United States Constitution
preamble, a clear script, and have signatures at the bottom of the document. Finished products will be displayed in the classroom and/or media center.
- Computer/Technology-Students will use the internet to research a state government in the U.S. Have them draw an outline of the state and include facts and details about the state government inside the outline.
- Arts-Students will create a campaign poster. The poster will include a good slogan, original design, their name, political party (real or made up), picture, and slogan. Finished products will be displayed in the classroom and/or media center.

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<th>STUDENT ENGAGEMENT:</th>
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<td>Students will choose their favorite Motown hit and choreograph a routine to share within their grade level. The routine may include an original costume design and any music from the Motown Era.</td>
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<tr>
<td>Students will make a scrapbook that highlight cultures in North America. Students will create an organizer that will help them remember important information about each culture to include. The scrapbook will include pictures, illustrations, diagrams, poems and other writings; plus have formatted cover. Students must organize the pages such as by cultural groups, etc.</td>
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<th>COGNITIVE LEVEL</th>
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<th>MATERIALS NEEDED:</th>
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<tbody>
<tr>
<td>Motown music, scrapbook paper or construction paper, magazines, poster paper,</td>
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<tr>
<td><a href="http://clerkkids.house.gov/">http://clerkkids.house.gov/</a></td>
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</tbody>
</table>
United States History, Canada, Mexico and Central America

**GRADE: 5th**  
Unit 6 and Unit 7  
**TIME/PACING:** Fourth Nine Weeks

**GOAL:** 5, 6  
**OBJECTIVE:** 5.01-5.08; 6.04-6.05

**CULUMATIVE REVIEW: A MUST EVERYDAY**

**KEY CONCEPTS**
- Economic Resources
- Human Resources
- Natural Resources
- Capital Resources
- Interdependence
- Economic Systems
- Supply and Demand
- Technology in North America

<table>
<thead>
<tr>
<th>STRATEGY(S)/ACTIVITIES:</th>
<th>KEY VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use graphic organizers to access prior knowledge.</td>
<td>See attached list</td>
</tr>
<tr>
<td>2. Use Daily Oral Geography to review geographical questions.</td>
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<tr>
<td>3. Complete a Venn diagram by comparing and contrasting the economic resources of the U.S. with a North American neighbor.</td>
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</tr>
<tr>
<td>4. Use flashcards to highlight key prefixes to decode meanings of unfamiliar words. (ESL)</td>
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<tr>
<td>5. Analyze illustrations and interpret how they relate to written information.</td>
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<tr>
<td>6. Choose a job and explain how a person who does this job specializes in what he or she does. Explain how a person doing this job is interdependent with other people.</td>
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</tr>
<tr>
<td>7. Place the terms natural resource, human resource and capital resource in the center of bubble maps, one term in each. As different resources are mentioned in the text, have students place them as extensions on the kind of resource being described.</td>
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</tr>
<tr>
<td>8. Teacher will select appropriate materials or illustrations to model the steps and then have paired partners practice the skills that follow:</td>
<td></td>
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<tr>
<td>- Analyze and interpret illustrations</td>
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<td>- Skim and Scan</td>
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<tr>
<td>- Main Idea and Details</td>
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<tr>
<td>- Compare and Contrast</td>
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<tr>
<td>- Draw Conclusions</td>
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<tr>
<td>- Cause and effect</td>
<td></td>
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<tr>
<td>- Recall and Retell</td>
<td></td>
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<tr>
<td>- Making Inferences</td>
<td></td>
</tr>
<tr>
<td>- Use a timeline</td>
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</tbody>
</table>

**ASSESSMENT(S):**
- Make a 3-column table. Label with HR, NR, and CR. Students will complete the table by
| Listing examples of each kind of resource in the appropriate column. | Student projects and activities | Teacher made tests |
| SUGGESTED READINGS | A Changing World | Gold Fever | Economic Status | The Great Kapok Tree: A Tale of the Amazon Rainforest | Bill Gates |
| LESSON INTEGRATION: | | Math | Create a graph that show how scarcity affects prices. |
| | English Language Arts- Students will write a generalization. Read a local newspaper article about the economy. Students will write a generalization about the local economy. | Math | |
| STUDENT ENGAGEMENT: | Students will participate in a mock assembly line. Cooperative groups will bring in materials they need to create their product. Students will demonstrate how their products are sent down the assembly line. Finished products and teamwork may be scored with a rubric. | Students will be giving an economic presentation that focuses on a North American country. The presentation will include charts, graphs, maps, or pictures to describe the country’s economic systems. It should also include the countries’ natural resources, industries, and workers. The use of a graphic organizer will help the students to remember important facts to include in their presentations. See page 298 for scoring rubric or visit website. | |
| | | | http://www.iRubric.com | http://www.harcourtschool.com/ss1 |
# Suggested Pacing for Grade 5 Social Studies

## First Nine Weeks -

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Number of Days</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit One:</td>
<td>14 days</td>
<td>1.01-1.07; 2.01-2.07</td>
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<tr>
<td>a. North America’s Geography</td>
<td></td>
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<tr>
<td>2. Unit Two:</td>
<td>28 days</td>
<td>4.01-4.05; 4.08</td>
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<tr>
<td>a. The Early United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Unit Seven:</td>
<td>3 days</td>
<td>6.01-6.02</td>
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<tr>
<td>a. Technology Leads the Way</td>
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## Second Nine Weeks -

<table>
<thead>
<tr>
<th>Units of Study</th>
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<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Unit Three:</td>
<td>40 days</td>
<td>4.02-4.03; 4.05-4.08</td>
</tr>
<tr>
<td>a. Civil War to Present</td>
<td></td>
<td></td>
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<tr>
<td>2. Unit Seven:</td>
<td>5 days</td>
<td>6.03-6.04; 6.06</td>
</tr>
<tr>
<td>a. Technology Leads the Way</td>
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## Third Nine Weeks -

<table>
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<tr>
<th>Units of Study</th>
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<tbody>
<tr>
<td>1. Unit Four:</td>
<td>24 days</td>
<td>2.01-2.08</td>
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<tr>
<td>a. Government and Society</td>
<td></td>
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<tr>
<td>2. Unit Five:</td>
<td>21 days</td>
<td>3.01-3.07</td>
</tr>
<tr>
<td>a. A Land of Many People</td>
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## Fourth Nine Weeks -

<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Number of Days</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Unit Six:</td>
<td>19 days</td>
<td>5.01-5.08</td>
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<tr>
<td>a. Economic Neighbors</td>
<td></td>
<td></td>
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<tr>
<td>2. Unit Seven:</td>
<td>5 days</td>
<td>6.05</td>
</tr>
<tr>
<td>a. Technology Leads the Way</td>
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**Insert pacing guide with landscape format**
Key Vocabulary Words
# Fifth Grade Social Studies Vocabulary

<table>
<thead>
<tr>
<th>absolute location</th>
<th>compass rose</th>
<th>free world</th>
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<tr>
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<td>Consumption</td>
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<td>gulf</td>
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<td>Craft</td>
<td>habitat</td>
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<td>high-tech</td>
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<td>cultural diffusion</td>
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<td>import</td>
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<td>developed country</td>
<td>Industrial Revolution</td>
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<td>Cabinet</td>
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<td>industry</td>
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<td>canyon</td>
<td>Dissent</td>
<td>Information Age</td>
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<tr>
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<td>diverse economy</td>
<td>inlet</td>
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<tr>
<td>capital resource</td>
<td>division of labor</td>
<td>inset map</td>
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<tr>
<td>cardinal directions</td>
<td>due process of law</td>
<td>interdependence</td>
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<td>Dugout</td>
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<td>Economy</td>
<td>internment camp</td>
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<td>Expedition</td>
<td>Lines of longitude</td>
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<td>Export</td>
<td>locator</td>
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<td>cold war</td>
<td>extended family</td>
<td>locomotive</td>
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<tr>
<td>colony</td>
<td>fall line</td>
<td>Loyalist</td>
</tr>
</tbody>
</table>
political map
political party
population density
stock market
Strait
subsistence farming
Suggested Reading

List
Fifth Grade Social Studies Suggested Readings

- Legends of Landforms
- National Geographic: Our Fifty States
- The Mighty Mississippi: The Life & Times of America’s Greatest River
- Discovering America and Its Early People
- Extreme U.S.
- Mapping the World
- Settling a Continent
- Squanto’s Journey: The Story of the First Thanksgiving
- Economic Systems
- The Struggle for Independence
- Destination Freedom
- Spying in the American Revolution
- A Voice of Her Own: The Story of Phyllis Wheatley, Slave Poet
- American Voices from Colonial Life
- New Technology in the Civil War
- Bright Ideas: The Age of Invention in America 1870-1910
- Who was Thomas Alva Edison?
- The Monitor: The Iron Warship that Changed the World
- Building a Government
- Mr. Madison’s War
- Political Parties in the United States
- United States Constitution
- The Supreme Court
- In Defense of Liberty: the Story of America’s Bill of Rights
- Settling a Continent
- Young Colonist
- The Mysterious Olmecs
- Life in America’s First Cities
- More than Moccasins: A Kid’s Guide to Traditional North American Indian Life
- Hard Labor, The First African-American, 1619
- A Changing World
- Gold Fever
- Economic Status
- The Great Kapok Tree: A Tale of the Amazon Rainforest
- Bill Gates
- Boom Town
- The Atomic Age
- Technology Through Time
Cognitive Questions

Fifth Grade Social Studies Cognitive Questions
**Goal 1**

- How can we explain absolute and relative locations of landforms, bodies of water and natural resources?
- Specify ways that absolute and relative locations influence the way you live.
- Compare the physical and cultural characteristics of different regions.
- Compile some of the economic and social differences between developed and developing regions in North America.
- Differentiate the population distribution between and within countries of North America.
- Speculate how people of the United States and other North American countries have changed their environment to meet their needs.
- Compare with each other the past movement of people, goods, and ideas among the United States, Canada, Mexico and Central America.
- Justify how changes in the movement of people, goods, and ideas affect ways of living in the United States.

**Goal 2**

- Determine which documents influenced the formation of a constitutional government in the United States.
- Compare and contrast the 3 levels of government alike. Different. What are their functions?
- Describe how the United States government has changed over time.
- Compare and contrast the government of the U.S. similar to that of its neighbors in the Western Hemisphere.
- Explain how political parties affect society.
- Analyze the role of major international organizations.
- Assess the educational structure of the U.S. and similarities to those of its neighbors in the Western Hemisphere. How is it different?

*Cont’*

- Explain how family structures affect societal structures in different countries of the Western Hemisphere.

**Goal 3**
• Justify how changes in the movement of people, goods, and ideas affect ways of living in the United States.

• Locate and describe ethnic and religious cultures of the past and present in the United States.

• Explain how changes in the movement of people, goods, and ideas affected ways of living in the United States.

• Compile examples of cultural interaction within the U.S. regions.

• Cite differences and similarities among people produced by diversity in the Americans.

• Elaborate on how religions and ethnicity impacted the settlement of different regions in the United States.

• Explain the roles various religious and ethnic groups have played in the development of the U.S. with those of other countries in the Western Hemisphere.

• Describe and compare various art forms of the Western Hemisphere.

**Goal 4**

• Compare and contrast groups of people and how they settle in different regions of the United States.

• Differentiate between rural and urban settlements in North American countries.

• Rewrite the causes and affects of the American Revolution. How did they influence the Articles of Confederation, Constitution and Bill of Rights?

• Create an outline that displays the impact of war on the people of the United States.

• Define the role of a historian and their significance in the study of history.

*Cont’*

• Critique the development of the U.S. as a world leader and the influence on its relationship with Canada, Mexico, and countries of Central America.
• Compose a list of contributions that people of diverse cultures have made throughout the history of the United States.

• Defend the effectiveness of the civil rights movement and social movements in the struggles for equality and constitutional rights.

**Goal 5-**

• Categorize resources found in the Western Hemisphere and the length of their availability.

• Determine how unequal distribution of natural resources affects economic activity in the Western Hemisphere.

• Interpret how economic institutions enable people to meet their needs.

• Design an outline that shows the interdependence of economics of the Western Hemisphere.

• Cite discoveries, inventors and innovations influenced economic and interdependence.

• Appraise the effectiveness of different economic systems in meeting basic needs.

• Explain how specialization in economic activity relates to production and consumption.

• Determine the affect the surplus or scarcities of products have on the economy.

**Goal 6-**

• Evaluate the usefulness of technology in the past and present years. Support its value on day to day living.

• Explain beneficial technological advances that have been made and what significance it has had on various human issues.

• Specify ways people from North America can preserve value and beliefs in this time of technology.

• Classify changes that technology has brought to the Unites States. Specify how changes have impacted Canada, Mexico, and Central America.

**Cont’**

• Classify changes that technology has brought about over the years.

• Critique what technological advances will impact the most people.
Lesson Plans

Suggested Lesson Plans

Goal 1
- Planning a Road Trip
- Crack the Code
- Weather Complaints
• World War Two at Home: Victory Gardens

Goal 2
• Balances Three Branches at Once: Our System of Checks and Balances
• Myth and Truth: Independence Day
• What is History? Timelines and Oral Histories

Goal 3
• Chronology: The Time of My Life
• Freedom Songs of the Civil Rights Movement
• Tobacco Bags Stringing: Elementary activity three
• A Living Timeline of Civil Rights
• Mini Totem Poles
• Native Americans Today
• Radial Symmetry Design

Goal 4
• Women in Flight: Using Music to Study American Women Pioneers in Flight
• Farm Animal Immigrants
• George Washington’s Obituary
• Letters Home
• The Greensboro’s Sit-ins
• Capturing History
• Using Timeline Games and Mexican History to Improve Comprehension

Goal 5
• From Boomtown to Ghost town
• Mystery Workers
• Solar Cooking
• Hey, Mom! What’s for Breakfast?
• Old Business, New Business
• Engineering Solutions

Goal 6
• Technology and Inequality
• An Entredution
• Observing Connections: Changing Landscapes

Other Lesson Plans
• Living in the Past
• Milestones
• Using Grids
Living in the Past

http://www.eduplace.com/activity/4_2_act2.html

Social Studies
Students will imagine what it was like to live in America in the 1800s.

**What You Need**

- Access to the Internet or reference books
- A little self-discipline!

**What to Do**

1. Have students do research, using the Web or reference books, about life in the 1800s, particularly around the time of the gold rush. What sort of transportation did people use? What did they do for entertainment? How did they prepare their meals? How did they dress?
2. Ask students to imagine they live in the 1800s. Have them spend an evening at home without using any of the modern conveniences (except plumbing!) that we take for granted in the twenty-first century. Tell them to make a list of everything they gave up during their "night in the 1800s."
3. Have students share their experiences with the class.

**Internet Resources**

**Gold Rush! America's Untold Stories**
With an emphasis on the arts and artifacts of the era, this Web site from the Oakland Museum of California brings the Gold Rush era to life.
http://www.museumca.org/goldrush/index.html

**Gold Rush Sesquicentennial**
For detailed information about the history and impact of the Gold Rush, check out this Web site from the Sacramento Bee. It contains articles on aspects of the period ranging from the experiences of women, Asian immigrants, and Mexican citizens through effects on the environment.
http://www.calgoldrush.com

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**Using Grids**

Social Studies

Each student creates a map, a map key, and a map index of a favorite room.

You can use an Assessment Rubric to assess students' mastery of the objectives.

What You Need

- paper
- crayons or markers
- ruler

What to Do

1. Draw a map of your favorite room.
2. Make a symbol for each thing.
3. Draw a grid over your map.
4. Give your map a title.
5. Make a key and an index for your map.

Write Questions to Go With Your Map!

- See if others can read your map and answer the questions.
- Discuss how a grid helps you find places or things on a map.
Your Mission

Crack the code to find out where the thieves are taking the loot.

Briefing

Crafty robbers broke into the Royal Geographical Society in London and stole armfuls of priceless maps. Finding them would be hopeless, except that they dropped a scrap of paper with some odd scribbles on it.

At the top is a rhyme that seems to be an instruction from the thieves' boss:

First letters from each place-name read.
Spell out the town and come with speed.

But the note doesn't mention any places! All you see are weird combinations of letters and numbers. Luckily, a sharp-eyed geographer peers over your shoulder and says, "Coordinates. How fascinating!" She refreshes your memory on latitude and longitude, those imaginary lines that help us locate places.

The numbers, you realize, are the coordinates for cities all over the planet. (1) Find those places in an atlas or on a map. (2) As you find each place, write its name next to the coordinates. (3) Circle the first letter of each name. (4) Read the letters from top to bottom, and they should spell the name of a city. Now you know where to nab those cartographic crooks.

(Once you think you've cracked the case, you may want to check your answer.)
**Younger Xpeditioners:** Find the latitude and longitude of the place where you live. You may need the help from your parents, a teacher, or a librarian.

**Older Xpeditioners:** Find your birthday coordinates. Use the month for latitude and day for longitude. For example, if your birthday is November 26, your coordinates could be 11°N, 26°E. (You can actually make four sets of coordinates for your birthday, depending on whether you use north or south latitude, or east or west longitude.) Print a world map from the Xpeditions atlas and plot your birthday coordinates. What would it be like to have a party there?

**Parents:** Depending on how much your children have already learned about latitude and longitude, you may need to brief them a bit. If the concept seems hopelessly complex, you might start with a simple map of a familiar place. Show how the map’s grid helps you locate what you’re looking for. Then use a globe to help the kids find the Equator and prime meridian.
This lesson reviews **latitude and longitude** and asks students to figure out the latitude and longitude for several United States cities. Students will create "road trip quizzes" to test their classmates' ability to figure out locations based on their latitude and longitude.

**Connections to the Curriculum:**
Geography

**Connections to the National Geography Standards:**
Standard 1: "How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective"

**Time:**
Three to four hours

**Materials Required:**
- Computer with Internet access
- Blank Xpeditions outline map of the United States
- United States road atlas, or a U.S. map showing the major highways

**Objectives:**
Students will

- estimate their hometown's latitude and longitude;
- locate their hometown and some major U.S. cities on a map;
- estimate the cities' latitude and longitude;
- use a Web site to find out the cities' actual latitude and longitude, and compare the real coordinates to their estimates;
- discuss the importance of understanding latitude and longitude;
- create "road trip quizzes," using the latitude and longitude for several U.S. cities and towns; and
- take the quizzes that other students have created.

**Geographic Skills:**
- Acquiring Geographic Information
- Organizing Geographic Information
- Analyzing Geographic Information

**Suggested Procedure**

**Opening:**
Review the concepts of latitude and longitude by having students look at the Xpeditions Atlas world map. Remind them that latitude represents the distance north or south of the equator and longitude represents the distance east or west of the prime meridian. Ask them to approximate the coordinates of their hometown.

**Development:**
Give each student a blank United States outline map, selecting the "detailed" option to get a map with lines of latitude and longitude. Ask them to label their hometown and draw circles around the following cities: New York, Seattle, San Francisco, Los Angeles, Dallas, Miami, Chicago, and Denver.

Have students look carefully at the map to try to figure out what each city's latitude and longitude might be. Have them record their estimates on their own paper.

Have students go to the United States Geological Survey (USGS) and enter the name of each city, one at a time. After they click "Send Query," they'll see a list of the places the program found. They should scroll down this screen to find the city itself, which will be listed as a "populated place." Ask them to record the actual latitude and longitude next to their estimates. Point out that, on this screen, latitude and longitude are divided into degrees, minutes, and seconds; they just need to concern themselves with the degrees.

Ask students to compare the actual coordinates to their estimates. How close were they? Did they make any noticeable mistakes or were their estimates accurate?
**Closing:**
Have students state their latitude and longitude findings out loud, and write the numbers on the board. Have them double-check their results to make sure they got the correct numbers.

Discuss the reasons why it may be important to know a city's latitude and longitude. For example, airplane pilots use coordinates to plan their routes and make sure they're on course for their destination city. Kids might want to know a city's latitude and longitude to compare it with other cities or to figure out what the climate might be like there.

**Suggested Student Assessment:**
Ask students to use their understanding of latitude and longitude to plan "road trip quizzes" for other students to take. The road trips will begin in their town and travel to a city in the United States that is not on the original list of cities.

First have students look at map of the United States, either in a road atlas or at the Map Machine to decide on the destination city for the road trip.

Have students refer to a road atlas or another detailed United States map to choose a highway or interstate to travel on. Have them follow the route of this highway with their fingers and list five towns they'll travel through on the way to their destination.

Ask students to return to the USGS query form and enter the name of each town one at a time. Ask them to write down each town's coordinates so they have a list of their hometown and its coordinates, the five intermediate towns and their coordinates, and their destination city and its coordinates.

Have students copy the coordinates for their hometown, the intermediate towns, and the destination city—in that order—onto another paper, leaving out the towns' names.

Ask students to trade their lists of coordinates without town names with a partner. Have students look at the lists and at a map to try to figure out the destination and the intermediate stops. Ask them to write these town names on a separate paper.

Have students get back together with their partners to see if they listed the correct towns or towns that are very close to the correct ones.

**Extending the Lesson:**
Have students create similar quizzes (see Suggested Student Assessment, above) for cities in other parts of the world. They should list the cities' coordinates and ask their partners to figure out which cities they've selected.

To continue their review of latitude and longitude, have students do the Crack the Code activity.

**Related Links:**
National Geographic: Map Machine
National Geographic: Xpeditions Activity—Crack the Code
National Geographic: Xpeditions Atlas
USGS Query Form

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**LESSON PLAN 1.06**

**WEATHER COMPLAINTS**

**Overview:**
This lesson asks students to consider the weather and climate in their home region and to think about the ways in which people complain about the weather. Students will refer to a climate map to predict what the climate might be like in specified United States cities. They will then find out those cities' average temperatures and precipitation by using a weather Web site. As a final project, students will write statements that people in these cities might make to describe their weather and climate.

**Connections to the Curriculum:**
Geography, social studies

**Connections to the National Geography Standards:**
Standard 8: “The characteristics and spatial distribution of ecosystems on Earth's surface”
Standard 15: “How physical systems affect human systems”

**Time:**
One to two hours

**Materials Required:**
- Computer with Internet access
- World climate map
- Globe
- Story about an extreme weather scenario temperature/precipitation chart for major U.S. cities (available online)

**Objectives:**
Students will
- describe the weather complaints they have heard others make or they have made themselves;
- predict the weather in specified cities, based on information at a climate map;
- use the Internet to find out the average temperatures and precipitation for these cities;
- determine the months in which each of these cities experiences the most extreme weather, and compare that weather to the climate of their home region; and
- write statements that people might make about the weather in their cities

**Geographic Skills:**
- Asking Geographic Questions
- Acquiring Geographic Information
- Organizing Geographic Information
- Answering Geographic Questions
- Analyzing Geographic Information

**Suggested Procedure**

**Opening:**
Ask students if they have ever heard people complaining about the weather or if they have ever complained about the weather themselves. What types of complaints do they hear in their area? Who tends to complain more—adults or kids? Do they always agree with their parents about whether the weather is a problem?

**Development:**
Show students the world climate map, and explain to them what the colors on the map show. Also explain that average temperature decreases as latitude increases. You might want to have them look at a globe to better understand this concept.

Point out the locations of the following cities on the map: Phoenix, Seattle, Chicago, Miami, Anchorage, and their town. Have students predict what the weather might be like in each of these cities based on what they have seen on the climate map.

Help students find out the temperatures and precipitation for these cities in the winter and summer. They can find this information at the Weather Channel site.

Have older students write the average high and low temperatures and precipitation for January and July on their own paper. For younger students, write the average high temperatures for January and July on the board and record the month in which each city gets the most rainfall and the amount of rainfall that occurs during this month.

**Closing:**
Help students compare the cities to each other and to their own town. Have students determine the month (January or July) in which each of these cities experiences the most extreme weather (e.g., January in Anchorage or July in Phoenix). This might be open to some debate—many people consider Chicago too cold in January and too hot in July!

**Suggested Student Assessment:**
Have students write statements that people might make about each city when they complain about that city’s weather. For example, someone in Phoenix in July might say, “It’s so hot, I can’t leave my house,” and someone in Seattle in January might say, "I’m so tired of all this cold rain!"
Inform students that not everyone in these places complains about the weather, and many people like what is generally considered extreme weather or enjoy spending time indoors during periods of bad weather. There must be some good things about the extreme weather in the off-season.

**Extending the Lesson:**
Have students write additional statements and/or draw pictures describing the things that they would recommend people in these cities do to make the most of their weather situations. What would students like to do in these cities if they were there when the weather wasn't ideal?

**Related Links:**
- National Geographic: Xpeditions Activity—Creative Climates
- Weather.com

**WEATHER COMPLAINTS**

**Overview:**
This lesson asks students to consider the weather and climate in their home region and to think about the ways in which people complain about the weather. Students will refer to a climate map to predict what the climate might be like in specified United States cities. They will then find out those cities’ average temperatures and precipitation by using a weather Web site. As a final project, students will write statements that people in these cities might make to describe their weather and climate.

**Connections to the Curriculum:**
Geography, social studies

**Connections to the National Geography Standards:**
- Standard 8: "The characteristics and spatial distribution of ecosystems on Earth's surface"
- Standard 15: "How physical systems affect human systems"

**Time:**
One to two hours

**Materials Required:**
- Computer with Internet access
- World climate map
- Globe
- Story about an extreme weather scenario temperature/precipitation chart for major U.S. cities (available online)

**Objectives**
Students will

- describe the weather complaints they have heard other make or they have made themselves;
- predict the weather in specified cities, based on information at a climate map;
- use the Internet to find out the average temperatures and precipitation for these cities;
- determine the months in which each of these cities experiences the most extreme weather, and compare that weather to the climate of their home region; and
- write statements that people might make about the weather in their cities

**Geographic Skills:**
- Asking Geographic Questions
- Acquiring Geographic Information
- Organizing Geographic Information
- Answering Geographic Questions
- Analyzing Geographic Information

**Suggested Procedure**

**Opening:**
Ask students if they have ever heard people complaining about the weather or if they have ever complained about the weather themselves. What types of complaints do they hear in their area? Who tends to complain more—adults or kids? Do they always agree with their parents about whether the weather is a problem?

**Development:**
Show students the world climate map, and explain to them what the colors on the map show. Also explain that average temperature decreases as latitude increases. You might want to have them look at a globe to better understand this concept.

Point out the locations of the following cities on the map: Phoenix, Seattle, Chicago, Miami, Anchorage, and their town. Have students predict what the weather might be like in each of these cities based on what they have seen on the climate map.

Help students find out the temperatures and precipitation for these cities in the winter and summer. They can find this information at the Weather Channel site.

Have older students write the average high and low temperatures and precipitation for January and July on their own paper. For younger students, write the average high temperatures for January and July on the board and record the month in which each city gets the most rainfall and the amount of rainfall that occurs during this month.

**Closing:**
Help students compare the cities to each other and to their own town. Have students determine the month (January or July) in which each of these cities experiences the most extreme weather (e.g., January in Anchorage or July in Phoenix). This might be open to some debate—many people consider Chicago too cold in January and too hot in July!

**Suggested Student Assessment:**
Have students write statements that people might make about each city when they complain about that city's weather. For example, someone in Phoenix in July might say, "It's so hot, I can't leave my house," and someone in Seattle in January might say, "I'm so tired of all this cold rain!"

Inform students that not everyone in these places complains about the weather, and many people like what is generally considered extreme weather or enjoy spending time indoors during periods of bad weather. There must be some good things about the extreme weather in the off-season.

**Extending the Lesson:**
Have students write additional statements and/or draw pictures describing the things that they would recommend people in these cities do to make the most of their weather situations. What would students like to do in these cities if they were there when the weather wasn't ideal?

**Related Links:**
National Geographic: Xpeditions Activity—Creative Climates
Weather.com

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**Social Studies — Grade 5**

Goal 1, Objective 1.07

Learnnc.com
http://learnnc.com/lp/pages/1627

World War II at home: Victory Gardens
Students will learn about home front activities during World War II. Using primary source documents and photographs, students will discover how children their own age participated by growing Victory Gardens. They will design their own gardens and propaganda posters.

**A lesson plan for grade 5 Social Studies**

**BY LINDA MAZZEI**

Provided by North Carolina State University / D.H. Hill Library and Special Collections

Learn more

- A History of Victory Gardening Background information for the teacher or the student on Victory Gardens. This site also has images for the students to refer to when planning their own Victory Gardens.

- Victory Gardens The Victory Garden is an outdoor garden produced in conjunction with the *Within These Walls*... exhibition at the National Museum of American History, Behring Center. Learn more about Victory Gardens and take a virtual tour.

- Green 'N' Growing Digital reproductions of over 10,000 items, including photographs and pages from pamphlets, reports, and other materials, that document the history of 4-H and Home Demonstration in North Carolina from the 1900s to the 1970s. From the Special Collections Research Center at North Carolina State University.

**RELATED PAGES**
Women, then and now: In this lesson, students will analyze images and a home demonstration pamphlet, a Cooperative Extension Work document from the Green 'N' Growing collection at Special Collections Research Center at North Carolina State University Libraries. The primary sources will help students assess the roles, opportunities, and achievements of women beginning in 1950.

Children and families in North Carolina: In this lesson plan, elementary students will analyze photographs of children from North Carolina provided by the Green ‘N’ Growing collection from the Special Collections Research Center at North Carolina State University. They will investigate how individuals and families are similar and different, and to begin to acquire an understanding of change over time.

Current: Helping farm families: Ruth Current died in 1967 at the age of 66 years old. She is known for working hard to help the farm...

RELATED TOPICS

- Learn more about Green 'N' Growing, North Carolina, World War II, mathematics, note-taking, photograph analysis, reading comprehension, and victory gardens.

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Learning outcomes

Students will be able to:

- describe a Victory Garden
- recognize how the 4-H clubs in North Carolina “mobilized for victory”
- create a poster to encourage the use of homegrown foods during World War II

Teacher planning

TIME REQUIRED FOR LESSON
Three forty-five minute class periods

MATERIALS/RESOURCES

- student copies of the preview activity (Word document)
- student copies of guided notes (Word document)
- student copies of Victory Garden readings from official 4-H documents from the Green ‘N’ Growing collection at North Carolina State University’s Special Collections Research Center: 1, 2, 3, and 4 (PDF documents)
- student copies of the math activity (Word document)
- calculators
- white poster board
- internet
- colored pencils
- overhead projector
- transparencies: “4-H Boys and Girls, 1942” and “4-H Boys and Girls, 1943” (Word documents)

Activities

1. Design a seating chart. Divide the students into mixed-ability pairs. Prepare an overhead that shows the students who their partners are and how to arrange their desks.
2. Pass out the Victory Garden packet: preview activity, guided reading notes, readings (1, 2, 3, and 4), and math activity. Students add the assignments to their social studies folder or history notebook.
3. Explain the preview assignment and allow students time to complete it in class. “All around us are gardens. Some are flower gardens, others are vegetable gardens. Write about a time you either planted a garden or visited one. (Here you may wish to name some gardens in your area.) Include some simple drawings of the garden and plants.”
4. Introduce the lesson. During World War II, people in America grew fruit and vegetable gardens called Victory Gardens. Growing Victory Gardens were one way that civilians could contribute to the war effort from the home front. By growing their own food civilians were able to increase their self-sufficiency and increase food resources sent to American soldiers overseas. At the peak of the Victory Garden programs, it is estimated that nearly 20,000,000 gardens were grown and about 40 percent of all vegetables produced in the United States came from Victory Gardens. By the end of the war the Department of Agriculture estimated that Victory Gardens produced over one million tons of vegetables valued at 85 million dollars. In North Carolina the 4-H Clubs mobilize approximately 500,000 boys and girls to participate in at least one food production or conservation project. The 4-H Club felt that mobilizing North Carolina youth could make a major contribution to the war effort.
5. Display the transparencies,“4-H Boys and Girls, 1942” and “4-H Boys and Girls, 1943.” Ask spiraling questions.
   o What do you see?
   o What key details, or pieces of evidence, do you see?
   o What are the people doing?
   o How would you describe the scene and people?
   o What feelings would these boys and girls be experiencing?
   o What message is the picture trying to convey?
Use a blank white sheet of paper to create a Magic Eye. The Magic Eye can be used to point out details that support students’ interpretations.

6. **Reading activity one.** Partners will read “Mobilization for Victory,” reading 1. When complete, partners will add notes to the multi-flow map on the guided reading notes.

7. **Reading activity two.** Partners will read “Enlistment for Victory,” reading 2. When complete partners will add notes to the multi-flow map on the guided reading notes.

8. **Reading activity three.** Partners will read “Recommended Projects,” reading 3. When complete partners add notes to the guided reading notes.

9. **Reading activity four.** Partners will read “Food for Victory,” reading 4. When complete partners add notes to the guided reading notes.

10. **Mathematics and garden design activity.** The seed varieties on the math activity are documented in period sources and appropriate for planting in a World War II-era Victory Garden. The prices are contemporary. Students have $50.00 to spend on seeds. Tax is 7 percent. Students will create a shopping list of the plants seeds they wish to purchase and calculate their total cost including tax. They will also create a layout for their garden. The layout must show where each vegetable should be planted and include the garden’s dimensions and simple drawings of each plant.

**Assessment**

For the culminating project, students will create a Victory Garden poster.

1. Show examples of Victory Garden posters. The best way to do this is to go to the *Green ‘N’ Growing* website and click on the Victory Garden images. In particular, click on image 0016623 and zoom in to show your students the posters.

2. Provide students with requirements for their posters:
   - size: poster
   - full color
   - detailed drawing that reflects the theme and era
   - patriotic message that reflects the theme and era
   - follow the conventions of grammar, punctuation, and spelling

3. Allow students adequate time to work on their posters. Encourage them to incorporate as much of their existing work from the lesson as possible, and help them to locate other resources.

4. After students have completed their final posters, allow them to circulate around the room to view other students’ posters. If possible, arrange to have students display their posters for other classes, their families, and other interested members of the community.

**Supplementary information**

**CRITICAL VOCABULARY**

**home front**

The civilian population and activities of a nation whose armed forces are engaged in a war abroad.
mobilization
Organize and encourage people to act in a concerted way to bring about a particular political objective.

self-sufficient
Need no outside help in satisfying one’s basic needs, especially in the production of food.

contemporary
Belonging to or occurring in the present.

EXTENSION ACTIVITY
For extra credit or as an extension activity, design an oral history project in which students interview a 4-H member, grandparent, neighbor, community member, or local garden club about Victory Gardens in your community.

North Carolina Curriculum Alignment

SOCIAL STUDIES (2003)

Grade 5

- **Goal 1**: The learner will apply key geographic concepts to the United States and other countries of North America.
  - Objective 1.06: Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.
  - Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

- **Goal 4**: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.
  - Objective 4.03: Describe the contributions of people of diverse cultures throughout the history of the United States.
Balancing Three Branches at Once: Our System of Checks and Balances

Introduction
One of the most persistent and overarching complaints the American colonists had about the rule of the British monarchy was the extent of its power. One of the most persistent and overarching complaints about the early government of the U.S. under the Articles of Confederation was the weakness of the federal government. Attempting to form a more perfect union, the framers of the Constitution designed a government that clearly assigned power to three branches, while at the same time guaranteeing that the power of any branch could be checked by another.

Using primary source documents, your students can see clear demonstrations of how one branch of our government can check another.

**Learning Objectives**

After completing the lessons in this unit, students will be able to:

- Name the three branches of our government.
- Give examples of how each branch can check the others.

**Guiding Question:**

What are some ways the three branches of our government check one another?

**Preparing to Teach this Lesson**

- **Review each lesson plan.**
  Download and duplicate as necessary any documents you want to use. The central goal of this lesson is to use archival material to exemplify the checks and balances built into our system of government. Part I of this unit uses archival documents to review the structure of our constitutional government and the problems it was designed to surmount. Classes that have already covered the causes of the American Revolution and the basics of the three branches of our government could begin with Part II, which uses primary source material to demonstrate how one branch of our government checks another.

- **Background Information for the Teacher:**
  As indicated by the long list of complaints in the Declaration of Independence, the unlimited power of the British monarch was a focus of colonists' concerns in 1776. In response to the abuses of the unchecked king, the fledging government under the Articles of Confederation featured a very weak central government. In the power vacuum that developed as a result, state legislatures (whose power had been extended originally as a response to fears about a tyrannical king) began to exert themselves. By 1787, the overreaching and abuses of the state legislatures were causing increasing concern among the colonists. Your students may understand more readily the complaints the colonists had against the king, it is important that students don't get the impression that the only motive for the checks and balances system was animosity toward George III. Suspicions about the potential abuse of power extended to legislative as well as executive branches. Because the potential for abuse is present in any branch of government, each needs sufficient power to check the other.

This is exactly the point James Madison makes in Federalist Papers No. 48. He notes that "the legislative department is everywhere extending the sphere of its activity, and drawing all power into its impetuous vortex." The founders of the American states, he says, "seem never for a moment to have turned their eyes from the danger to liberty from the overgrown and all-grasping prerogative of an hereditary magistrate" and therefore overlooked "the danger from legislative usurpations, which, by assembling all power in the same hands, must lead to the same tyranny as is threatened by executive usurpations."

(NOTE: The entire text of the Federalist Papers No. 48 is accessible through the EDSITEment resource The Avalon Project at the Yale Law School.)
Obtain background information about checks and balances from the following EDSITEment resources. An excellent place to start is with the first of these sites, Project Vote Smart, where you can find a basic explanation of the system, arranged in a coherent and straightforward fashion. While the Avalon Project is a more sophisticated resource, giving you access to annotated primary documents, the links it provides to Articles I, II, III of the Constitution contain useful summaries of the various powers given to each branch of government.

- An interactive teaching unit, Our Three Branches of Government & Balance of Power, designed for grades 5-8, is available on the EDSITEment resource Project Whistlestop, housed at The Truman Library.
- The Avalon Project at the Yale Law School has a feature entitled The American Constitution - A Documentary Record that includes texts of many documents relating to the development of the Constitution. An annotated text of the Constitution is available through Congresslink. The following sections of the U.S. Constitution are especially relevant:
  
  **Article I** Legislative Branch Section 1, 2, 3, 7, 8
  
  **Article II** The Executive Branch Section 1, 2, 3
  
  **Article III** The Judicial Branch Section 1, 2

- Congresslink also features 10 Things Every Student Should Know About Congress

This unit is one of a series of complementary EDSITEment plans for intermediate-level students about the foundations of our government. Consider adapting them for your class in the following order:

- Declare the Causes: The Declaration of Independence
- The Preamble to the Constitution: How Do You Make a More Perfect Union?
- Balancing Three Branches at Once: Our System of Checks and Balances
- The First Amendment: What's Fair in a Free Country?

The Digital Classroom, available through EDSITEment, offers a series of worksheets for analyzing primary source documents, including written documents and photographs, that you may wish to use or adapt to help students in reviewing the materials presented in this unit.

**Suggested Activities**

**Part I: Checked and Unbalanced**

- Lesson 1: No More King
- Lesson 2: The Colonies Complained
- Lesson 3: Three-Ring Government

**Part II: Checking the Power of Government**

- Lesson 4: Accounts of Checking and Balancing

**Lesson 1 No More King**

Share with the class the lyrics for "No More Kings" from "Schoolhouse Rock," created by American Broadcasting Companies, Inc. You can find the lyrics on the Internet; just do a search for "Schoolhouse Rock" on a search engine such as google.com or yahoo.com.
Encourage discussion of the lyrics with questions such as: According to the lyrics, what problems did the colonists have with British rule? What other problems are you aware of? How did the colonists attempt to solve the problems? How was the government for the new United States of America different from the British government?

**Lesson 2 The Colonies Complained**

Review some or all of the complaints against Great Britain spelled out in the Declaration of Independence. A good place to start is George Washington's Copy of the Declaration of Independence, available through a link from the EDSITEment-reviewed resource, American Memory.

This is the only surviving fragment of the broadside of the Declaration of Independence printed by John Dunlap and sent on July 6, 1776, to George Washington by John Hancock, President of the Continental Congress in Philadelphia. General Washington had this Declaration read to his assembled troops on July 9 in New York, where they awaited the combined British fleet and army. Later that night, American troops destroyed a bronze-lead statue of Great Britain's King George III that stood at the foot of Broadway on the Bowling Green. The statue was later molded into bullets for the American Army.

Most of this page consists of complaints directed to the king of England. What are some of the complaints? Ask the students to keep these complaints in mind as they consider how the government developed by the Founders attempted to avoid such problems.

**Lesson 3 Three Ring Government**

Share with the class the lyrics for "Three-Ring Government," from "Schoolhouse Rock," created by American Broadcasting Companies, Inc.

Discuss the lyrics. What do they explain about the three branches of our government? What are the three branches? What is the main responsibility of each?

Introduce or review the three branches of government and their basic functions. A good source of information, designed for grades 3-5, is Ben's Guide to U.S. Government for Kids, a link from the EDSITEment-reviewed website Internet Public Library.

A lesson plan on the three branches of government, designed for grades 5-8, but with material adaptable for lower grades, is available on the EDSITEment-reviewed website The Truman Library. Particularly pertinent is a summary of the checks and balances in the system.

Leave a summary of the three branches on the chalkboard or bulletin board.

Classes wishing to explore more deeply the origins of our government can analyze a digital image of The Virginia Plan, as amended, June 13, 1787, available through the EDSITEment-reviewed resource The Digital Classroom. The Virginia Plan was the first of a number of proposals offered to the Constitutional Convention for the organization of the government. Here, it serves to demonstrate that our federal system as it now stands developed as a result of thoughtful debate and compromise; parts, but not all, of the Virginia Plan can be found in the Constitution. Read the document to the class. What parts of the plan are different from our government as it now stands? Which parts of the plan are similar to our government as it now stands? How were the makers of the Virginia Plan (the document was composed primarily by James Madison) planning to avoid the abuses of a monarchy?

**Part II: Checking the Power of Government**

**Lesson 4 Accounts of Checking and Balancing**

Background for the Teacher:
1. Familiarize yourself with the documents listed below and decide which you want to use with your class. Pick at least as many as the number of small groups you form. Be ready to help students focus on the crucial elements of each document as indicated.

2. If desired, introduce/review important terms with the class. Ben's Guide to U.S. Government for Kids, a link from the EDSITEment-reviewed website Internet Public Library, has a useful glossary for grades 3-5, as well as one for grades 6-8. These define such terms as: impeachment, veto, and separation of powers.

3. Students may notice in the course of discussion that the judicial branch appears the least affected by the system of checks and balances. Though not strictly part of the system of checks and balances, an important built-in limitation of the judicial branch is that it can only deal with cases brought before it. An unconstitutional law might remain unchallenged for years or might never be challenged.

4. Before the lesson, draw seven columns on the chalkboard, headed as follows:

   Situation #  E→L  L→E  J→L  L→J  E→J  J→E

5. (Executive branch checks the Legislative branch, Legislative checks the Executive, Judicial checks the Legislative and so on...)

Activity: Begin the lesson by briefly reviewing the names and functions of the three branches of our government. Tell the students they are going to look at some historic documents (all available through EDSITEment resources) that demonstrate how one branch can check another.

Divide the class into small groups. Begin by distributing one document to each group. The group will be responsible for describing that document to the class. Before each document is described, distribute copies to the groups (be sure to retain copies for yourself). Give the groups time to review these archival materials to decide how each represents a check by one branch on the power of another. In each case, students should ask themselves: "Which branch of government is acting? Which other branch of government can't do what it wants?"

- **FDR Cartoon Archive: 1937—The Supreme Court**, available via a link from The New Deal Network

  Make sure students realize that the FDR in the cartoon (the policeman) was President at the time the cartoon was drawn. This document shows that the President's actions can be blocked by the Supreme Court; it is not necessary to understand the particulars of the situation.

- **President Requests that Congress Declare War**, available on The Digital Classroom

  The Congress can check the President by refusing to declare war. One day after the attack on Pearl Harbor, President Franklin Delano Roosevelt delivered his famous "Day of Infamy" speech to Congress. Why does the President say, "I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire"? One check on the President is that Congress must approve a declaration of war.

- **Prosperity and Thrift: The Coolidge Era and the Consumer Economy**

  Search in American Memory for "McNary-Haugen Bill." Choose View this item and then move down the page to select Page Images. Turn to the image of p. 286 of the Calvin Coolidge Papers, 1923-28, the title page for the veto document. The President can check Congress by vetoing a bill it has passed.

- Images of the veto message of President Franklin D. Roosevelt to the House of Representatives returning H.R. 3687, "An act to provide revenue, and for other purposes" and a House resolution stating that two-thirds of the House agreed to pass the act over the President’s veto.
Search the Archival Research Catalog, available on the Digital Classroom. Search for "H.R. 3687." Click "Digital Copy Available." Choose page six. Congress can check the President by passing a law over a President’s veto.

- The Oregon Treaty of 1846
  Search the Archival Research Catalog, available on the Digital Classroom, for “Oregon Treaty.” This treaty divided the Oregon country between the U.S. and Canada at the 49th parallel. It granted to the United States land that would later comprise the entire states of Oregon, Washington and Idaho, as well as portions of Montana and Wyoming. Of particular interest is the second paragraph of the right hand page.

  Why does the treaty say, "whereas the Senate of the United States ... did advise and consent to the ratification of the said treaty"? The Senate can check the President by refusing to ratify a treaty the President has signed.

- Image of a ticket to the gallery during the impeachment of President Johnson, April 1, 1868, available on American Memory
  Congress can check the President by using the impeachment powers to remove the President from office.

- Judgment, Brown v. Board of Education
  Search the Archival Research Catalog, available on the Digital Classroom, for "Judgment" and "Brown." The courts can check the Legislative branch by declaring a law unconstitutional. Focus on the words "admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to this case. Segregation laws were overturned."

- Message of President Abraham Lincoln nominating Salmon P. Chase to be Chief Justice of the Supreme Court of the United States
  Search the Archival Research Catalog, available on the Digital Classroom, for "Lincoln” and “Chase.” The President nominates judges to federal courts. Of course, once appointed, a judge can vote however s/he wants. In cases of abuse by judges, the Legislative branch can check the Judicial as shown in the next document.

Read the following statements to the class, one at a time:

1. I am the President; I can declare war on Lower Slobovia.
2. I am a Judge; I can make any decision I want.
3. I am a Senator; I can help write and pass any law I want.
4. I am the President of the United States; I can veto any law passed by Congress.
5. I am the President of the United States; I can do anything I want.
6. I am the President of the United States; I can make a treaty with Upper Slobovia.
7. We're the Supreme Court; we'll be ruling on every law for years.

After each statement is read, student groups should select one document they believe exemplifies how the particular action could be checked. They should also decide which category on the board best characterizes this particular check on the system. When the groups have had enough time, the teacher declares, "Show," at which time every group holds up the document it chose.

Ask the first group which document it chose and why. Put a copy of the document under the appropriate column on the board. Ask if any other group chose a different document. Ask why it was chosen. (Note: There is more than one right answer for some of these situations. For example, certain actions of the President could potentially be checked by either the legislative or judicial branches.) Put a copy of the document in any additional appropriate column(s).

As you begin discussions of each subsequent document, start with a different student group.
Classes wishing to explore more deeply our system of checks and balances can research relevant historical events and write about these events in a "newspaper" of checks and balances. Each article should be written as if the event just occurred. Students should employ journalistic style and include a headline; byline; opening paragraph summarizing the who, what, when, where why information of the event; documentary evidence (such as graphics); quotes from participants; and so on.

Historic events involving conflicts between branches include:

- The impeachment of President Andrew Johnson.
- The impeachment of President Bill Clinton.
- The conflict over Franklin D. Roosevelt's attempt to add six seats to the Supreme Court.
- Supreme Court cases such as *Marbury vs. Madison* (1803), the Dred Scott Decision (1857) and *McCulloch v. Maryland* (1819).
- President Andrew Jackson's conflict with Congress over the Second National Bank.
- The Watergate incident during Richard Nixon's tenure in office.

(Documents about these events are available online at the sites listed below under "EDSITEment Websites.")

If desired, conclude the activity with a simulation in which the class works on a real-world problem using a system of checks and balances. Here's one possibility.

- Tell the students a certain amount of money ($10, for example) is available to the class to use to purchase a special snack (or for some other worthwhile purpose). Ask each student — without consulting others — to write down how s/he would spend the money.
- Divide the class into three groups (and appoint one or more students who will later mount a legal challenge as described below). Group 1 controls the money (the executive branch); Group 2 decides how the money will be spent (the legislative); Group 3 (judicial — make sure this group has an odd number of members) will rule on any challenges. Begin by having each group select a spokesperson in a closed session. From this point on, when any group meets it is done in fishbowl style, with the rest of the class surrounding the group members, but observing only.
- The legislative branch meets to decide how to spend the money. Have supermarket ads or circulars available for reference. The proposal is written down. Add a place for signatures in case of approval and another place for a veto.
- Next the executive branch meets. The group discusses whether to approve or veto the proposal. If changes are desired, the group vetoes the entire proposal. Any recommendations can be written down, but the executive branch itself cannot create a new proposal. If necessary, the legislative group meets again to reshape the proposal or, in case of a 2/3 majority, to override the veto.
- Once the legislative branch creates a proposal that is approved by the executive branch, unveil a challenge to it. For example, the challenge could be based on desiring some fresh fruit to accompany the snack or on a food allergy. The judicial group hears the challenge and rules on it. If the proposal is turned down, the legislative group should meet once more to refine the proposal.
- Now ask students to read aloud some of the snack suggestions they originally wrote down. In all likelihood, the final proposal is different from most of the students' original ideas. Had this been a monarchy with any one of those class members serving as the ruler, something completely different would have resulted. Discuss the ways in which this activity mirrored the three branches of government. Discuss the pros and cons of the system used by the class and a system where one individual holds all the power.
- If possible, use the money as proposed by the class.

**Extending the Lesson**
Students can research and discuss Supreme Court cases on virtually any subject from the EDSITEment-reviewed website Oyez, Oyez, Oyez: Supreme Court WWW Resource. With each case is a brief abstract explaining the basic situation. Some cases of particular interest to young people include:

**Minersville School District v. Gobitis**  
Did the mandatory flag salute infringe upon liberties protected by the First and Fourteenth Amendments?

**West Virginia State Board of Ed. v. Barnette**  
Did the compulsory flag-salute for public schoolchildren violate the First Amendment?

Using the EDSITEment-reviewed website Congresslink, students can research the actions of the legislators who represent them or track legislation of interest. Start at the Search Page.

Students can research the executive branch using the EDSITEment resource The American President.

**Selected EDSITEment Websites**

- **American Memory Project Library of Congress**
  - The Library of Congress
  - The American President
  - The Avalon Project at the Yale Law School
  - Congresslink
  - United States Senate
  - The Digital Classroom National Archives and Records Administration
  - Internet Public Library
  - Ben's Guide to Government for Kids
  - The New Deal Network
  - Oyez, Oyez, Oyez: Supreme Court WWW Resource
  - The Truman Library
  - Project Vote Smart

**Other Resources**

Recommended reading from Carol Hurst’s Children's Literature Page

- Fritz, Jean. And Then What Happened, Paul Revere?  
- Sandler, Martin W. Library of Congress Book of Presidents. (Nonfiction. Grades 3+)

Recommended reading from the Learning Page of American Memory

- Stein, R. Conrad. The Great Depression. N.Y.: Children's Press, 1993

Recommended reading from The New Deal Network

Lesson Plan 2.03- #2

Myth and Truth: Independence Day

Author
Traci Gardner
Champaign, Illinois

Grade Band
3-5

Estimated Lesson Time
Three 50-minute sessions

Overview
Most Americans think of the Fourth of July as Independence Day—but is it really the day the United States declared its independence? This lesson explores all the dates and stories associated with the Declaration of Independence, focusing on the reason there are so many different dates and signings of the document and why we celebrate the nation's birthday on July 4th rather than one of the other dates.

From Theory to Practice
Historical events and holidays frequently seem like absolute truth to students; yet behind such events are many possible truths, myths, and stories, allowing us to discover who we were as people and who we are today. Although few young people realize it, understanding these truths and myths illuminates the ways that their values and beliefs have been shaped by the stories they have grown up knowing, by the education they have received, and by the landscape within which they have lived. All these contexts have contributed to their world views as individuals, as members of families, and as members of communities.

These activities explore stories, myths, and truths regarding the Declaration of Independence and Independence Day by considering the range of dates, signing, and stories related to the events.

Student Objectives
Students will

- develop strategies for critically examining the origin and characteristics of myth.
- develop an awareness of the diversities, similarities, and values in various cultural and story traditions related to the American Revolution.
- develop strategies for examining messages for bias and missing information.

Resources

- Independence Day Book List
- Common Myths about the Fourth of July Handout
- Myths and Truths Presentation Rubric
- ReadWriteThink Printing Press

Instructional Plan

Resources

- Internet access to the Web sites or printouts of the pages from those sites. (In lieu of the Internet copy of the Declaration of Independence, you can use a printed version. The piece is available in most American literature anthologies and history books as well as in the encyclopedia.)
- Copies of the lyrics and/or the video for the Schoolhouse Rocks' cartoon "Fireworks!"
  Several options are available:
  
  
  

- Fourth of July Entry on the ReadWriteThink calendar
- Common Myths about the Fourth of July handout
- Myths and Truths Presentation rubric
- General classroom supplies (paper, pens or pencils, chart paper or board, and so forth).
- (Optional) Texts that explore the stories surrounding the Declaration of Independence. Possibilities include reference books, encyclopedias, and specific texts, examples of which appear in the Independence Day Book List.
- ReadWriteThink Printing Press (optional)

Preparation

1. Gather books and Internet printouts, if necessary. Because students will work in small groups, create a copy of the printouts for each group if computer access is not available. Provide a copy of books for each group if resources allow. Groups may have slightly different reference resources (for instance, encyclopedias from different publishers), but all groups should have relatively the same collection of materials on hand. Naturally, you can
encourage sharing among groups in the case of scarcer resources.

2. Make copies of the Common Myths about the Fourth of July handout and the Myths and Truths Presentation rubric for all students or prepare overheads or chart paper with the information.

3. If students will use the tools to prepare their presentations, test the ReadWriteThink Printing Press and technical support page.

Instruction and Activities

Session One

1. Students can complete these prereading questions as homework, as an in-class freewrite before the reading, or in oral class discussion.

   a. What difference does it make who writes a story as long as they tell the "truth"?
   b. How can you tell when a story is true? What would indicate a story was fictional?
   c. Have you ever read something that was presented as nonfiction but that you knew was fiction?

2. Spend ten to fifteen minutes going over students' responses to the prereading prompt. Write their answers on chart paper or an overhead. (You'll return to these answers later in this lesson, so save their responses.)

3. Read the lyrics to the Schoolhouse Rocks' cartoon "Fireworks!" As students read, ask them to pay particular attention to the historical details that the lyrics include.

4. After reading, ask students to write two questions of their own for the class to consider: one question that is answered in the text and a "I wonder why" question. Use a writer's notebook or response journal for this writing.

5. In small groups, have students share their questions and discuss answers. Monitor student discussion by circulating among the groups.

6. As a postreading activity, ask students to think about the description of the writing and signing of the Declaration. Give them these guiding questions: What do you notice about the lyrics that fits with your ideas about July 4, 1776, and what seems unusual or seems to have been left out?

Session Two

1. In full-class discussion, have students share their thoughts on the events of July 4, 1776, in light of the "Fireworks!" lyrics. Write their ideas on the board or on chart paper. The idea is simply to brainstorm a list for now.

2. Pass out the Common Myths about the Fourth of July Handout, or show the list on an overhead projector. As you read through the list, encourage students to connect items from their brainstorming list with the myths on the sheet.

3. Demonstrate the "myth-breaking" process (outlined on the Common Myths handout and below) by answering the three myth/truth questions about the first myth on the handout: "The Fourth of July has been a legal holiday since the American Revolution." See the House's Kids in the House site Inspect-a-Law: Federal Holidays for background.

4. Divide students into four to five groups, assigning each group a myth from the sheet. Give groups a variety of resources in which they might uncover truths about Independence Day and the Declaration of Independence. Pass out the Presentation
Rubric for the activity, or show the list on an overhead projector.

5. Each group completes the following assignment, preparing to share their findings with the entire class:
   a. Explain your myth answering these two questions:
      - What is a truth in this myth?
      - What are other truths behind this myth that might contradict it?
   b. As a group, you may use any of the materials available to help you understand and explain the myth.
   c. Prepare a five-minute presentation to the class that explains your understanding of the myth, using creative drama, visual aids such as posters, music, illustrations, or an oral presentation. If desired, students can use the
   d. ReadWriteThink Printing Press to create posters and other displays for their presentations.

6. As students work in their groups, circulate and monitor student progress. Let them know a few minutes before the work period will conclude so that they have time to wrap up their thoughts.

Session Three

1. Give students five to ten minutes to make last-minute preparations and to practice their presentations.
2. Have groups present their myth to the entire class, sticking closely to the five-minutes-per-group guideline that you've established.
3. Once all of the groups have presented, return to the original prereading questions:
   a. What difference does it make who writes a story as long as they tell the "truth"?
   b. How can you tell when a story is true? What would indicate a story wasn't true?
4. Read through the student responses, and conclude the lesson with a discussion of their original perceptions of "truth." Which observations do they still agree with? Which would they change? What would they add?

Web Resources

Schoolhouse Rocks: Fireworks!
http://www.geocities.com/Athens/Academy/7316/Fire.html
Read the lyrics and hear an audio excerpt from the 1977 History Rocks cartoon, Fireworks!
Choose the "S, T, & F" link at the bottom of the page for summary, trivia, and facts about the cartoon.

John Trumbull's Painting: Declaration of Independence, July 4th, 1776
http://memory.loc.gov/service/pnp/cph/3a00000/3a04000/3a04000/3a04054r.jpg
Part of the American Memory collection, this reproduction of Trumbull's famous painting is presented by the Library of Congress. The image provides a great opportunity to talk about the difference between what the signings probably looked like in reality and this posed
version of the event.

**Liberty! – Philadelphia, 1776**
http://www.pbs.org/ktca/liberty/chronicle_philadelphia1776.html
PBS's companion site to the *Liberty* television series includes this page, focusing on the events of July 4, 1776. The page includes links to more information about the men and women involved and the historical context. Be sure to explore the site for lesser known facts. For instance, did you know that a woman was the first official printer of the document, as designated by Congress?

**The Liberty Bell**
http://www.ushistory.org/libertybell/
The Liberty Bell was chimed in Philadelphia to call people to the first public reading of the Declaration of Independence on July 8, 1776. This U.S. History site includes facts about the bell itself and its historical place in the American Revolution.

**Documents from the Continental Congress and the Constitutional Convention, 1774-1789**
http://memory.loc.gov/ammem/bdscdb/bdscdhome.html
This Library of Congress collection includes broadsides, letters, and other documents. Be sure to look at the early printed version of the Declaration of Independence.

**The Declaration of Independence: One of the Charters of Freedom**
This U.S. National Archives and Records Administration site offers high-resolution reproduction of the document, historical information on its writing and preservation, a timeline of its creation, and much more. Be sure to choose the "Join the Signers" link for additional information on the signers themselves and an interactive exhibit that allows visitors to add their own name to the Declaration.

**The Declaration of Independence Home Page**
http://www.duke.edu/eng169s2/group1/lex3/firstpge.htm
This site focuses on the authorship of the Declaration of Independence and the evolution of the drafts of the document. The site includes the text of the original drafts as well as of proposed sections that were not included. A hypertext version of the Declaration allows visitors to follow changes to particular sections through the various drafts.

**Extension**
Focus discussion on the difference between the image portrayed in John Trumbull's painting of the events of July 4, 1776, and the reality of what occurred on that day.

**Student Assessment/Reflections**
Monitor student interaction and progress during group work to assess social skills and assist any students having problems with the project.

Use the Myths and Truths Presentation rubric to assess group presentations.

Assign an independent analysis and critique writing task to students which allows them to apply their skills individually. The following general Independence Day Critique assignment would work well:

Critique the pictures in a Fourth of July children's book, a poster, or an advertisement. Critically analyze the images and information in the book, noting the myths and underlying truths that are evident in the depiction.

Be sure to focus students on a particular detail to ensure that they do not become overwhelmed by the idea of critiquing all the information in a book.

As a class, develop a list of questions or strategies for examining future readings and texts for missing information or bias (thus summarizing and applying the information from the lesson).

**NCTE/IRA Standards**

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 nonfiction, classic and contemporary works.

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.

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).

9 - Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
What is History? Timelines and Oral Histories

Introduction

In this lesson, young students will gain a frame of reference for understanding history and for recognizing that the past is different depending on who is remembering and retelling it. They will construct a timeline based on events from their own lives and family histories. This will give them a visual representation of the continuity of time. They will also be able to see that their own personal past is different in scope from their family's past, or their country's past.

Once they understand that history is made up of many people's stories of the past, students will explore how we know about events that occurred prior to our own births. Each student will interview two family members about the same event, compare the two versions, and write or dictate their own version of the story, which becomes the "official" account. In this way, they will experience the power of both first-hand accounts and historical documentation.

Guiding Questions:

What is the past, and why is it important? How do we learn about events in the past? How are historical accounts influenced by the biases of eyewitnesses?

Learning Objectives

After completing this lesson, students will be able to:

- understand that their lifetime represents a small piece of history
- make connections between important events in the histories of their families and larger historical events
- take an oral history
- compare and contrast two or more accounts of the same event
- write an account of an event which synthesizes eyewitness testimony from two or more sources

Preparing to Teach this Lesson

Review the suggested activities, then download and duplicate any online materials you will need. If desired, you can bookmark specific web pages so that students can access relevant online materials directly; print out required pages and duplicate copies as necessary for student viewing.

You might want to review the following EDSITEment-reviewed resources for use in this lesson plan:
Great Chicago Fire and the Web of Memory—This site provides several eyewitness accounts of the same event - the great Chicago fire. The three perspectives on the O'Leary legend provide a great opportunity to explore the similarities and differences between two accounts as well as the written report, which became the official historical account.

Internet Public Library
  o Kidspace
  o This Day in History—This site can be used by students or by the teacher to add events to the class timeline.

Digital Classroom—This site has a special section for children that includes primary sources and a particularly good timeline, which spans the length of Herbert Hoover's life, but also includes interesting events from the time period.

Suggested Activities

1. What is History?

2. Class Timeline

3. Oral Histories

4. I'm an Historian

1 What is History?

Listening to the contributions of several students and writing things in chronological order during this lesson will help students to build a foundation for later activities. Explain that the past means things that have already happened. Ask someone to tell an event from yesterday's history. Next, ask students to relate events from last year. Once all students seem to understand the meaning of "the past," ask for a few students to tell an event from when they were babies. Do they remember these events? If not, how do they know about them?

Refer back to the events from yesterday that have been listed. Just as the class has a history, each family also has an important history made up of events from the past. Have students brainstorm some events in their families’ histories. Examples might include births, deaths, marriages, immigrations, graduations, vacations, bar/bat mitzvahs, adoptions, moves, opening of a family business, etc. Be sure to reinforce that every family is different, and therefore, every family will have different events in its past that make up its history.

Demonstrate a timeline using events from your own family history. Write the events and the dates and have the students help you put them in chronological order. You might also want to show the children timelines available through The Internet Public Library. The timelines are divided into several time periods in history and include mostly political events such as presidential inaugurations, beginnings and ends of wars, and states joining the Union. Working in conjunction with someone at home, each child should create a family timeline that contains 5-7 events from his/her own family history. Young students can have an adult scribe for them, but they should be familiar with the events that are included on their timeline.

2 Class Timeline

Prior to this lesson, you will need to collect all of the family timelines to determine the oldest event and prepare your class timeline. On a roll of butcher paper, create the timeline by marking the years at uniform intervals 8-12 inches apart, depending on how many events you have and how many years you need to include. A physically long timeline will help students to understand the distant events, but it still needs to be manageable.
Have each student briefly share his/her timeline with the class. Point out the differences between families and the events that they chose to include. Ask questions that will help the children put time in perspective such as "Who has an event that happened this year? Who has an event that happened before they were born? I was born in ____, who has an event that happened before I was born?" You might also have the children line up in chronological order based on the oldest event on their timelines.

Show the children the timeline you have prepared. Depending on the size, it may be necessary to take it into the hallway or gymnasium to roll it out. Explain that while one important event is happening for one family, a different event may be happening at the same time to another family. We will put all of our events on this one timeline so that we can see how they are all related. One at a time, have students stand on a year that is on their timelines. With a marker, add each event to the timeline.

In order to add a wider perspective, you might want to include events from the larger world on your timeline. The EDSITEment-reviewed resource Internet Public Library has a link to This Day in History. You can find events for any day and search under categories such as entertainment, crime, or general interest, or by time periods such as Civil War and Cold War. Students might enjoy finding an event that occurred on their birthday or other important date from their timeline.

Once all the events are on the timeline, help students make visual comparisons of events as follows. Have a student walk the timeline to look for patterns, then have a student stand at the "present" end of the timeline and make an observation. For example, "We were all born pretty close together, but our parents were born at many different times." Students can visually "see" the past on this timeline. If they stand at the end of the timeline—the present—they can see that all the events in their lifetime are close to where they stand, but events such as the birth of a parent, or the year a grandparent immigrated to this country, are far away.

3 Oral Histories

In this lesson, students will explore how the stories that comprise our history are developed. They will learn about primary documents through interviews of family members about an historical event. To prepare students for taking oral histories, you might want to visit the EDSITEment-reviewed resource Do History, which includes guidelines for taking oral histories.

Students will be asked to interview two family members about the same event. Some examples include:

- Ask two family members who were present about the day you were born or adopted;
- Interview both your father and your grandmother about their memories of your father's bar mitzvah or confirmation;
- Ask your mother and your aunt to describe their first day of school.

Think about the events that students included on their timelines to develop more examples. Keep in mind that events from diverse cultures will help students broaden their understanding of the scope of history. Students may want to tape record their interviews if possible, though distance may require them to conduct such interviews over the phone or email. Students should then fill out the following Versions of History chart, provided in pdf format (younger students may need help writing).

With worksheets in front of them, students will be ready to take part in a class discussion about what they learned. Begin by asking if anyone was surprised by the differences in the two stories that they heard. Why might the stories be different? Some possibilities are that each person remembers different details, or that certain parts of the story were more important to one person than to the other.

Also discuss stories that are very similar. Why aren't there many differences in the two accounts?
Perhaps it is a recent event and the two people have not forgotten many details. Perhaps one person's memory is affected by hearing the story from the other person. (For example, if a student were to interview her brother and her mother about her brother's first day of school. Are her brother's memories genuine, or are they formed by hearing the story from her mother?) What does this tell us about history? How do history books get written? The work of an historian is to gather information from many places, including primary sources, and to create an official written account.

4 I'm an Historian

In the previous lesson, students learned how "official" historical accounts are written. In this lesson, they will write or dictate the official account of the events from their interviews. Students will be required to synthesize information from multiple sources in this lesson. If this is a new skill, it may be necessary to pre-teach it. This can be done as a class by comparing two different versions of a familiar story such as "Little Red Riding Hood" and completing a Venn diagram (you can use the downloadable Venn diagram provided in pdf format) to find the overlapping and disparate elements of the two accounts. Finally, as a class you can write an "official" account using elements from the two versions.

Use the EDSITEment-reviewed resource The Great Chicago Fire and the Web of Memory to explore first-hand accounts and official written history. Under "Web of Memory," and "O'Leary Legend," you will find three documents: a transcript from the inquiry into the fire, the official report on the fire, and a poem written about the fire. Read the transcript to the students first. Then read the official account.

Discuss details in the official account that did not appear in the transcript. Have students complete the Transcript and Report Venn diagram, as a class or in small groups. Help the children to understand that many people were interviewed about the incident, and that the information from all of these accounts was written into an official report. Using this as an example, students should synthesize the two accounts they have of their historical events to dictate or write the "official" account. You may also want to read stories of America's children from America's beginnings to 1860, and after 1860, available through the EDSITEment-reviewed resource Digital History, or "Eyewitness—History through the eyes of those who lived it," available through the EDSITEment-reviewed resource Internet Public Library in the Kidspace section.

Selected EDSITEment Websites

- Digital History (www.digitalhistory.uh.edu/)
- Great Chicago Fire and the Web of Memory (www.chicagohistory.org/fire)
- Internet Public Library (www.ipl.org)
  - Kidspace (www.ipl.org/div/kidspace)
  - Eye-Witness - History through the eyes of those who lived it (www.ibiscom.com)
  - This Day in History (www.historychannel.com/thisday)
- Do History (www.myhistory.org)

Chronology: The time of my life
In their study of chronology the students will use personal timelines and an activity sheet to demonstrate the importance of intact information to achieve accuracy, and compare and contrast their timelines with the chronological information contained in a stratified archaeological site.

**A for grades 4–5 English Language Arts and Social Studies**

**Objectives**

In their study of chronology the students will use personal timelines and an activity sheet to:

- demonstrate the importance of intact information to achieve accuracy;
- compare and contrast their timelines with the chronological information contained in a stratified archaeological site.

**Materials**

- ten strips of colored paper
- scissors
- glue
- “My Timeline,” “Stratigraphic Section,” and “The Time of My Life” activity sheets for each student

**Vocabulary**

*Chronology*: an arrangement of events or periods in the order in which they occurred.

*Data*: information, especially information organized for analysis.

*Stratigraphy*: the layering of deposits in archaeological sites. Cultural evidence and natural sediments become buried over time. The layer on the bottom is the oldest; the layer on top is the youngest.

*Timeline*: a visual representation of events in chronological order.

**Background**

The proper sequence of events must be known when trying to understand the past. Chronological order means that events are arranged in the order of occurrence, establishing a chronology. One way to display events
visually in chronological order is with a timeline. A timeline is divided into equal time segments (month, year, or century, for example), with one end representing the oldest events and the other end the most recent events.

Chronology is something we all use everyday. When somebody tells us a story or when we watch a news report, it only makes sense if we can understand the story as it happened. Archaeologists always try to establish the age of the sites, artifacts, or events they are studying so they can place them in chronological order. Each piece of information contributes some understanding to the overall story of the past, but only if the information can be placed in chronological order.

Archaeological data are often buried. Sites become buried by the deposition of soil through the action of wind, gravity, and water. When archaeologists dig a site, they record the location of what they find, so that chronological order can be established. If the site has not been disturbed by natural or human forces, objects discovered at the bottom of pits dug by archaeologists are the oldest, while those near the surface are the youngest.

When vandals and artifact-seekers dig a site or collect artifacts from the surface, they remove objects which could place the site in time, and therefore the archaeologist cannot learn the site’s chronological placement. As they dig, vandals mix the stratigraphic layers together and archaeological events cannot be placed in order. The result is that a page of the past has been destroyed—torn up and thrown away. (While events in our lives typically have a short time duration, archaeologists use the term “events” to signify lifeways over a span of time.)

Everyone can help stop this problem by not digging in sites or collecting artifacts and by refusing to buy artifacts from people who dig and destroy sites.

**Setting the stage**

Tell a familiar story, such as Goldilocks and the Three Bears, out of sequence, leaving some parts out. Ask students to describe the problems with the story. Why is it important to relate sequential information, including all the important details?

**Procedure**

1. Define chronology and state the necessity of establishing chronological order when studying the past.
2. Have the students list ten events in their lives, one on each of the ten strips of colored paper. (Note: It may be helpful to have the students do this as a homework assignment with parental assistance.) Next to each event, students draw an object that might symbolize that event. These events should not have obvious time links, such as “my eighth birthday party,” or “I started 4th grade.” The events could be things like “my sister was born (rattle),” “the family moved (moving van),” “we went to Yellowstone on vacation (tent).” Students should try to include events from their entire lives.
3. They then shuffle their strips and exchange them with another student, who tries to lay the strips out in correct chronological order with the most recent at the top.
4. The two students who have exchanged strips then tell each other their best guess of the proper chronological order. The strips are then returned to their owners. This is usually a humorous experience for students.
5. Discuss: Were you able to reconstruct the timeline correctly? Why or why not? It is difficult, sometimes impossible, to reconstruct a story if the order of events is not known.
6. Ask students to randomly remove four events from their personal timeline. Ask students if the chronological order would have been more difficult to construct and if the story of their classmate would have been as complete if there were even fewer strips. Connect this activity to archaeological sites by stressing how archaeological data is usually impossible to place in chronological order if artifact
collectors have dug up a site (like mixing up the event strips) or if people have removed artifacts (equivalent to removing some of the event strips).

7. Distribute the “My Timeline” activity sheet (which forms the backing for the timeline). Students glue their own strips in chronological order beginning with the most recent event at the top. They can write the year of the event (or they can number the events one through ten) in the column to the left of their strips.

Closure

1. Distribute a copy of the “Stratigraphic Section” activity sheet to each student. Have the student lay his or her timeline next to it.
2. Using a drawing on the chalkboard, different colors of construction paper layered on top of each other, or any other visual model, demonstrate how stratigraphy is formed.
3. Using the background information and the “Stratigraphic Section” activity sheet, discuss the effects of illegal digging on archaeological data recovery efforts.
4. Use the sheet and their timelines to explore the following questions:
   - In what ways is your chronology similar to an archaeological stratigraphic section? In what ways is it different?
   - Imagine that you cannot remember significant events in your life. How would that change the history of your life?
   - In what ways is a hole dug by vandals in an archaeological site similar to a loss of significant events in your life?
   - In summary, what might you say to an artifact collector about the importance of leaving sites undisturbed, as it relates to the importance of stratigraphy?

Evaluation

Have the students complete the “The Time of My Life” activity sheet or use it for a discussion. Or ask the students to present an extemporaneous, persuasive speech that defines chronology as used by the archaeologist and explains the importance of intact sites.

North Carolina Curriculum Alignment

Social Studies (2003)

Grade 4

Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.

Objective 3.01: Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.

Grade 5

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objective 3.01: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
English Language Arts (2004)

Grade 4

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  **Objective 4.05:** Use planning strategies to generate topics and organize ideas (e.g.,
  brainstorming, mapping, webbing, reading, discussion).
  **Objective 4.08:** Focus revision on a specific element such as:
  - word choice.
  - sequence of events and ideas.
  - transitional words.
  - sentence patterns.

Grade 5

Goal 1: The learner will apply enabling strategies and skills to read and write.
  **Objective 1.03:** Increase reading and writing vocabulary through:
  - wide reading.
  - word study.
  - word reference materials.
  - content area study.
  - writing process elements.
  - writing as a tool.
  - debate.
  - discussions.
  - seminars.
  - examining the author's craft.

Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  **Objective 2.02:** Interact with the text before, during, and after reading, listening, and viewing by:
  - making predictions.
  - formulating questions.
  - supporting answers from textual information, previous experience, and/or other sources.
  - drawing on personal, literary, and cultural understandings.
  - seeking additional information.
  - making connections with previous experiences, information, and ideas.
  **Objective 2.05:** Evaluate inferences, conclusions, and generalizations and provide evidence by
  referencing the text(s).
  **Objective 2.08:** Explain and evaluate relationships that are:
  - causal.
  - hierarchical.
  - temporal.
  - problem-solution.

“The Time of My Life” Activity Sheet Answers:

1. Students should express regret or a feeling of being upset. For someone to wantonly destroy the only evidence of another’s life indicates that they have little respect for the meaning of that person’s life.
2. By extension of the previous question, students should link their feelings about destruction of their timeline to destruction of evidence of past peoples’ lives.
Sources


Ward, H. Trawick, and R. P. Stephen Davis, Jr. 1999. Time Before History: The Archaeology of North Carolina. Chapel Hill: University of North Carolina Press. [The image in this lesson’s main heading is taken from Figure 3.8.]

Freedom songs of the civil rights movement

Students will listen to freedom songs recorded during the civil rights movement, 1960–1965. Students will write about personal reactions to the music and lyrics. Through reading and pictures, students will briefly explore historical events where these songs were sung. Listening again, students will analyze and describe — musically — particular song(s).

A lesson plan for grade 5 Dance Arts Education, Music Education, and Social Studies

Introduction

Using the internet, Smithsonian Folkways, or textbook recordings, students will listen to freedom songs recorded during the civil rights movement, 1960–1965. Original recordings are particularly recommended to capture the emotion and the importance of this time in history. Students will write about personal reactions to the music and lyrics. Through reading and pictures, students will briefly explore historical events where these songs were sung. Listening again, students will analyze and describe — musically — particular song(s). Students will sing along with a music textbook version, clapping the backbeat, or using rhythm instruments. Further extensions are suggested.

Learning outcomes

Students will

- Recount the use of freedom songs at 1 to 3 key historical events
- Sing a freedom song and recall key elements of African American singing: solo/group, call and response, back beat, improvisation, and syncopation

Teacher planning

Classroom time required
2 or 3 40–50 minute classes
Materials/Resources
While textbooks may have freedom songs, the recordings may not be from the Civil Rights time period. Please use authentic recordings so that students have the opportunity to hear the emotion of the times.

Internet access for at least 1 computer equipped with speakers capable of playing MP3. You can install Quicktime or RealTime, available for free online.
Computer/video projector and screen would make pictures easier to see.
Smithsonian Folkways recordings:
Music textbook and recordings such as:
- Making Music by Silver Burdett, 2002 (4th and 5th grade books and recordings will be used in this lesson)
- The Music Connection by Silver Burdett, 1995
CD, record, or tape player as needed
Overhead projector
Laminate copy sheets of music lyrics
One laminate copy of Listening Reflections Guide and enough copies to give each student one per song
Paper and pencil (may make journal or use notebook)

Pre-activities

1. Prepare students. Because, most freedom songs are adaptations of African American spirituals sung during slavery, students should have prior experience with hearing or singing them and recall that they often had hidden messages. If not, consider doing a lesson on spirituals before these on civil rights, or simply have students brainstorm what they do know and fill in where needed. Common spirituals in textbooks:
   - “This Little Light of Mine”
   - “He’s Got the Whole World”
   - “Go Tell it on the Mountain”
   - “Michael Row the Boat”
   - “New River Train”
   - “Go Down Moses”
   - “Good News”
2. Check with Social Studies teacher to see what students have already studied.
3. Become familiar with civil rights history and websites. Several are suggested in the Links section. More can be found in Best of the Web.
4. Determine which websites, sound recordings, and textbooks will be used.
5. Choose historical events and freedom songs.
7. Prepare media in advance.

Activities

This lesson will cover the Greensboro Sit-ins, the March to Washington, and the March to Selma. The accompanying songs are “Keep Your Eyes on the Prize,” “Oh Freedom,” and “We Shall Not Be Moved.”
If you choose the same, you can have the lesson pulled up on the computer and activate links while teaching.

Optional anticipatory set

1. Tell students: “We are going to watch and listen to a special music video that reminds us of some very important historical events. Please listen carefully, and write down key words in the music to discover what our lesson will be about.”
2. Show music video on computer, “We Walk with the Wind,” from Voices of Civil Rights.
3. Review: Teacher leads students in sharing their observations and writes information on board. Be sure to include what the fight for civil rights was about, Jim Crow laws, a few key people, and the time period (1960–1965).

Focus/New Material

Greensboro Sit-ins, 1960/“Keep Your Eyes on the Prize”

1. Tell students: “Today we’re going to listen to some freedom songs of the civil rights movement. Does anyone know what happened in Greensboro, North Carolina at Woolworth’s lunch counter?”
2. Provide summary of Greensboro Sit-ins.
3. Look at this picture of the Greensboro Four on the PBS website of the lunch counter at the F.W. Woolworth Building in Greensboro, North Carolina.
4. Prepare students to listen to “Keep Your Eyes on the Prize.” Note pictures on slide show are from Washington March and not necessary to use but could be a lead-in for next section. May use overhead copy of lyrics to help students follow.
5. Show and read through Listening Reflections Guide on overhead, board, or worksheet.
6. Students listen and take notes on “Keep Your Eyes on the Prize” on History Now’s jukebox.
7. Listen to students’ reflections and complete a Listening Reflections Guide together. They may need to hear the recording several times. The final time you play the recording, students should pay particular attention to slide show of pictures. These are pictures of next event to be covered.
8. Remember to review characteristics of African American singing: solo/group, call/response, back beat emphasis, improvising, and syncopated rhythms.

**March on Washington for Jobs and Freedom, August, 1963/“Oh Freedom”**

This version of “Oh Freedom” was recorded in November, 1963, at a voter registration rally in Jackson, Mississippi.

1. Recall pictures and review students’ knowledge of the March on Washington.
2. Provide summary of March on Washington.
3. Listen to another freedom song, called “Oh Freedom,” on the jukebox at History Now and watch pictures in accompanying slide show (still shots at Lincoln Memorial).
5. Check student progress, listen again if necessary.
6. Depending on time, students can reflect with a partner, share ideas in full class, or just turn the completed guide in for later checking by teacher.
8. Explain that this recording was made by the Boys Choir of Harlem and a female soloist.
9. While listening, have students pay particular attention to voices and how the music is arranged. See the details in Silver Burdett’s lesson.
10. While listening, students should follow the music or lyrics in book and join in quietly by tapping a back beat or humming along.
11. Ask students to: consider how the lyrics are different, compare with the lyric overhead sheet from the internet recording, and explain how spirituals were changed into freedom songs.
12. Play again and have students sing out, especially on group responses, and add clapping or sticks on back beat.
13. While looking at the music, have students determine range of melody, identify syncopations in rhythm, and chord markings for harmony.

**Possible break point — or launching of extensions for now or another day.**

14. Listen to singer, Odetta, performing “Oh Freedom” and “Come and Go with Me to that Land” in recordings from textbook: CD 15–17, Making Music by Silver Burdett, 2002, 5th grade books, page 382. (She is in slide show pictures at the Washington March during the jukebox song, “I’m on My Way.” Open, but stop sound.)
15. Depending on time or desires, continue following Silver Burdett plan and play chords.
16. Sing another freedom song, often referred to as the African American national anthem, “Lift Every Voice and Sing,” in Silver Burdett, 5th grade, pg.466.

**March from Selma to Montgomery for Voting Rights, March 7, 9, and 14, 1965/“We Shall Not Be Moved”**

1. Review students’ knowledge of Selma March.
2. Provide summary of the March from Selma to Montgomery.
3. Look at the Marching for Freedom pictures.
4. Hand out a Listening Reflections Guide for students to do independently, while listening to “We Shall Not Be Moved,” on the jukebox.
5. Check student progress, listen again if necessary.
6. Remember to review characteristics of African American singing: on solo/group, call/response, back beat emphasis, and improvising.
7. Depending on time, students can reflect with a partner, share ideas in full class, or turn the guide in for later evaluation by teacher.
10. While listening, have students follow music or lyrics in book and join in quietly tapping back beat or humming along.
11. Students should listen for similarities and differences and briefly state these at end.
12. Play song again. Students should sing out, especially on group responses, and add clapping or sticks on back beat.

Possible break point — or launching of extensions for now or another day.

13. Compare and contrast the online recording to Silver Burdett recording. You may use another Reflections Guide to gather information.
14. The Silver Burdett lesson focuses on note reading and playing parts of the melody. You may wish to incorporate this with a recorder, Orff instruments, or keyboards.

Assessment

1. Evaluate independent work on 1 or 2 Listening Reflections Guides.
2. Observe students singing and playing back beat.
3. Teacher could create review to test learning of history and music concepts.

Supplemental information

History vocabulary

- Jim Crow Laws
- bus boycott
- voting rights
- Student Nonviolent Coordinating Committee (SNCC)
- Southern Christian Leadership Conference (SCLC)

A history timeline with glossary at Voices of Civil Rights.

Music vocabulary
Elements of music (the basic building blocks)

Rhythm
The patterns of sounds and silences measured by the beat.

Melody
Patterns of pitches. The length of each pitch is determined by the note it gets in the rhythm.

Tone colors
The sounds of voices and instruments and how they blend.

Dynamics
Volume levels and how they change.

Texture
How the melodies or rhythms are mixed or layered.

Form
The plan of the music and how the musical ideas are organized.

Mood
The feeling that the music expresses or the feeling it creates in the listener.

Lyrics
The words of a song.

Analyzing the musical elements to determine the style of the music

Style
A way of dressing, a way of drawing, a way of making music. Each style of music has its own group of characteristics and way of handling the elements. Examples of what to look and listen for:

1. Rhythm: fast, slow, repeated
2. Melody: shape, range (highest and lowest notes), steps, skips
3. Tone colors: what voices, what instruments, how played-(plucked, strummed, etc.)

Dynamics
soft (piano- ), loud (forte- f ), gradually louder or softer

Texture
monophonic (melody alone), polyphonic (2 or more melodies or rhythms layered on top of each other), homophonic (melody with chord based accompaniment

Form
repeated sections, theme and variations, AAB, ABACA

Mood
majestic, humorous, relaxed, sad, happy, etc.

Lyrics
Does it have any? Do they tell a story? Are they nonsense-like or poetic?
North Carolina Curriculum Alignment

Dance Arts Education (2001)

Grade

Goal:

Objective .00:

Music Education (2001)

Grade 5

Goal 6: The learner will listen to, analyze, and describe music.
**Objective 6.02**: Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.

**Objective 6.07**: Show respect while listening to and analyzing music.

**Goal 9**: The learner will understand music in relation to history and culture.

**Objective 9.01**: Identify the style of aural musical examples from various historical periods and cultures.

**Objective 9.04**: Identify and describe roles of musicians in various musical settings and cultures.

**Objective 9.05**: Show respect for music from various cultures and historical periods.

**Social Studies** (2003)

**Grade 5**

**Goal 3**: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

- **Objective 3.01**: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- **Objective 3.03**: Identify examples of cultural interaction within and among the regions of the United States.
- **Objective 3.07**: Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

**Goal 4**: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

- **Objective 4.03**: Describe the contributions of people of diverse cultures throughout the history of the United States.
- **Objective 4.06**: Evaluate the effectiveness of civil rights and social movements throughout United States history that reflect the struggle for equality and constitutional rights for all citizens.

**Tobacco bag stringing: Elementary activity three**

In this activity for grades 3–6, students will read and evaluate primary source letters from the Tobacco Bag Stringing collection. This should be done after Activity one, which is the introductory activity about tobacco bag stringing.

**A for grades 3–5 Social Studies**

This is one of a series of activities that will help educators use the Tobacco Bag Stringing project materials in their classrooms. Throughout the series students will learn about tobacco stringing, study primary source documents and visuals, engage in a role play/debate, and practice critical thinking and analysis skills.

This activity should be done after Activity one, which is the introductory activity about tobacco bag stringing.
Learning outcomes

Students will read and evaluate primary source letters.  
Students will understand the role of the historian as they examine primary source letters.  
Students will experience historical empathy in a written assignment.  
Students will practice higher order thinking.

Teacher planning

Materials needed

Copies of the letter activity sheets.

Time required for lesson

20 minutes

Procedure

1. Ask the students how many of them have written a letter. This number may be very small as more students email than write letters. Ask them why people in the past may have written letters.  
2. Ask the students why historians might be interested in letters from the past.  
3. Pass out copies of the letter excerpts to students. Allow them to work individually, in pairs, or in small groups. Teachers may need to read the letters to younger students.  
4. Discuss answers as a whole class.  
5. Letter activity two can be done in class or as a homework assignment.

Assessment

Assess by clarity of student understanding as evidenced during discussion.  
Assess letter activity one by completion of questions.  
Assess letter activity two by clarity of persuasion, grammar, and style.

North Carolina Curriculum Alignment

Social Studies (2003)

Grade 3

**Goal 2:** The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.  
**Objective 2.01:** Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
**Objective 2.02:** Analyze similarities and differences among families in different times and in different places.  
**Objective 2.03:** Describe similarities and differences among communities in different times and in different places.

**Goal 3:** The learner will examine how individuals can initiate change in families, neighborhoods, and communities.  
**Objective 3.01:** Analyze changes, which have occurred in communities past and present.  
**Objective 3.02:** Describe how individuals, events, and ideas change over time.  
**Objective 3.03:** Compare and contrast the family structure and the roles of its members over time.

**Goal 5:** The learner will apply basic economic principles to the study of communities.  
**Objective 5.01:** Define and identify examples of scarcity.  
**Objective 5.02:** Explain the impact of scarcity on the production, distribution, and consumption of goods and services.  
**Objective 5.03:** Apply concepts of specialization and division of labor to the local community.

**Grade 4**

**Goal 2:** The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.  
**Objective 2.03:** Describe the similarities and differences among people of North Carolina, past and present.

**Goal 4:** The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.  
**Objective 4.01:** Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.

**Goal 6:** The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.  
**Objective 6.01:** Explain the relationship between unlimited wants and limited resources.  
**Objective 6.02:** Analyze the choices and opportunity cost involved in economic decisions.

**Grade 5**

**Goal 2:** The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.  
**Objective 2.08:** Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

**Goal 3:** The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.  
**Objective 3.02:** Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

**Goal 4:** The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.  
**Objective 4.01:** Define the role of an historian and explain the importance of studying history.

**Goal 5:** The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.  
**Objective 5.03:** Assess economic institutions in terms of how well they enable people to meet their needs.
Objective 5.08: Cite examples of surplus and scarcity in the American market and explain the economic effects.

A living time line of civil rights

This fifth grade lesson plan is one piece of a civil rights unit. This particular lesson is an opportunity for students to demonstrate knowledge of a specific person or event that occurred during the civil rights movement. The students will share their research with others as they take on the role of a museum artifact.

A lesson plan for grade 5 Social Studies

Introduction

This fifth grade lesson plan is one piece of a civil rights unit. This particular lesson is an opportunity for students to demonstrate knowledge of a specific person or event that occurred during the civil rights movement. The students will share their research with others as they take on the role of a museum artifact. It would be ideal if this could be presented to their parents during an evening activity or to other classes in the school. If this is not possible then have the students present individually in the order of the events. The goal of this activity is to represent how one event shaped another as they create a living time line. Their oral presentations will be the assessment for the activity. This activity is designed to be done individually, but can be modified for small groups.

Learning objectives

The students will be able to:

- describe the how racial and cultural differences impacted the United States during the 1960s
- describe specific events and how these events shaped the society
- make comparisons to life in 1960 and 2007
- explain specific results of Supreme Court Decisions

Teacher planning

Time required for lesson

This lesson is one part of a thematic unit. The presentation of the time line should take 1 hour. Research is expected to take 2–3 hours, typing of summary is expected to take 1–2 hours and design of project should take roughly 1 hour. This is based on the assumption that students are familiar with conducting research papers and know how to take notes. If this is not the case, then extra time will be necessary.

Materials/Resources
Pencil
Note cards
Computer with internet access (1 per student) and Microsoft Word
Disk to save material on
Printer
Computer paper
Art supplies (markers, colored pencils, crayons, glue, glitter, tape, stencils, etc.)
Poster board
String
Hole puncher
Assortment of books on the civil rights movement
A location where students can line up in the order that events took place. A gym or library would be best, but moving desks out of the way or lining up outside or in the hallways will work.

Pre-Activities

Prior lessons on specific events in the civil rights movement
Prior lessons on specific people instrumental to the civil rights movement
Prior research paper and note taking activities
Understanding of a time line

Activities

1. As a class, brainstorm people and events related to the civil rights movement. Keep a list on the board where everyone can see.
2. Each student will select one person or event to research in detail. They should submit their choices to the teacher for approval and to ensure that no one is doing the same person or event. Have available additional names and events in case students cannot think of one on their own.
3. Students will spend time at the computers researching the internet on their topics. Teachers should provide a list of suggested websites or have students search from the Best of the Web on LEARN NC. They should take notes on their note cards and save any interesting pictures to their disks. It may be beneficial to insist that they research their topic using a minimum of 3 sources. Proper documentation of each source is important. Remind students to keep track of their sources for both the information and the pictures. (You can work this into the assessment criteria if you wish.)
4. Students will type a brief summary of their person/event using Microsoft Word. The summary should include:
   o Name of person/event
   o Background information
   o Dates related to the civil rights movement
   o Importance of event/history
   o Print summary
   o Print picture(s) showing specific details related to the movement
5. Students will create a poster board of event/person. They should be encouraged to be as creative as possible. (Assessment criteria can be created if desired). They should glue summary to front of board.
6. Punch holes in top of poster board and loop string through the 2 holes. Ensure that the string is long enough to go over the speaker’s head and hang at chest level. This becomes the museum artifact.
7. Hand out copies of the grading rubric (included under Assessment) for presentations. Review each item with the students to ensure clarity.
8. Practice presentation with each student individually. The students should memorize the important details that they wrote in the summary. They will be teaching others about the event or person.
9. Determine the order of events and line students up in order.

   Hang the museum artifact over their heads (poster board).

10. Have parents or other students tour the “living museum.” As each student is approached, they will tell about their person or event. The students should wait until a person approaches them to begin talking and must be quiet between sessions. (The students pretend that they are exhibits in a museum that tell a story once the button on the machine is pushed.)

**Assessment**

The individual presentation should be used as a means of assessment. See this [rubric](#) for more details.

**Modifications**

- Enlarged print for visually impaired students
- Headphones and specific-read aloud technology for students who need assistance in reading
- Working in groups of 2 or more instead of individual assignments
- Any specific requirements based on the students’ Individualized Education Plan (IEP)

**Alternative assessments**

- Poster of specific people/events instead of oral presentation
- Dioramas of the person’s life or specifics of the event
- Collage of pictures
- Graphic organizers of comparisons between events/people or time frames

**Supplemental information**

Here is a small list of additional resources that may be used for background information.

- Martin Luther King, Jr. and the March on Washington by Francis E. Ruffin
- Let’s Dream, Martin Luther King, Jr. by Peter and Connie Roop
- Abby Takes a Stand by Patricia C. McKissack
- Rosa Parks Freedom Rider by Keith Brandt and Joanne Mattern
- The Story of Ruby Bridges by Robert Coles

**North Carolina Curriculum Alignment**

Social Studies (2003)
Grade 5

**Goal 3**: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

- **Objective 3.01**: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- **Objective 3.03**: Identify examples of cultural interaction within and among the regions of the United States.

**Goal 4**: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

- **Objective 4.03**: Describe the contributions of people of diverse cultures throughout the history of the United States.
- **Objective 4.06**: Evaluate the effectiveness of civil rights and social movements throughout United States history that reflect the struggle for equality and constitutional rights for all citizens.

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**Mini Totem Poles**

Students will create mini totem poles using paper towel tubes and Crayola Model Magic clay. Totem poles of Northwest Coast Indian tribes will be explored.

**A lesson plan for grade 5 Visual Arts Education and Social Studies**

**Learning outcomes**

Students will:

- identify Northwest Coast Indian tribes.
- learn purposes of totem poles.
- become familiar with animal symbolisms used on totem poles.
- plan a totem pole design on paper.
- use initial sketch as basis for creating 3-D totem pole.
- use clay handbuilding techniques of slab, coil and ball to create totem features on a cardboard tube base with Model Magic air drying clay.
- use watercolor paint to add color to totem poles.

**Teacher planning**

**Time required for lesson**
135 Minutes

**Materials/resources**

- Books/visuals about totem poles
- Paper towel tubes cut in half length wise
- Crayola Model Magic clay
- Variety of clean clay tools (Popsicle sticks, plastic needles, small wood dowels)
Watercolor paint
Small paint brushes

Technology resources
None

Pre-activities
Read *Totem Pole* by Diane Hoyt-Goldsmith. This is a great book about a modern-day totem pole carver. I also gathered books, pictures, and handouts relating to totem poles and animal symbolisms of Northwest Coast Indians.

Activities

1. Discuss location and names of Northwest Coast Indian tribes.
2. Discuss purpose of totem poles (to record legends and honor important people).
3. Show examples of totems.
4. Discuss animal symbolisms and visuals of common totem animals.
5. In the first class students will decide which animal symbolisms they personally relate to and draw an initial sketch of two totem poles in pencil. I used a handout for this with two blank cylinders on it but students can use a ruler to draw their own. I require students to sketch one preliminary design, the second totem pole is for further exploration or fast workers. Encourage students to put at least 3 animals on each pole. Students can create imaginary creatures, insects, or personal symbols, too! Those who finish early use colored pencils to add color to sketches.
6. In the second class students use their initial sketches as a basis for creating their totem poles sculptures. We discuss the difference between 2-dimensional and 3-dimensional media. If needed, students can alter their original designs in the process of creating totem pole sculptures.
7. The teacher demonstrates how to cut a paper towel tube length wise and share other half with a buddy. These can be pre-cut for accuracy but I prefer to let students try.
8. Before letting students work, teacher should demonstrate how to use a golf ball sized amount of Model Magic clay to create facial features of totems. Demonstrate the handbuilding techniques of slab (pancake), coil (worm), and ball. Show students how to manipulate these basic forms to create the facial features and body parts of their totems.
9. Clay will stick onto tube by pressing gently. Model Magic is great because it sticks to cardboard, does not need to be fired, and can be colored with watercolors or markers!
10. Show students how to use clay tools to add texture to clay.
11. In the third and final class, students will add color to clay totem poles with watercolor paint. Some students may need to finish creating totem poles with clay before painting. Northwest Coast Indian totem poles usually have a brown or gray base with brightly colored details (red, yellow, orange, green, blue, black)
12. Allow mini totem poles to dry.
13. Students could create backgrounds for their totem poles if desired. This could be done individually or as a group mural project.

Assessment

Did students successfully use clay handbuilding techniques to create recognizable totems?

A written quiz or oral critique may be used to assess the following:
Can students locate and name Northwest Coast Indian tribes?
Can students describe the functions of totem poles in Northwest Coast Indian culture?
Can students relate how totem poles are reflected in our society?

**Supplemental information**

**Vocabulary:**

*totem:*
an animal or object from which a family traces its clan origins

*totem pole:*
a tall pole carved from a single log with a design showing several totems stacked one upon the other. Totem poles are made to honor an individual or tell a legend or story.

*tradition:*
the handing down of beliefs from one generation to another

*tribe:*
a group of persons or clans with one common language and living under a leader or chief

*clan:*
a group of families with one common ancestor

*crest:*
an image of an animal adopted by a family of clan and used to decorate an object or clothing

**Books:**

*Totem Poles and Tribes* by Nancy Lyons. Raintree Books
*Northwest Coast Indian Designs* by M. Szontagh. Dover Books
*The Art of the Northwest Coast Indians* by Shirley Glubok. Macmillan Publishing
*Totem Pole* by D. Hoyt-Goldsmith. Holiday House Books
*Totem Pole Indians of the Northwest* by Don Beyer. Franklin Watts Library
*Visions of the North* by D. Mcquiston. Chronicle Books
*Native Americans* by James WilsonWayland Books
*Emily Carr: An Intro to her Life and Art* by Anne Newlands. Firefly Books, Ontario

**Attachments:**

* Totem.jpg
* Examples
* Rubric

**Related websites**

[http://users.imag.net/~sry.jkramer/nativetotems/default.html](http://users.imag.net/~sry.jkramer/nativetotems/default.html)

Totem Poles: An Exploration
This site lists common animal totems and provides inspiring ideas.

[http://www.yale.edu/ynhti/curriculum/units/1985/6/85.06.01.x.html](http://www.yale.edu/ynhti/curriculum/units/1985/6/85.06.01.x.html)

This is an amazingly detailed resource with great information about Northwest Coast totem poles! Look under “Lesson IV” for specific totem details.
Comments
I was inspired to create this lesson after traveling to Canada with the North Carolina Center for International Understanding. In subsequent art lessons, students will explore how Canadian artist Emily Carr used Northwest Coast totem poles in her paintings. This lesson is part of a curriculum unit on Canadian art and multiculturalism.

North Carolina Curriculum Alignment

Visual Arts Education (2001)

Grade 5

Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

Objective 2.01: Use additional art media, techniques and processes, which may include:
- Drawing - charcoal
- Printmaking - easy cut, mixed media, collographs
- 3-D - wire
- Photography - pin-hole cameras

Goal 5: The learner will understand the visual arts in relation to history and cultures.

Objective 5.07: Demonstrate a sense of history (what came before and after) regarding cultures and works of art.

Social Studies (2003)

Grade 5

Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.

Objective 1.02: Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objective 3.01: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

Objective 3.05: Describe the religious and ethnic impact of settlement on different regions of the United States.
Native Americans Today

Goal 3.05

Overview
Many people think that Native Americans are a vanished people—that they do not exist in the present day.

Using this lesson plan, teachers can use photo essays to introduce students to Native children and their families, thereby countering the idea that Native people no longer exist.

From Theory to Practice

Bishop identifies five functions of multicultural literature:

1. provide knowledge or information
2. expand how students view the world by offering varying perspectives
3. promote or develop an appreciation for diversity
4. give rise to critical inquiry
5. illuminate human experience.

This lesson uses literature to provide children with knowledge and information about present-day Native Americans. With this knowledge and information, children will be introduced to different perspectives on family and community, and they will have an informed knowledge base from which to critique stereotypical representations of Native people in their textbooks, literature, television programs, videos, and movies.


This collection of articles and annotated citations on Native American books for children can provide useful background information as well as additional texts that students might examine in class.
**Student Objectives**

Students will

- participate in critical discussions about their knowledge of Native Americans.
- work cooperatively in small groups.
- access and gather information from Internet Web sites about Native Americans.
- share information with others through discussion.

**Instructional Plan**

**Resources**

1. Books from the attached [Present-Day Native American Book List](#) that show present-day Native Americans.
2. Internet Web sites and Internet access.

**Preparation**

1. Select a collection of texts from the book list that show present-day Native Americans.
2. To familiarize yourself with Native American culture, spend time at the Lisa Mitten's Web site of [Native American Sites](#). The site is quite extensive and filled with carefully selected links to sites with accurate and useful information about Native Americans.
3. Specifically, go to these pages, linked to the site:
   - [Teaching Young Children about Native Americans](#)
   - "I" Is Not for Indian: The Portrayal of Native Americans in Books for Young People
   - [The American Indian and Alaska Native Population: 2000](#)

**Instruction and Activities**

1. *Introduction.*
   
   Begin by writing "Native American," "American Indian," and "Indian" on the board. Introduce each term, and briefly describe its usage (see "Teaching Young Children about Native Americans" for a brief discussion).

2. *Brainstorming session.*
   
   Engage students in a brainstorming session during which they share all they know about Native Americans. Create lists of their comments on the board.

3. *Small group activity.*
   
   Divide the students into small groups and give each group one or two of the books from the book list. Ask them to compare what they generated in the brainstorming list with what they see in the books.

4. *Small group activity (Optional).*
   
   If you have Internet access in your classroom, have students explore the images and information at the Internet sites listed above.

5. *Class discussion.*
   
   Solicit general comments from the groups regarding their discussions. Move to soliciting specific examples of how their prior knowledge was affirmed or challenged by the material they found in the books. Students could use the [interactive Venn diagram tool](#) to map out their findings.

**Extensions**

- Students can visit Internet Web sites developed by people of the tribes featured in the books on the book list to learn more about the tribe.
- Students can locate works of fiction about the tribes featured in the books on the book list, comparing and contrasting the ways the information in the two books are similar or different. They can apply information they gather from the Web sites to their comparison of the two books.
- Encourage students to read the online version of [Indian Country Today](#), the leading Native American publication in the United States. By reading this publication, students can gain an appreciation for topics of
interest or concern to Native people today. Students could create a Venn diagram comparing the information that they find in *Indian Country Today* with the information in the *New York Times* or *USA Today*.

- Invite students to write to publishers, asking for fictionalized works about Native American children in modern day settings.
- Ask students to write an essay comparing the portrayal of a particular aspect of Native American culture in two different books or a book and a Web site. Use the *Comparison and Contrast Guide* to introduce the aspects of comparison and contrast to students. Have students sketch out the details of their comparisons using the *Compare and Contrast Map*. Alternately, you can use the *Teaching the Compare and Contrast Essay through Modeling* lesson plan to model the writing process for students.

**Web Resources**

**Native American Sites**

http://www.nativeculturelinks.com/indians.html

This Web site of Native American Sites, collected by Lisa Mitten, is quite extensive and filled with carefully selected links to sites with accurate and useful information about Native Americans


These extensive resources provide additional census data that the teacher can use to supplement the lesson plan.

**Student Assessment/Reflections**

1. Observe student interactions as they communicate with each other about as they go through the activities.

2. Engage students in conversations about what they have learned through this lesson.

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**NCTE/IRA Standards**

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 nonfiction, classic and contemporary works.

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.

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).

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Radial Symmetry Design

Students will study the carving of 18th century America and create a rosette design using radial symmetry.

A lesson plan for grade 5 Visual Arts Education and Social Studies

Learning outcomes

The student will study the art of chip carving in 18th century America. The student will use the knowledge gained to create a rosette design using radial symmetry with their ruler and compass.

Teacher planning

Time required for lesson
3.00 Hours

Materials/resources

compass (I use flat safety compasses.)
rulers
paper: 9-inch white squares for project, larger colored squares for mounting artwork can also be useful
pencils
erasers
colored pencils
pencil sharpeners
Books:

Brown Bag Ideas by Irene Tejada, 1993
Colonial Hex Designs - pages 84-87 examples of chip carving rosette design
Chip Carving Techniques and Patterns by Wayne Barton has examples of his work and also historic examples.

Technology resources
Computer with Internet access will help students see how the craft of chip carving is still current through Web sites. Students can also use interactive CD-ROM Encyclopedias to research chip carving for historic examples.

There are also drawing programs which create symmetrical designs by repeating the student’s drawing around in a circle. This feature can be found on The Art Lesson CD-ROM.

**Pre-activities**

Get them interested:
Show students examples of chip carving. Let students explore Wayne Barton’s Web site and others listed below to see how the artists work. Invite a chip carving artist to the classroom to share his/her craft.

The history of Chip Carving:
The craft of chip carving came to America with the immigrants. Look at examples of chip carving from Europe and compare them to examples of 18th century American work, such as Colonial Hex designs from the Pennsylvania Dutch. Discuss how the patterns traveled from Europe to the colonies and how they’ve changed.

Look for radial symmetry: rosette designs, rose windows, kaleidoscopes, Native American designs, flowers/plants.

Define radial symmetry.
Radial Symmetry is found in kaleidoscopes. I pass one around the classroom while we are doing our art history lesson. Draw examples on the board to show how to create radial symmetry.

**Activities**

Demonstrate steps to students as directions are given.

1. Set the compass at 4 inches to create an 8 inch circle. The teacher may need to explain the use of a compass to students if they have not used them in their classroom. (I plan this lesson with the 5th Grade teachers to make sure they will have covered compass use in their math classes.)
2. Place the compass in the middle of the white square paper and draw an 8-inch circle. I will sometimes fold the square twice to find the center if students need help.
3. To create a 6-petal design, leave the compass at 4 and place it on the circle. Draw an arc from one side of the circle to another. Place the compass on the ending point of the arc and draw another. Repeat this process five times to create six petals. This is the simple flower design.
4. To add more to their design, students can set their compass at another point and draw more arcs to add interest. Impress on students that symmetry creates a pattern, and they need to keep drawing the arcs until they meet and go all the way around the circle. Students can also add other circles to their design, like a bull’s eye, by setting their compass at smaller intervals, placing it back on the middle and drawing circles within circles. Remember - the more drawing done, the smaller and more numerous the shapes become. Too many lines can clutter the design.
5. To show students how to color their design, review rose window examples and Native American radial design. The colors create patterns also. Students can color their design using colored pencils. Demonstrate how to blend colored pencils to create colors and value. If time is available, this is a good time to teach/review color theory and have students plan how to color their design.

Since this takes several art periods, I break it up into several lessons.

*Lesson 1 - art history and design creation*
Students draw their symmetrical design.

Lesson 2 - color theory and value
Students color design. Have students write their color plan on the back to remember the lesson for next week.

Lesson 3
Students hopefully finish coloring and complete design by mounting it for display on colored paper.

Assessment

Essential Question:

How does a chip carving design have radial symmetry?

Reflective questions for assessment:
Is the student’s design symmetrical?
Did the student follow directions in drawing and coloring his/her design?
Did the student use his/her compass & ruler appropriately?
Can the student name a chip carving artist and/or tell how chip carving came to the United States?

Supplemental information

Chip Carving, Techniques and Patterns - Wayne Barton, 1984
Chip Carving Patterns and Designs - Ivan H. Crowell, 1977
Basic Chip Carving - Pam Gresham
Brown Bag Ideas - Irene Tejada, 1993
Colonial Hex Designs - pages 84-87

Related websites
http://www.chipcarving.com
http://www.chippingaway.com
http://www.woodcraft.com
http://www.chipchats.org

Comments
I have seen this radial design project done many different ways integrated into math, social studies, and literature. I have attached and adapted it to chip carving through a workshop I participated in. The chip carving designs are very geometric and resemble the radial designs I was doing with my students. Many students are familiar with carving but do not recognize it as an art form because of its familiarity. I would not attempt to do chip carving with my 5th grade students, but maybe at the secondary level it would be more feasible to pass out the necessary materials (knives!). The best way to expose my students to chip carving would be a guest artist, demonstrating his/her craft.

North Carolina Curriculum Alignment

Visual Arts Education (2001)

Grade 5

Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.
Objective 2.01: Use additional art media, techniques and processes, which may include:
- Drawing - charcoal
- Printmaking - easy cut, mixed media, collographs
- 3-D - wire
- Photography - pin-hole cameras

Goal 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

Objective 4.01: Compare and contrast the work of various artists' styles and cultures.

Goal 5: The learner will understand the visual arts in relation to history and cultures.

Objective 5.01: Begin to recognize that art is the visual record of the history of mankind.
Objective 5.02: Identify selected characteristics that make art of a particular culture unique.
Objective 5.05: Recognize selected individual style characteristics of an artist.

Goal 7: The learner will perceive connections between visual arts and other disciplines.

Objective 7.01: Identify similarities and differences between the visual arts and other disciplines.

Social Studies (2003)

Grade 5

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.

Objective 3.07: Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objective 4.03: Describe the contributions of people of diverse cultures throughout the history of the United States.

Women In Flight: Using music to study American women pioneers in flight

As North Carolina's 97-98 Christa McAuliffe Teaching Fellow, I designed this plan to musically enhance the 5th grade social studies of American heroes, focusing on women pioneers in flight. It is intended to utilize singing and rhythmic activities to compare and contrast the lives of Amelia Earhart and Christa McAuliffe. Amelia Earhart was the first woman to successfully complete a solo trans-Atlantic flight and tragically disappeared while attempting to fly around the world in 1937. Christa McAuliffe was selected for NASA's Teacher-in-Space program and tragically died in the 1986 Challenger space shuttle disaster. I traditionally use this plan close to the January 28 anniversary of the shuttle disaster.

NOTE: I have suggested specific songs and instrumental selections found in the Silver Burdett music series. However, similar topical songs in other music series or listening selections such as Holst's "The Planets" could be substituted, yet maintain the integrity of the lesson.

A lesson plan for grade 5 Music Education and Social Studies

Learning outcomes

Students will:

- use appropriate vocal practices to sing songs related to women pioneers in flight.
- use movement and play small percussion instruments to experience beat vs. no-beat (as related to the sensations of gravity and weightlessness in space.)
- experience ABABA form through their movement & instrument playing and strophic/song form through their singing.
understand the relationship between music and history — how music can express facts as well as the emotions surrounding historical events.

compare and contrast the lives of Amelia Earhart and Christa McAuliffe through the group use of a double bubble thinking map (see attachment).

Teacher planning

Time required for lesson
45-60 Minutes

Materials/resources
RECORDINGS & TEXT from the SILVER BURDETT MUSIC SERIES:
NOTE: Although I have mentioned specific Silver Burdett recordings within this plan, alternate or comparable recordings from other music series relevant to flight or space exploration could easily be substituted.

- *Moon Music*, 2nd grade instrumental, p.10, CD #1-18
- *Lady of the Air*, 5th grade song, p.38, CD# 2-7
- *Mission Control*, 2nd grade song, p.156, CD# 5-15
- *Child of the Universe*, 5th grade song, p.34. CD #2-1,2

Students will each need a 5th grade Silver Burdett music book and one photocopy of *Mission Control* from the 2nd grade music text. (I have hard copies of the 2nd grade texts to back-up each photocopied sheet.)

A small percussion instrument (drum, tambourine, triangle, maracas, rhythm sticks) should be placed under each child’s chair.

A world map for tracing Earhart’s flight paths.

A visual representation of icons depicting beat and no-beat.

Visual aids such as photographs or posters related to Earhart, McAuliffe, or space exploration are also helpful.

Technology resources
A computer with Internet resources would assist the teacher in researching information available within the relevant websites

Pre-activities
Students should be taught:

- appropriate vocal practices.
- appropriate skills and understandings of playing small percussion instruments on the steady beat.
- appropriate ways to express the steady beat through movement (i.e. clapping, walking, etc.)
appropriate ways to express the lack of a steady beat through instruments (i.e. sustained sound of triangle, rubbing rhythm sticks together, rubbing fingertips on drum head) and through movement (i.e. slow, light, floating, airy, beat-less movements.)

**Activities**

1. After reviewing steady beat vs. no beat, the children will spread out in the movement space of the room. The teacher will convey to the students that the instrumental selection portrays the contrast between heavy, gravity-filled footsteps and light, gravity-free movements. Then play *Moon Music*, to which the children will respond with heavy, beat-ed footsteps during the A sections and with free, unbeated movements during the B sections of this ABABA selection.

2. Following this movement warm-up, the students will then use the small percussion instruments placed under their chairs to express beat and no-beat during the second playing of *Moon Music*. Students may then return instruments to places under chairs. This should continue to focus the lesson on the feelings of gravity and weightlessness expressed through the instrumental selection.

3. The teacher will then explain that we will be commemorating the anniversary of the space shuttle Challenger disaster (January 28, 1986) by studying -through story and song- the lives of two American women pioneers in the field of aviation and space flight. Posted on the board or on pieces of poster board are bulleted summaries of the two women’s lives. (see stats attachment)

4. Using the world map and biographical visual, summarize her life and trace Amelia Earhart’s two most significant flights, ending with her disappearance in the Pacific Islands. Include the speculations about what may have happened to her (captured by the Japanese and held as a spy; living on a deserted island, etc.) Discuss what the students think might have occurred. Usually they suggest phenomena like alien abduction or the Bermuda triangle (which I point out is in the Atlantic Ocean!) Whatever her fate, we summarize that she was indeed an American hero as we lead into the singing of *Lady of the Air, My Amelia.*

5. Proceed into the brief biographical highlights of Christa McAuliffe’s life, quoting from book or web site sources as desired. Be sure to include “I touch the future, I teach.” Then, sing *Mission Control* to focus on Christa’s childhood dream to “reach for the stars.”

6. Conclude this biographical summary with the final minutes of the shuttle Challenger’s flight, exploding 73 seconds into the flight, 10 miles above the earth. Emphasize that Christa was another courageous woman pioneer who followed her dream, as we lead into singing *Child of the Universe.*

7. Draw a double-bubble thinking map on the board. Have the students compare and contrast the lives of McAuliffe and Earhart by suggesting items of similarity and difference to complete the bubbles. (see doububb attachment) A second double-bubble map may be utilized in a subsequent lesson to compare and contrast the three songs used in today’s lesson. (Music Goal 10; Objective 1.)

8. Close this lesson by noting Linda Finch’s 1997 flight retracing Earhart’s flight path, and Barbara Morgan’s planned space shuttle flight as a Teacher-in-Space…more examples of women continuing as American heroes in flight to inspire future generations.

**Assessment**

A rubric will be used during the singing and discussion portions of this lesson to evaluate the levels of class participation and performance. (see attachment)

A double bubble map will also be utilized to evaluate the students’ comprehension during the compare & contrast segments of the lesson. (see attachment)

**Supplemental information**
I displayed assorted books related to the subject matter from my personal collection and that of our media center. I used some to read specific bookmarked quotes. You may choose to search your own media center for comparable books.

**BOOKS:**

- *A Picture Book of Amelia Earhart* by David A. Adler & Jeff Fisher
- *Amelia Earhart* by Richard Tames
- *Amelia Earhart: Adventure in the Sky* by Francene Sabin & Karen Milone
- *A Journal for Christa* by Grace Corrigan (Christa’s mother)
- *Christa McAuliffe: Reaching for the Stars* by Patricia Stone Martin & Karen Park
- *Women Astronauts: Aboard the Shuttle* by Mary Virginia Fox

Photographs and NASA flight patches of the Challenger crew and of Christa McAuliffe were on display in my room, as well as an autographed copy of “A Journal for Christa.” These are available from the Challenger Center on-line gift shop.

Attachments:

- Rubric
doubbubb
- stats

**Related websites**

For biographical information on Amelia Earhart:
http://www.ionet.net/~jellenc/ae_intro.html
http://nw1.newsweek.com/nw-srv/inetguide/iguide_4417359.html

For information related to the Challenger shuttle mission and explosion:

For information on the subsequent efforts of the Challenger Center to inspire students and teachers:
http://www.challenger.org/
http://www.christa.org/

For information on Barbara Morgan, Christa McAuliffe’s alternate, who is awaiting her opportunity to serve as the second teacher-in-space:
http://www.sde.state.id.us/OTR/Morgan/default.htm

For information on Linda Finch, who reenacted Amelia Earhart’s flight in 1997:
http://nw1.newsweek.com/nw-srv/inetguide/iguide_4417359.html

**Comments**

Depending on your teaching situation and your own sense of lesson pacing, this lesson may take one 45-minute class with some review & follow-up in the following lesson or two 30-minute classes. Although much of this lesson involves direct teaching and presentation of facts concerning the two women interspersed with the musical activities, the students seemed captivated by both biographies. They were especially fascinated with the
mystery surrounding Amelia’s disappearance and empathetic to the great sense of national loss after the shuttle disaster. This was a perfect highlight of our character education trait of the month — courage!

North Carolina Curriculum Alignment

Music Education (2001)

Grade 5

Goal 1: The learner will sing, alone and with others, a varied repertoire of music.
  Objective 1.09: Sing music representing diverse styles, genres, and cultures.
  Objective 1.10: Show respect for the singing efforts of others.

Goal 2: The learner will play on instruments, alone and with others, a varied repertoire of music.
  Objective 2.01: Play with pitch and rhythmic accuracy.

Goal 5: The learner will read and notate music.
  Objective 5.06: Show respect for the reading and notating efforts of others.

Goal 9: The learner will understand music in relation to history and culture.
  Objective 9.01: Identify the style of aural musical examples from various historical periods and cultures.

Social Studies (2003)

Grade 5

Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.
  Objective 1.06: Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.
  Objective 1.07: Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.
  Objective 3.01: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.
  Objective 4.01: Define the role of an historian and explain the importance of studying history.

Farm Animal Immigrants

Students will identify a rare or endangered farm animal and then locate its country of origin on a world map. Students will also research the animal and its uses to determine why it was an imported.

A lesson plan for grade 5 Social Studies

By Meg Millard and Pamela Webb

About the authors
We teach at Frank Porter Graham Elementary School in Chapel Hill. This lesson plan was created as part of a LEARN NC workshop in cooperation with NC Echo and Newspapers in Education May 2004
**Learning outcomes**

Students will discover that farm animals were also early immigrants to our country from many other countries of the world.

**Teacher planning**

**Time required for lesson**

5 days

**Materials/resources**

Books about farm animals

World Map

Paper stars or other means to identify where each animal came from (I used color coded paper stars...a different color for each species, i.e. pink stars for horses, gold for chickens, etc)

paper, pencils, markers, large sheets (12” x 18” or larger) of construction paper or poster board for mounting, yarn

**Technology resources**

computer(s) with access to the Internet

printer

**Pre-activities**

Students will have begun to explore the concept of immigration to this continent by humans.

Create a KWL chart about what students currently know about farm animals.

**Activities**

1. Students will visit the [American Livestock Breeds Conservancy](https://www.albc-usa.org) website and explore the variety of rare and endangered farm animals presented there on their “Conservation Priority List.” Students will discover that farm animals were also early immigrants to our country from many other countries of the world. Other sources of information about rare and endangered farm animals can also be found through the [NC ECHO](https://nc-echo.org) website. Go to the “Online Collection-Format” in the side bar and click on “photographs” and search for “Farm Animals.” [Historic Latta Plantation](https://www.historiclatta.org) should be listed there. You can click on animals to find more information. You can also use the Google search engine to look for information about rare and endangered farm animals

2. Students will choose a farm animal to research and learn where it were imported from.

3. Once students have chosen an animal they will locate its country of origin on a world map. Students will write the name of their animal on a color coded star (corresponds to the species of their animal) and place it adjacent to the world map. They need to connect the star to the country of origin of the animal with a piece of yarn.
4. Students will research the animal. They need to attempt to determine some basic facts about the animals, i.e. - Where was the animal imported from? When was the animal originally imported? What was the animal used for? Why are they rare or endangered at this time?
5. Students will create a mini poster about the animal that includes a picture (if available) and answers to the above questions.
6. The posters will be mounted along a timeline across the classroom wall based on time of immigration to this continent.

Assessment

See attached rubric titled “Farm Animal Immigrants Rubric” [Click here](#)

Supplemental information

Look for other great books on farm animals at your local library or contact your county agricultural extension agent for help finding more information or local farmers who might raise rare and endangered farm animals.

Related websites
http://www.albc-usa.org Other sources of information about rare and endangered farm animals can also be found through the NC ECHO website (http://www.ncecho.org) go to the “Online Collection-Format” in the side bar and click on “photographs” and search for “Farm Animals.” Historic Latta Plantation (http://www.lattaplantation.org) should be listed there. You can click on animals to find more info. You can also use the Google search engine to look for information about rare and endangered farm animals (http://www.google.com)

Comments
None
North Carolina Curriculum Alignment

Social Studies (2003)

Grade 5

Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

Objective 4.02: Explain when, where, why, and how groups of people settled in different regions of the United States.
Objective 4.03: Describe the contributions of people of diverse cultures throughout the history of the United States.

George Washington's Obituary

The following lesson will introduce students to the research process--formulating questions, choosing resources, fact finding, and note-taking. After completing their research, they will write a short obituary for George Washington. Activities will integrate Reading, Language, Social Studies, Writing, and Computer Skills.

A lesson plan for grade 5 English Language Arts, Information Skills, and Social Studies

Learning outcomes

Students will:

- practice research skills using print and non-print resources.
- write an obituary of George Washington after researching his life.

Teacher planning

Time required for lesson
4 Weeks

Materials/resources

- Classroom set of newspapers or obituaries from newspapers
- Newspaper death notices of famous people
- Reference Materials
- Booklets for notetaking
- Writing paper or chart paper
- Overhead and transparencies or chart paper
- Project Check List (see attachment)
- Scoring Rubric (see attachment)
Technology resources

Computers
CD-Rom Encyclopedias
Database Software such as Elementary SIRS
Internet Access
Word Processing Software
Printer
Individual disks

Pre-activities

Before beginning this lesson, collect several weeks of newspapers.

Also, it is very important to collect obituaries of famous people in advance. Examples - athletes, scientists, statesmen, authors, etc.

Review:

- how to use the newspaper legend to find the obituary section of a newspaper.
- note-taking skills.
- copyright laws.
- bibliographic citations, video citations, and electronic resource citations.
- AUP guidelines.

Teacher and students must decide upon a rubric for assessment. Create a K,W, L chart detailing what the students already know about George Washington. Students create a notetaking booklet or decide upon a note-taking strategy.

Activities

Week 1

Day 1

1. Divide students into groups.
2. Each group will read at least four or five obituaries from the local newspaper and make a list of the kinds of facts that are included in an obituary.
3. Each group will share and discuss their list of what is included in obituaries.
4. Discuss with the students the following:

   Newspaper articles usually have a certain structure or pattern. What is the pattern that is used? How is the information usually arranged? Why?
Who writes the obituary?
Why do you think the person’s name is listed immediately in the obituary?
Why are the family members’ names listed?
What would happen if the burial information was not included?
What purpose does an obituary serve?
Why are some longer than others?
What special words used in obituaries?

5. Ask students to identify and create a list of examples of phrases or words that are unique to obituaries. These words and phrases will be used in the obituaries that the students write. As new words and phrases are found, add them to this list.

Day 2

1. Divide students into groups.
2. Students read “obituary articles” from local newspapers about famous people who have died, and list additional kinds of facts found in these articles.
3. Students share and discuss with the class what they found.
4. Discussion should include the following:

   What did this person contribute to our society?
   Why was he or she famous?
   Was anyone else interviewed and asked to remark on the accomplishments of the deceased? What were their comments or reflections?

5. Ask the students to determine what the difference is between a local citizen’s obituary and a famous person’s obituary.
6. As a whole group activity, make a master list of the facts that are included in an obituary and a master list of examples of phrases and words that are frequently used in obituaries.

Day 3

1. Divide students into groups.
2. Ask students to brainstorm questions which they need to use for their research about George Washington’s life.
3. After brainstorming, formulate a list of questions that will be used for the research and add these to the K,W, L chart.
4. Include the following questions:

   Why was George Washington famous?
   Why was he important to our country?
   What did other famous people say when George Washington died?
   What contributions did George Washington make as a soldier, a statesman, or a farmer?

5. As a whole group, the students will make a list of resources that they think will be useful.

Day 4

1. Students will record specific questions in their notetaking booklets.
2. Beside each question, students will note a “shorthand” list of resources they which they might use to find the answer Example, “E” = Encyclopedia

Day 5

1. Divide students into research groups.
2. Students will work in pairs to research specific questions and report their findings to their group.
3. Students will have access to the Internet and library resources to research the life of George Washington.

Week 2

1. As they record their answers, students must include their source. This will eliminate scrambling at the end of the project to produce the book, periodical, or website, CD, or video.
2. Students will check for accuracy and compare the information they find from different sources.
3. As a whole group activity, ask the groups to report their findings to the class. As new facts are discovered, add them to the K, W, L chart.
4. Students must have time for initial research before they begin the writing process.
5. After researching all of George Washington’s life, students will then choose Washington’s contributions as a soldier, statesman, or gentleman farmer to elaborate on in his obituary.

Week 3

1. Create a graphical organizer using the criteria and format established for an obituary and information about George Washington’s life.
2. Using the graphical organizer, students write the rough draft.
3. Students will conference with the teacher for revision of content and editing.

Week 4

1. Once their rough draft is completed and approved by the teacher, the students will complete their final copy.
2. Students type the final copy, save it to a disk, and print a copy.

Assessment

Observations/discussions
Individual note-taking booklets
Completed obituary (see rubric attachment)
Class participation
Project Checklist (see attachment)

Supplemental information

Attachments:

Checklist
Rubric

Related websites
Websites about George Washington
George Washington’s Papers - The University of Virginia
http://www.virginia.edu/gwpapers/
A good resource for George Washington’s letters and correspondence. FAQ is a wonderful resource for students.

President George Washington Fact Sheet
http://www.whitehouse.gov/kids/presidents/georgewashington.html
George Washington’s Mount Vernon- Estate and Gardens
http://www.mountvernon.org/
This is the official Mount Vernon Website.

David Warlick’s LandMark Project Website
This site is a wonderful source for information about electronic copyright issues.
http://www.landmark-project.com/index.php

Comments
This lesson plan was inspired by the 1999 DAR Essay Contest, and it would be easily adaptable to any famous person.

Students must be allowed enough brainstorming time, research time, and enough writing time.

This lesson was a collaborative effect between the media specialist and the fifth grade teachers at P.W. Moore Elementary. This lesson took four weeks to complete. For this project, the students worked about an hour a day for three weeks. The fourth week was used for the final revision, editing, and typing of the obituaries.

North Carolina Curriculum Alignment

Information Skills (2000)

Grade 5

Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.
  Objective 1.05: Identify elements of composition.

Goal 4: The learner will EXPLORE and USE research processes to meet information needs.
  Objective 4.01: Identify information needs and formulate questions about those needs.
  Objective 4.03: Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
  Objective 4.04: Follow acceptable use guidelines (AUP/IUP) in accessing information.
  Objective 4.05: Gather information.
  Objective 4.06: Comply with the Copyright Law (P. L. 94-553).
  Objective 4.08: Credit sources of information.

Social Studies (2003)
Grade 5

**Goal 4**: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.

- **Objective 4.03**: Describe the contributions of people of diverse cultures throughout the history of the United States.
- **Objective 4.04**: Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.

**English Language Arts (2004)**

Grade 5

**Goal 4**: The learner will apply strategies and skills to create oral, written, and visual texts.

- **Objective 4.02**: Use oral and written language to:
  - formulate hypotheses.
  - evaluate information and ideas.
  - present and support arguments.
  - influence the thinking of others.
- **Objective 4.03**: Make oral and written presentations to inform or persuade selecting vocabulary for impact.
- **Objective 4.05**: Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.
- **Objective 4.06**: Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

**Goal 5**: The learner will apply grammar and language conventions to communicate effectively.

- **Objective 5.08**: Create readable documents through legible handwriting and word processing.

**Letters Home**

Students will write letters "home" taking on the role of one of the sons of the "Gold Star Mothers" from Union County, NC.

**A lesson plan for grade 5 English Language Arts and Social Studies**

**Learning outcomes**

Students will:

- discover that soldiers from a small community have fought in conflicts for the U.S. throughout the world.
- explore the wide range of places our soldiers have traveled and fought to protect our country.
- make personal connections with some of the people who fought in WWI, WWII, Korean War, and Vietnam War.

**Teacher planning**

**Time required for lesson**
5 days

Materials/resources

- World maps
- NC map
- push pins, tape, and paper to make labels for maps
- Airmail paper, pencils, pens
- Envelopes
- Typewriter (for historical significance)

Technology resources
Computers with internet access

Printers (colored would be nice, but not required)

Pre-activities

This activity would best follow study of WWI, WWII, Korean War, and Vietnam War.

Have a background discussion and KWL of the U.S. involvement in the above mentioned conflicts.

Activities

1. Introduce the students to the “Gold Star Mothers” website. http://www.ncecho.org (go to Online Collection-Subject on left hand side of page, then click on “G” from there select “Gold Star Mothers” and then click on “Heroic Sons of Gold Star Mothers Scrapbook”) If you can’t get there through NC Echo, then try the next link below. http://www.union.lib.nc.us/GoldStarMothers/goldstar.htm (Scroll down to contents and select a soldier.) The following link provides background and pictures of the locations in which these soldiers found themselves. http://memory.loc.gov/ammem/index.html (“American Memory” website)
2. As a class, locate Union County on a NC map.
3. Have each student choose a soldier to “become” and print out the page. The picture from this page will be mounted for the final product.
4. Have each student locate where the soldier fought on the world map and place a push pin labeled with the soldier’s name on it at the correct location.
5. Find an image and information about the location on the Internet and print out to be mounted for final product.
6. Write a creative letter home that includes information about the location related to the picture/soldier’s experience.
7. Students will plan, draft, revise, edit, and create a final draft of their letter. (See the following website for information on how to write a friendly letter: http://englishplus.com/grammar/00000144.htm and http://englishplus.com/grammar/00000143.htm)
8. Address the envelope, mount the portrait of the soldier with the letter and location picture as the final product.
Assessment

Rubric:

Supplemental information

None

Related websites
1. http://www.ncecho.org (go to Online Collection-Subject on left hand side of page, then click on “G” from there select “Gold Star Mothers” and then click on “Heroic Sons of Gold Star Mothers Scrapbook”) If you can’t get there through NC Echo, then try the next link #2.
2. http://www.union.lib.nc.us/GoldStarMothers/goldstar.htm (Scroll down to contents and select a soldier.)
The following two links are to provide background and pictures of the locations in which these soldiers found themselves.
4. http://www.google.com/imghp?hl=en&tab=wi&q= (Google image search engine to look for pictures)
5. http://englishplus.com/grammar/00000144.htm and

Comments
None

North Carolina Curriculum Alignment

Social Studies (2003)

Grade 5

Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.
Objective 4.05: Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

English Language Arts (2004)

Grade 5

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective 4.06: Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

Objective 4.08: Focus revision on target elements by:

- improving word choice.
- rearranging text for clarity.
- creating simple and/or complex sentences for clarity or impact.
- developing a lead, characters, or mood.

Objective 4.09: Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).

The Greensboro Sit-ins

Students will explore the Greensboro Sit-ins. They will experience segregation through drama, research the people involved in the protest at Woolworth's, and then stage a re-enactment of the event.

A lesson plan for grade 5 Information Skills and Social Studies

Learning outcomes

Students will:

- understand how and why the Greensboro Sit-ins started, what made them successful and what impact they had on society.
- portray different characters.
- conduct research using the web.

Teacher planning

Time required for lesson
6 hours

Materials/resources

Materials
Pen and notebook paper for each student
Large sheets of chart paper or posterboard
Packages of Post-it® Notes (enough for each student to have several)
Name tags or stickers in two distinct colors for the first role-playing session
A sign that says something like “Red Tags Only” to set on the table in the role-playing session.

Set-Up

1st Session: Arrange the room to have one large table for people to sit at and one table where people must stand.
Improvisation Sessions: Arrange the furniture to create a large open space.

Technology resources

Computer lab with access to the Internet for each student
RealAudio software on each computer (free download from http://www.real.com/)

Pre-activities

The teacher should be familiar with the Greensboro Sit-ins website (http://www.sitins.com/).

Students need to know how to navigate to a specific website.

Students should have experience with improvisation and role-playing.

Activities

SESSION 1

The purpose of this session is to introduce students to the effects of segregation and to the specific situation that prompted the Greensboro Sit-ins.

1. Prior to the session, arrange the room to have a distinct **playing space** and an **off-stage** area. The playing space should have a long table with chairs and a small table without chairs. The table without chairs should be in a less attractive area of the room. The sign should be placed face down on the sitting table.
2. Give each student a sticker or name tag to put on. The name tags should be two different colors and the colors should be divided fairly equally among the students. Tell the students that they will be improvising eating lunch at a store (like Target or Wal-Mart). You will be taking the part of the server. Have the students gather outside the playing area and enter the space (as if they were entering the store) gradually.
3. Act out your part as the server. When students with the wrong color try to sit at the table, turn the sign up so they can see it. Politely but firmly refuse to serve them and direct them to the standing table. Continue with the improvisation until all students have had a chance to enter the playing space and interact with each other.
4. After ending the improvisation, have the students restore the classroom to the regular order and pass out Post-it® Notes. While they are doing that put up two pieces of chart paper (or posterboard). Title them with the different colored nametags used.
5. Have the students write the thoughts and emotions they had during the improvisation on the Post-it® Notes and post them on the appropriate paper. After the students have placed their ideas on the wall, lead the class in a discussion about what happened to them during the improvisation and what connections they can make to history and to society today.

6. To close the session, read the introduction found on the Greensboro Sit-ins website (http://www.sitins.com/). Tell them that they will create a re-enactment of the Greensboro Sit-ins.

SESSION 2

In this session students will research the Greensboro Sit-ins to gain information necessary to re-create the event.

Take students to the computer lab or have students work in small groups on available computers. They are to visit the Greensboro Sit-ins website and explore the information presented there. By the end of the session, they should have written down a list of the important events in the Greensboro Sit-ins (http://www.sitins.com/) and the important people involved.

SESSION 3

In this session students will create an outline for their re-enactment and choose or be assigned parts.

1. Using the lists the students created from their research, create a master list of events and characters. Format the master list of events as scenes and include the characters involved in that scene. Prompt the students to include a variety of events involved such as the conversation of the four students the night before, meetings between white people discussing whether to integrate, scenes in the newsroom about the reporting, etc.

2. When the scenes and cast lists are established, divide the class into groups that can perform one or more of the scenes. At this point the students will be assigned specific parts. Depending on the class, it may be necessary for the teacher to do this.

SESSION 4

In this session, the students will do research on their characters.

1. Take students to the computer lab or have students work in small groups on available computers. They are to visit the Greensboro Sit-ins website (http://www.sitins.com/) and explore the information presented on their character. Ask them to listen to at least two of the audio files available.

2. They should answer the following questions from their research:
   - What did your character want to accomplish through the Sit-ins?
   - Why and how did your character get involved in the Sit-ins?
   - List three character traits that could be used to define your character.

SESSION 5

In this session, the students will create their scenes.

1. Move the classroom furniture back to create a large open space. Have the class get into their scene groups. Depending on the skill of the class you can either have the groups work on their own to develop their scenes through improvisation or coach each group one at a time through improvising their scenes.

2. Coach the groups through the following steps to develop their scenes:
   - Determine what information the scene needs to convey.
   - Establish the setting of the scene and arrange furniture appropriately.
   - Determine an opening pose for the scene.
   - Determine how the scene will end.
• Improvise the scene.

3. After Step 5, the group should discuss the work and determine what they can do to make it better and then do the scene again.

SESSION 6

1. Move the classroom furniture back to create a large open space. Have the class get into their scene groups around the room in chronological order.
2. Have each group present their scene.
3. After all the scenes are presented, have the students restore the classroom. As a means of assessment, have the students write an essay about the Greensboro Sit-ins in which they identify the aspects that made this protest movement successful and peaceful. They should also consider what impact the Sit-ins have had on their lives today.

Assessment

There are several assessments for this project:

- Compare student-created lists with information from the website. Were they able to accurately and completely identify the important events and people?
- Evaluate the student’s writing about the character based on the research. Were appropriate motivations and character traits identified from the information presented on the website?
- Did each group present the essence of their event in a way that had impact for the audience?
- Did each student accurately portray the identified character traits?
- In the final essay, did the students correctly identify the aspects that made the movement successful?
- Were they able to make a connection between the outcome of the protest and today?

Supplemental information

none

Related websites
The Greensboro Sit-ins
http://www.sitins.com/

Other civil rights websites
Civil Rights: A Status Report
http://home.earthlink.net/~civilrightsreport/

National Association for the Advancement of Colored People
http://www.naaccp.org/
Birmingham Civil Rights Institute
http://bcri.bham.al.us/

The African-American Mosaic
http://lcweb.loc.gov/exhibits/african/intro.html

Comments
This lesson came from an activity in a Learn NC course on the Civil Rights movement and the wealth of information available on the website cited.

The lesson could be expanded to create an actual live performance of the Greensboro Sit-ins or the students could create a video dramatization of the events.

North Carolina Curriculum Alignment

Information Skills (2000)

Grade 5

Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.
   Objective 1.11: Explore primary and secondary sources.

Goal 4: The learner will EXPLORE and USE research processes to meet information needs.
   Objective 4.01: Identify information needs and formulate questions about those needs.
   Objective 4.05: Gather information.
   Objective 4.07: Organize and use information.

Theatre Arts Education (2001)

Grade 5

Goal 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
   Objective 1.06: Create dialogue in which characters attempt to resolve conflicts.

Goal 2: The learner will act by interacting in improvisations and assuming roles.
   Objective 2.02: Use vocal expression to demonstrate the thoughts and feelings of real and non-real characters.
   Objective 2.03: Participate in dramatic activities that deal with conflict and emotions.
   Objective 2.06: Utilize gestures, blocking and movement to display ideas and emotions.
   Objective 2.07: Assume the role of a variety of real and non-real characters.

Goal 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.
   Objective 3.02: Employ the basic concepts of time, space, and action in the dramatic process.
   Objective 3.04: Use blocking to non-verbally convey character, mood and actions to the audience.

Goal 5: The learner will research by finding information to support informal or formal productions.
   Objective 5.03: Adapt and use information about character traits derived from a text.
   Objective 5.08: Use emotional recall as the basis for character choices.

Social Studies (2003)
Grade 5

Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.
   Objective 3.01: Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.
   Objective 4.06: Evaluate the effectiveness of civil rights and social movements throughout United States history that reflect the struggle for equality and constitutional rights for all citizens.

Computer Technology Skills (2005)

Grade 5

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
   Objective 2.13: Plan, discuss, and use search strategies with two or more criteria to find information for assignments/projects/products about the Western Hemisphere. Strand - Telecommunications/Internet

Capturing History

Goal 4.07

Lesson Overview:
This lesson was written to compliment and enhance the Scholastic Book, Color Me Dark and subsequent production staged and produced by the Kennedy Center. This lesson also stands individually and may be taught without referencing the book or the play.
Through teacher-guided discussions and hands-on activities, students will understand the political and economic reasons for the African-American migration to Northern cities between the World Wars. They will discover the similarities and/or differences of life experiences in the South and the North through research, photographs, and artwork, as well as examine how these changes affected African-American life.

**Length of Lesson:**
Four to five 45-minute class periods

**Notes:**
This lesson is particularly suitable for grades 5-6.

**Instructional Objectives:**
Students will:
- learn and discuss the political and economic reasons for the African-American migration north.
- learn the migration route of African-Americans by drawing routes between southern and northern states.
- analyze and discuss changes between rural and urban life through what they observe in a variety of photographs.
- compare and contrast elements of rural and urban life in a Venn diagram.
- discuss differences in rural and urban life as depicted in the art of Jacob Lawrence and Ellis Wilson.
- create a panel of artwork using a variety of materials that will express an aspect of African-American life in the South and/or North during the 1900s. These panels will be joined together to create a wall hanging.

**Supplies:**
- Chart paper
- Computer
- Construction paper
- Glue
- Markers, crayons, colored pencils, or paint
- Online photographs (printouts optional)
- Pencils
- Printouts of maps
- Scissors
- Venn diagram
- Writing paper

**Instructional Plan:**

**Moving North**
Introduce the topic of the Great Migration by presenting the [PBS Photograph of the Migration of an African-American family](https://www.pbs.org/wgbh/emuseum intimidates/questions/201/). Elicit observations from students about the photograph (e.g., African-American family, traveling by car, moving somewhere due to the suitcases on top of the car, looks like they are in the country, etc.). Tell the students that this photograph was taken in the past during the 1900s. Ask the students why they think this family might be moving and list responses. (e.g., find a better home, new job, better life, etc.). Write responses on the board.

Ask students: *Does anyone know another word that can be used to describe the movement of people from one place to another?* Write the word "migration" on the board. Explain to the students that from 1900 to 1920 large numbers of African-Americans migrated/moved to northern cities. This time was referred to as "The Great Migration."
Explain to the students that there were many reasons for this move. Make references to the chart you created earlier. Write the word "segregation" on the board and explain its definition.

**segregate:** (verb) to separate or keep people or things apart from the main group.)

Discuss that African-Americans were separated from whites, and that in the South, schools, hotels, restaurants, and other public places were segregated. African-Americans were not allowed to vote and were excluded from many job opportunities because of the color of their skin, so they wanted to move to a place where life would be better for them.

Tell the students that we are going to find out where African-Americans moved to and where they came from during the Great Migration. Divide students into small groups. Present each group with a copy of National Geographic's Xpeditions Atlas. Note: When on the site choose "United States" in the Select Location window, then go to the lower left-hand side and click on "enlarge." You can now print a copy for each of your small groups.)

On the chalkboard or on chart paper make two columns: Label one column "Some Southern States Where African Americans Lived During the 1900s," and then list the following states beneath: Louisiana, Mississippi, Arkansas, Georgia, Alabama, South Carolina, and Florida. Label the other column "Some Northern States Where African-Americans Migrated to During the 1900s," and then list the following states beneath: Illinois, Michigan, Indiana, New York, and Pennsylvania. Have students choose two different color crayons or markers. Have them locate the states in the first column and color them one color; do the same in another color for the states in the second column. Note: The map U.S. map cites abbreviations of states. For printable state maps, which also show complete state names and cities, click on the individual state from the larger map. When they finish, direct them look at the map. On the board review directionality: north, south, east, and west. Ask students to determine the direction from which African-Americans started to migrate. Responses should be south/southeast to north/northeast. Students can then color in all the other states on the map a third color. This will clearly indicate in which areas African-Americans lived and where they migrated.

Tell students that African-Americans generally migrated northward in two distinct patterns. One group of migrants—originally from Louisiana, Mississippi, and Arkansas—followed the Mississippi River north and landed in such cities as Chicago, Illinois; Detroit, Michigan; and Gary, Indiana. Have students write the names of these cities on the map. The other group of migrants—predominantly from Georgia, Alabama, South Carolina, and Florida—traveled east, moving northward along the railroad lines of the Atlantic Coast. They settled in such cities as New York, New York and Philadelphia, Pennsylvania. Again, have students label the cities on the respective states. When the students have finished have them draw lines to show the two migration routes that were just discussed.

Finally, have students title the map: "The Great Migration Routes of African-Americans 1900s." Explain to students that there were other Southern and Northern states and cities involved as well in the Great Migration, but they've studied some of the main ones.

**Country Life Versus City Life**

In preparation for step #4 of this lesson, you will need to use the Rural and Urban Life interactive photo gallery. You can retrieve more photographs by using the Library of Congress: American Memory Website, and clicking on “Search.” In the Search field provided, cut-and-paste or type in the first few words of the titles listed below; click “Search,” then click on the title link. Bookmark each page so it is ready when you want to print. If you want to enlarge the photograph, double-click directly on it. The following photos are available on the interactive photo gallery:

Note: The original titles of the photographs appear on the handout. Most of the titles use the word "Negro" to refer to African-Americans. Before distributing the handout, you may wish to tell students that the use of the word "Negro" was common at the time the photographs were taken. Today, the term has a more negative connotation.

Comparing Homes Exterior:

The home of Lloyd Rhodes, Negro tenant farmer near Siloam, Greene County, Georgia
Home of well-to-do Negro living on the south side of Chicago, Illinois

Comparing Bedrooms:

Interior of Negro tenant's home showing mosquito netting over bed. Mileston Plantation, Mississippi
Master bedroom in home of well-to-do Negro. Chicago, Illinois

Comparing School Setting:

Siloam, Greene County, Georgia. The Negro school.
Young people outside of Negro high school, Black Belt. Chicago, Illinois

Comparing Churches:

Negro church. South Carolina
Easter procession outside of a fashionable Negro church, Black Belt. Chicago, Illinois

Comparing Barbershops:

Mr. Oscar J. Freeman, barber, owns the Metropolitan Barber Shop, 4654 South Parkway, Chicago, Illinois. He has been in business fourteen years.
Saturday afternoon outside of a Negro store and barbershop in Union Point, Greene County, Georgia
Have students take out their maps of the United States from the previous lesson and review the migration patterns from the South to the North of Africans-Americans during the 1900s.

On a chart or chalkboard make two columns: Label one "rural" and the other "urban". Ask students to define these terms:

rural: (adjective) of or relating to the country, country people, country life, or agriculture
urban: (adjective) of or relating to a city, city people, or city life.

Add the words "country" below "rural" and "city" below "urban".

<table>
<thead>
<tr>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>City</td>
</tr>
</tbody>
</table>

Have students brainstorm the ways in which life in the country would have differed from life in the city; chart them under the appropriate category. (Possible discussion topics: types of transportation, stores, overall environment, crowded versus open spaces, etc.) Tell students that they are going to study photographs to see how life in the rural South for African-Americans was very different from life in the northern urban centers. Also explain to students that southern states are not all "rural" and northern states are not all "urban," but you are specifically talking about rural parts of southern states and urban centers of northern states. Remind students of the definitions of rural and urban when making a determination of an area.

Divide students into small groups and provide each group with a pair of photographs from the handouts. As you distribute them explain to students that these photographs will show African-Americans in the rural South and in northern cities. Some photos will be homes, schools, churches, etc.

Distribute writing paper to students. Tell them to look carefully at the pair of pictures; compare them by discussing with the group and writing in the similarities and differences. Have them ready to identify which picture represents rural life and which picture represents urban life.

After each group presents their findings orally, each student will summarize the similarities and differences between rural and urban life on the downloadable Venn Diagram. If time allows, students can present their Venn diagram.

**Art Imitates Life**

Review with students the reasons for the Great Migration of African-Americans during the 1900s. (Lack of job opportunities, segregation, wanting a better life and better education, etc.) You can reference the chart that was made with the class earlier in the lesson.

Ask students: How do we learn about important historical events? (Through written work, textbooks in school, books in a library, etc.) Ask if important historical events can be presented in another form besides the written word. Explain that artwork such as paintings or sculptures can represent an important historical event. Tell students that we are going to look at a painting in the Metropolitan Museum of Art depicting George Washington Crossing the Delaware, 1851. Read aloud or have a child read the description of the painting. Tell students that certain painters/artists sometimes would portray important events or choose an event or issue they felt strongly about and portray it in their art.

Tell the students that they are going to view the works of two well-known African-American artists used their artistic talents to express the experience of African-Americans. Point out that these artists painted most of their works in the mid-1900s, after the most intense period of the Great Migration, but that their works reflect the rural and urban lives of African-Americans. The artists' names are Jacob Lawrence and Ellis Wilson. (Write their names on the chalkboard or chart.) Tell the students that they are going to look at how these artists' work represents rural and urban life of African-Americans. Review the definitions of rural and urban with your students.

Explain that painter Jacob Lawrence was born in Atlantic City, New Jersey. He is considered a leading African-American artist. He is famous for the distinctive flat surfaces of his narrative paintings (narrative meaning that when you put all of his paintings together they tell a story). Tell students that they are going to take a look at several of his paintings from a series called, "The Migration of the Negro." Ellis Wilson was born in Mayfield, Kentucky. He was one of the earliest African-American painters to portray the everyday lives of African-Americans in rural settings. Note that Wilson made special use of color and form. Review with students definitions of color and form as they related to studying a painting:

**color:** 1. (noun) A property of an object that reflects light of a certain wavelength. The eye perceives such light as being red, yellow, blue, etc. 2. (noun) The appearance of a person's skin. 3. (noun) A substance, such as a dye or pain, that gives something color. 4. (noun) The use of color in painting.

**form:** 1. (noun) The shape or structure of something. 2. (noun) The design, structure, or pattern of a work of art.

Tell students that they are going to begin with Jacob Lawrence's work. Go to the interactive Jacob Lawrence: Exploring Stories Web Site of the Whitney Museum. The window will open to the panel 1, The Migration of the Negro. Read aloud the information located in
the box at right entitled, "LOOK." As you move the mouse over the pictures, questions for discussion will appear in the "LOOK" box. Use them to discuss each panel. Clicking on the boxes on the left-hand side can retrieve panels. Continue the same procedure for panel 3, 53, and 58 and for Brownstones. Lawrence's migration series are referred to as panel numbers with the exception of the one entitled Brownstones (that painting would be the second, seventh, eighth and eleventh box on the left). Also use the section entitled "INFO" located in the lower/middle portion of the screen. Discuss what makes the scenes urban, (e.g., brownstones, dress of the couple, the city feel). List ideas on the board/chart under Lawrence's name.

Next display Ellis Wilson's rural paintings. (Click on "Gallery" and view several of the paintings listed on the right side.) In particular, view Funeral Procession, To Market, and Two Mothers. To enlarge, double-click on each one. Discuss what characteristics make his paintings rural (e.g., grassy background, not wearing shoes, dirt roads). List students' ideas on the board under Wilson's name. (Further background and biographical work is also available on this Web site.)

Distribute writing paper; have students write which painting or artist they liked best and why. Share their responses with the class.

**The Great Migration Wall Hanging**

Review with students the names of the two well-known African-American artists whom they learned about in the previous lesson (Jacob Lawrence and Ellis Wilson). Ask students to recall how these artists depicted events in history (Lawrence painted the Great Migration of African-Americans and showed the urban or city aspect in his work; Wilson displayed African-Americans in a rural or country setting).

Remind students of the similarities and differences they saw in the photographs and discuss (e.g., homes and schools in the South were in poor condition, schools and homes in the North were generally in better condition).

Tell students to think about everything they have learned about the Great Migration. Explain that they are going to choose one aspect of it and create their own scene. (For example, they may want to show African-Americans moving in large groups headed north, they may want to show the aspect of segregation of blacks and whites, or they may want to show a side of city life and country life.)

Give squares of colored construction paper-measuring 12" x 12" or larger-to each student or each group of students for their background. Students will cut out shapes from construction paper or any other material you would like them to use to depict their representation of an aspect of the Great Migration. Students will glue these shapes to their colored construction paper. Some students may prefer to paint right on the square. Give students freedom in the way they wish to use the materials.

Have students present their artwork to the class. Collect the panels and put them together to create a wall hanging.

**Assessment:**

Use the Venn Diagram Assessment Rubric and the Visual Arts Assessment Rubric to assess your students' work.

**Extensions:**

Diary Entry. Present the photograph used in step 1, or use any other photos in the lesson that depict people. Have students choose one person in a picture and write a diary entry from that person's point of view about the Great Migration from the South to the North.

**Sources:**

Web:

- Goin' to Chicago
  
  http://www.pbs.org/gointochicago/migrations/essayintro.html

**Authors:**

Scholastic Inc.
New York, NY
Using Timeline Games and Mexican History to Improve Comprehension

Author
Loraine Woodard
San Francisco, California

Goal 4.08

Grade Band
3-5

Estimated Lesson Time
Eight 45-minute sessions

Overview
Timelines help students organize and remember what they have learned. In this lesson, teachers model
comprehension skills to help students identify major historical events and put them in a logical order. Students study the basic elements of Mexican history. They then use online resources to gather the information they need to make an illustrated timeline. The timelines use a different card for each event; students mix up their cards and challenge other students to put them back in order, teaching each other what they have learned. The amount of research required can be adapted for each student's ability.

From Theory to Practice

- Reading researchers have developed approaches to stimulating active reading by teaching readers to use comprehension strategies. Of the many possible strategies, the following often produce improved memory and comprehension of text: generating questions about the text while reading, constructing mental images representing ideas in text, and summarizing.

- The starting point for the development of many comprehension skills is teacher modeling of those skills.

- Teaching comprehension strategies and reading more diverse texts, especially texts full of important world knowledge, can enrich primary education.

Student Objectives
Students will

- Learn about the purpose of timelines by reviewing and discussing them and then using information they locate to create their own
- Learn about the history of pre-Hispanic Mexican cultures by doing online research
- Read for a purpose as they identify main events in history to graph on a timeline
- Visualize what they read by adding illustrations with descriptive captions to each event
- Work in cooperative groups to share their work by playing a game that involves logic and reasoning

Resources

- Classroom Resources
  Mesoamerica Review Questions
  Mesoamerica Answer Sheet
  Timeline Samples
  Timeline Survey sheet
  Timeline Assignment Sheet
  Timeline Grading Checklist
  Student Evaluation
  Map of North America
  Computers with Internet access
  Heavy paper or file folders
  Colored pencils and markers
Glue or tape

Rulers

- **Websites**
  - The History of Mesoamerica
  - HRW World Atlas: North America
  - Mexico: Splendors of Thirty Centuries: Pre-Columbian Timeline
  - World Almanac for Kids: U.S. History Timeline
  - Jump Back in Time: America's Story from America's Library
  - The American Presidency: A Glorious Burden
  - Interactive Timeline
  - Xpeditions Atlas: North America

**Instructional Plan**

**Preparation**

1. Review The History of Mesoamerica website. You will want to look at every section of the timeline that is included in this section, familiarizing yourself with the text and the history. In particular, focus on the pages describing the Preclassic and Classic periods as you will review these with students. If you would like to view this information in Italian, French, or Spanish, visit the Mexico for Kids homepage and click on the appropriate link. You should also look at the Mesoamerica Answer Sheet and the Timeline Samples to get an idea of what students will be expected to do.

2. Think about how much research your students are prepared to complete and how much information you want them to synthesize to create a timeline. You may choose to have students use The History of Mesoamerica website only. Or you may choose to assemble other materials about Mexican history, including textbooks, encyclopedias, library books, and additional websites. If your class is highly heterogeneous in terms of varying language and reading abilities, consider each student’s needs and tell individual students how he or she should proceed with the lesson, either using varied research materials or just the main website.

Additional Web resources that could be used with this lesson include:

- **The Topic: Aztecs**, which has a good list of links related to the Aztecs, including student-created pages
- **Mexico: Splendor of Thirty Centuries**, which has images of Aztec art
- **Ancient Mexican Art**, which is an exhibit from the National Museum of the American Indian and has many images of ancient Mexican art

3. If you do not have computers with Internet access for students to use in your classroom, reserve five 45-minute sessions in your school’s computer lab (see Sessions 1 through 5). Bookmark The History of Mesoamerica, HRW World Atlas: North America, Mexico: Splendors of Thirty Centuries: Pre-Columbian Timeline, World Almanac for Kids: U.S. History Timeline, Jump Back in Time: America’s Story from America’s Library, The American Presidency: A Glorious Burden, the Interactive Timeline, and any other websites your students will use for research. If possible, arrange to use a computer with Internet access and an LCD projector during Sessions 1 through 3.

4. Find two printed timelines to use with students as samples, and either copy enough for each pair of students or, if they are in a class textbook, make sure there are enough books for each pair to refer to one. If you have one posted on the classroom wall that would work too.
5. Print and make double-sided copies of the Timeline Survey sheet, making a total of four surveys for each student in your class.

6. Make one copy of the Mesoamerica Review Questions, the Timeline Assignment Sheet, the Timeline Grading Checklist, and the Student Evaluation for each student.

Instruction and Activities

Session 1

1. Ask students to remember for a moment what they know about Mexico. Point out where Mexico is on a map of North America. Then have them do a pair-share, taking turns telling their partners what they know. After a couple of minutes, ask for a few volunteers to tell the class what they discussed with their partners.

2. Explain that they will be studying, researching, and writing timelines of part of Mexican history using the Internet and other materials. They will then play a mix-up game with each other's timelines to learn from each other's work.

3. Share a sample timeline (see Preparation, Step 4). Ask students if they know what it is and when and why they think a timeline might be useful. Explain that timelines are a way to organize information and make it easier for us to visualize and understand when different historical events happened in relation to each other. Pass out the Timeline Surveys and help students fill out the first one using this timeline, discussing appropriate answers to each question.

4. Have students fill out the second survey with a partner using another one of the timelines you have prepared.

5. Ask students if they think timelines are useful if you want lots of details about how people lived in a certain time or if you want to know when important events occurred in history. Talk about the fact that timelines are meant to summarize history and generally cover major events or trends.

6. Explain that they will be reading to gather information on important events to make a timeline, which will help them to share what they learned with their classmates. Ask them why a timeline might help them to more easily explain what they learn about history, writing down their responses. You want to work towards the fact that reading about history is not always easy, but that it's easier to read when we have a purpose. In addition, when we organize information in a visual way, like a timeline, a graph, or a Venn diagram, we remember it better and are able to share it with others more easily.

Sessions 2 and 3

1. Use classroom computers or have students take their Timeline Surveys to the computer lab so they can fill them out for two of the online timelines that you bookmarked (see Preparation, Step 3).

2. When students are finished, ask a few volunteers to tell the class about one of their timelines. They might say what it is about and the time period it covers, show a picture they drew and describe it, or tell of an interesting historical fact they learned. Collect the surveys and give points for work completed correctly.

3. Have students go to The History of Mesoamerica website or show it using an LCD projector if you have one available. Ask if they think the pentagonal graph is a timeline. (The answer is yes, despite its shape, because it summarizes the main historical periods in Mesoamerica.) Talk about the entries on the timeline and ask students what they mean. Ask students why the term Discovery of America is used here. Do they see a problem with this term? (If you already lived in Mesoamerica, you wouldn't consider this to be a "discovery" — this term represents only the point of view of the Europeans who did not know America existed.) What other term could be used instead to not show just one point of view? (Perhaps the term European discovery of America would be more appropriate.)

4. Ask students to look at the area on the map labeled Mesoamerica. Then tell them to compare it with
another map of the same area showing the names of the present-day countries. (You can use a classroom map of North America, Xpeditions Atlas: North America, or HRW World Atlas: North America.) Ask a volunteer to explain where Mesoamerica is (central to southern Mexico and part of Central America). Ask students to guess what the prefix meso means based on where Mesoamerica is on the continent. Lead them to deduce that it means middle and have a student use a dictionary to verify it. Then have a student look up the word arid. Explain that the area labeled Aridoamerica on the map is so named because it is a dry, desert land.

5. Have students click on the Preclassic Period link on The History of Mesoamerica website. Read aloud as students follow along (or ask volunteers to read). Ask students which important events mentioned could be put in a timeline for this period. Draw a line on the board or overhead and read the online passage again, stopping to add important events to the line (see the list of events for this period on the Mesoamerica Answer Sheet for ideas).

6. Think aloud with your students about the correct order for the timeline, commenting that exact dates and years are not given here; perhaps it was so long ago historians do not have exact years. Say that logic must be used to put the main events on the timeline. For the first two main events, talk through how you imagine the agrarian societies evolving into a great civilization and the population growing. Ask students which of these two things they think happened first. Did the population grow because they had food and lived longer, then a great civilization evolved? Or did the population grow because the great civilization had better health care and nutrition? Encourage students to express their opinions and come up with theories.

7. Sum up the discussion, paraphrasing the opinions of students who spoke up. Conclude that evolution means the process happened gradually, so on your timeline you think it is more logical to mention the evolution of a great civilization first, then the population growth. This discussion should lead students to see that there are different ways of interpreting historical facts. Point out that different interpretations might make for different ordering on timelines when dates are not available and they will have to use logic to explain how they ordered events.

8. Continue to think aloud about this civilization as you read to gather main ideas and paraphrase them in a logical order. Model paraphrasing by thinking aloud about what each phrase means and stating it in a different, more succinct way.

9. Read all of the text and click on all links. Identify main events together until you have at least five entries on your timeline.

10. Have students skim the section again to choose an illustration to fit with each event. Tell them that illustrations are a way to mention some interesting details about how people lived on a more general timeline. Draw a rough illustration under each event (or have students volunteer to draw) and write a caption describing each one.

11. Do a similar read-aloud and discussion as above for the Classic Period while making a rough timeline on the board. Point out that information about when anthropologists discovered important findings would not be put in a timeline about that period because the discovery likely occurred much later, in a completely different era.

12. Erase or cover the timelines on the board. Pass out the Mesoamerica Review Questions and have students fill them out using the website to find answers. Go over answers together, using the Mesoamerica Answer Sheet for reference.

13. Read the Timeline Assignment Sheet together and explain that during Session 4 they will begin this part of the lesson, so they will need to bring this sheet.

Sessions 4 and 5

1. Organize students into groups of three and assign each group member a different historical period: Postclassic Period, Discovery of America, or The Conquest of America. Have students make a horizontal line in the middle of a sheet of paper and write the name of their period on top. Remind them to look at all links for their period on the website and write important events and years (if available) on their lines. Have them number each event showing which happened first, second, and so on, in a logical way. Tell them to also draw or print illustrations for each event and write a caption
explaining each one, like they did on the Mesoamerica Review Questions.

2. Pass out the Timeline Grading Checklist and go over it with students, explaining that this is how the timelines will be graded.

3. Students should use The History of Mesoamerica website to start reading about their period and making a rough draft of their timeline. They will need five or six important events.

   Students who are more advanced can use the materials you assembled and the other websites to supplement their research (see Preparation, Step 2).

4. When students finish their research, they should use their notes to type a draft of their timelines using the interactive Timeline tool by following the steps described on their Timeline Assignment Sheets. Ask them to place all work in a folder and turn it in at the end of the session.

   Note: Before Session 6, mark corrections, suggestions, and observations on students’ drafts. Use the Timeline Samples as a reference to make sure they covered the main events of their period and use the Timeline Grading Checklist to review the requirements. Use terms such as "paraphrase" when text is copied exactly and "write only main events" when a minor detail is included. Mention main events that might have been left out. Meet with students individually as needed to question them about their decisions regarding events and how they are ordered.

Session 6

1. Pass back the timeline drafts with your comments to students. Give them time to review them carefully and make handwritten corrections as needed.

2. Have students cut out rectangles from heavy paper. You might use file folders and have students cut them into four equal rectangles. Have quicker students cut out extras so that each student has six or seven rectangular cards (you will need the extras later for the title cards). Then have students use rulers to make three parallel lines along the top of each card. At the beginning of the top line, have them write Event. The rest will be for the illustration.

3. Students should begin transferring information and illustrations very neatly from their timeline drafts to their cards. Tell them to leave out dates for now so it will be harder for other students to figure out the order; if a date is available for an event, they can just write Date: ______ at the end and fill it in after their peers have had time to play the game. They should write their names on each card and make the cards attractive, adding colorful borders, motifs from their time period, and other artistic details.

4. Have students make an answer sheet listing the correct order of their cards, using the first five words from each card and the correct date (if available) that they will add later. Students should then mix up their cards and save them for Session 7.

Session 7

1. Have each student take out a blank sheet of paper, title it Score Sheet, write his or her name on it, and draw two lines down the middle to make three columns, one labeled Student author and time period, the other Number correct, and the third Signature. Tell students they will turn these in at the end of the period.

2. Tell students to take out their timeline cards. In their groups of three, have them exchange sets of cards and make educated guesses to try to put their classmates’ cards back in order.

3. As students complete the game, the author should check against the answer sheet and say how many are in the correct place. The player should use the score sheet to record the name of the student author and time period, and how many were correct; the student author will sign.

4. If time permits when students have finished playing with their group members, they can walk around to other tables and play with other students, keeping track of the results on their score
Session 8

1. Have students finish their cards by adding the dates and years that are available. Pass out an extra card to each student and have them make an attractive, colorful title card for their timeline with the name of their historical period and their own name on it. As they finish, pass out tape so they can put their timelines in order, title first, on the wall of the classroom or hallway. Each group could be assigned a space to put their timelines up together.

2. Have each student fill out a Student Evaluation. Discuss answers to each question as a class.

Extensions

- Students can make a poster depicting some aspects of Mexican history.
- Take students on a field trip to a local museum with exhibits on Mexican history.
- Have students make PowerPoint presentations of their timelines.
- Students could be offered extra credit for cooking a Mexican dish and bringing in samples to share. Recipes from Mexico are available at A Traditional Mexican Comida: Do-It-Yourself.

Student Assessment/Reflections

- Informally assess students' prior knowledge of Mexico during the discussion in Session 1. Address any misconceptions and add basic information as needed.
- Collect and evaluate the Timeline Surveys, Mesoamerica Review Questions, and timeline drafts to check for individual understanding.
- Evaluate the final timeline using the Timeline Grading Checklist.
- Observe students while they play the game during Session 7. Did they understand the mechanics of the game and set up their cards properly? Are they able to complete their peers' timelines?
- Written and oral reflections in Session 8 will help students remember and think about what they have learned. This is a good opportunity for metacognition, as students realize that they read and remember facts better when they use techniques such as reading for a purpose, visualizing, graphing, and explaining what they learned to others.

IRA/NCTE Standards

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 nonfiction, classic and contemporary works.

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).

7 - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print
and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

10 - Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
Social Studies — Grade 5

Goal 5, Objective 5.01

FROM BOOMTOWN TO GHOST TOWN

Overview:
In order to fully understand the geographic concept of natural resource use, students should learn about the ways that resource extraction affects the physical and human landscape. In this lesson, they will discuss how a specific economic activity in a region can facilitate the creation of towns, which often turn into ghost towns if the economic activity ends.

Connections to the Curriculum:
Geography, economics, environmental science

Connections to the National Geography Standards:
Standard 11: "The patterns and networks of economic interdependence on Earth's surface"
Standard 14: "How human actions modify the physical environment"
Standard 16: "The changes that occur in the meaning, use, distribution, and importance of resources"

Time:
Two to three hours

Materials Required:
- Computer with Internet access
- Writing and drawing materials, including large pieces of paper and poster board

Objectives:
Students will

- view and discuss photographs of ghost towns;
- view and discuss a simple simulation of how a mining town might evolve and then deteriorate into a ghost town;
- answer questions about the California gold rush; and
- create posters or booklets showing the "life cycle" of a mining town, from before its foundation to its status as ghost town.

Geographic Skills:
Asking Geographic Questions
Acquiring Geographic Information
Organizing Geographic Information
Answering Geographic Questions
Analyzing Geographic Information

Suggested Procedure

Opening:
Have students look at the pictures of ghost towns at the following Web sites:

- Bodie Photo Album
- Ghost Towns of Arizona
- Historic Ghost Towns (Colorado)

Pose these questions to the class:

- What do these towns look like?
- Does it look like anyone is living there now?
- Why do students think these towns are called ghost towns?

Tell the class that they are going to be learning the story of how ghost towns are created.

Development:
Ask students to name some of their favorite belongings or some of the things they would like to own. They might mention the latest trends in trading cards, video games, sports shoes, or other material items. Discuss the reasons why these items are desirable.

Ask students to imagine that there has been an incredible new discovery: the most popular possession for kids their age has been found to occur naturally underground in some parts of the country. It's a ridiculous idea, perhaps, but ask them to go along with it for fun and for the sake of the lesson.

Take students through the following chronological scenario, asking them to answer the questions in a class discussion. Fill in the blanks with the name of the popular item. You can choose to simply read the scenario to the class, or you can have students help you illustrate the steps on a U.S. wall map and the board. Instructions for illustrating the scenario are provided.

What would happen if _________ were found in large quantities on public land (land owned by the government instead of by individuals) in the mountains of western Wyoming, available to anyone who could find and remove them from the mountains? What would people do? What would you do? What if there were people already living in these mountains—what would they say about the discovery?

Have a student tape a picture of the object to western Wyoming on the map. Other students can draw pictures of how they and the native people might react.

What would be needed if thousands of kids or adults ended up living in the Wyoming mountains looking for _________? What types of things would these people need in order to spend a long time looking for _________? Students should mention that they would need housing, food, and some other basic services and commodities.

Have a student place a picture of a town and some basic human necessities on western Wyoming on the map.

What would happen if, after a few years, the supply of _________ suddenly ran out or it became very hard to find any more _________? What would the "miners" do? What would happen to the towns and businesses that had sprung up to serve the "miners?" Students should recognize that the "miners" would probably have to leave in search of other work. That means the businesses would subsequently have no more customers and be forced to leave as well, thus creating a ghost town.

Have a student remove the popular object from the map and also remove the services provided to the "miners."

Explain that the above scenario is more or less what happened to many towns during and after the California gold rush. In that case, people headed west in search of gold. Have students read about the gold rush at the following Web pages, and write answers to the questions below. (They might also want to refer back to the Web sites listed in the Opening, as well as searching for other sites on their own.)

California Gold Rush History
California National Historical Trail
Oakland Museum of California: Gold Rush! California's Untold Stories

- Who lived in the California gold region before gold was discovered? What happened to these people once the miners started to arrive?
- How did the miners get from the East Coast to California? Was this a difficult or an easy journey?
- Did everyone who mined for gold get rich? Why or why not?
- What happened to the supply of gold after a few years?

Closing:
Bring the class back together and discuss students' answers to the above questions. Did students come to the same conclusions? Why or why not?

Suggested Student Assessment:
Have students create posters or booklets titled "The History of a Ghost Town." Their posters or booklets should be divided into at least five sections that use pictures and/or drawings to illustrate

- the location of a future ghost town before any miners have moved there;
- the beginning of the mining industry in that location;
- the heyday of the mining industry there;
- the decline of the industry; and
- the ghost town as it might look today.

Each picture should have a caption describing the reasons why the location looks the way it does.

**Extending the Lesson:**

- Have students use the Internet or an encyclopedia to find out about a modern-day town that is heavily based on one industry, such as coal mining or the poultry industry. Have them report on this town's businesses and write paragraphs describing how the town might benefit from getting some other industries to move in.

- Ask students to write paragraphs answering the question "Why do some towns become ghost towns?"

**Related Links:**
- Bodie Photo Album
- California Gold Rush History
- California National Historical Trail
- Ghost Towns of Arizona
- Historic Ghost Towns (Colorado)
- National Geographic: Xpeditions Activity—The Quest for Gold
- Oakland Museum of California: Gold Rush! California’s Untold Stories
Social Studies — Grade 5

Goal 5, Objective 5.02

Online Lesson

About this lesson
grade level:  K-2  3-5

curriculum standards:  1

author: NCEE Technology Staff

posted on: February 18, 2004

Teacher's Version

This lesson provides you with the resources that you will need to teach this lesson. We have also provided a link for your students to follow this lesson online. The link below contains only the information your students need:

http://econedlink.org/?a=540

Key Economic Concepts:

- Goods
- Natural resources
- Producers
- Services

Description:

In this lesson students review the concepts of goods, services, and producers using the Internet to locate examples of each in a teacher’s classroom. They learn about the three kinds of resources necessary to produce goods and provide services locating examples from a picture tour of the Crayola Factory. Through interviews they learn about the work of the people in their families and draw conclusions from their findings. Finally, they examine a picture of a farmer working in a field to identify examples of natural, human, and capital resources.
Lesson Objectives:

Students will:

- Identify producers as workers who produce goods and provide services for consumers.
- Identify the productive resources producers use.
- Define the three kinds of productive resources as natural resources, human resources, and capital resources.
- Provide examples of each type of productive resource.

Introduction:

This lesson is designed to review the concepts of goods, services, and producers that were introduced in the lesson, Mystery Workers from Master Curriculum Guide in Economics--Teaching Strategies K-2. It then extends the lesson by teaching students about the productive resources producers use to produce goods and provide services.

Productive resources are divided into three categories: natural, human, and capital. Natural resources, also collectively called 'land,' are 'gifts from nature' that have not been altered by human hands. Human resources, also called labor, represent the quantity and quality of human effort directed toward production. Capital resources are goods made by people and used to produce other goods and services.

Process:

Part 1

Review with students the definition of goods. Tell them that a good is an object that can satisfy people's wants. Ask students for examples of goods that might be used in a classroom. (book, chalk, eraser, pencil, paper, desk, chair)


Instruct students to look at the pictures of Mrs. Perkins classroom and students. Ask them to look for examples of goods. (This site changes from time to time so examples will vary.) In this matching classroom goods activity, tell students to match each good that they might find in a classroom with its description. Tell the students to drag each good to the correct description.

Review the answers.

Direct students to look at the pictures of goods displayed on the screen in the following interactive activity. Tell them to drag the good to the correct riddle.

Review the answers. [scissors, hose, crayons, hose, book, apples]

Part 2

Review the concept of services. Tell students that a service is an activity or action that satisfies people's wants. Ask students what service each of the following workers provides:

- School bus driver [transportation]
- School cafeteria workers [preparation of lunch]
- Teacher [education]
- School nurse [medical help]
- School custodian [cleans the school]

Direct students to http://teacher.scholastic.com/commclub/

Divide students into groups and assign each group one of the following workers:
Instruct students to print a copy of *Workers in the Community*. Ask the students in each group to find out what service their worker provides and record the information on the worksheet.

Have groups share their findings.

Part 3

Tell students that workers who provide goods and services are called producers. Instruct them to match each of the producers with the good or service they provide by dragging the picture of the good or service next to the name of the producer in the matching producer activity.

Instruct students to print a copy of Activity 2. Ask them students to interview one adult using the questions on Activity 2. Have students record their answers on the activity sheet. Have them students share their interviews with the class.

Make a chart similar to the one below. Ask students to provide examples of workers who produce goods and those who provide services. Record answers in the chart.

<table>
<thead>
<tr>
<th>Producers of Goods</th>
<th>Producers of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Help students draw some conclusions from the interviews. One conclusion might be that most of the workers in their community provide a service.

Part 4

Tell students that producers use resources to make goods or provide services. There are three types of resources. These are natural, human, and capital.

Explain that natural resources are gifts of nature that are untouched by human hands; they can be used to produce goods we want. Ask students for examples of natural resources. [sunlight, tree, land, coal, oil, water]

Explain that human resources, also called labor, are the people who do the work. Ask students to identify some human resources in the school. [teacher, librarian, principal, secretary, custodian, cafeteria worker]

Define capital resources as goods made by people and used to make other goods or to provide services. Tell students that a hammer is a capital resource. Ask them to provide other examples of capital resources they use in the classroom each day. [pencils, scissors, table, chair]

Tell students to look at the picture of the construction site. Ask them to click on a natural resource in the picture. Then, they should click on a capital resource. Finally, ask them to click on a human resource.

Direct students to [http://www.crayola.com/factory/preview/factory_floor/crayon_mfg.htm](http://www.crayola.com/factory/preview/factory_floor/crayon_mfg.htm).

Assign the students to work in pairs, locating examples of natural, human, and capital resources. Remind them that natural resources are 'gifts of nature' that have not been changed by people. Point out that it is very
hard to find examples of natural resources and you could only find one. Instruct students to print a copy of 'Resource Hunt' and record their answers.

Review student answers.

- Natural: water used as coolant
- Human: workers who run the machines
- Capital: any of the machines used such as labeling, molding, and mixing machines

Conclusion:

Use the following discussion questions to review the key points of the lesson:

1. What is a good?
   [An object that satisfies a person's want] Give an example.
2. What is a service?
   [An activity or action that satisfies a person's wants] Give an example.
3. What is a producer?
   [Someone who makes a good or provides a service to satisfy wants]
4. What do producers use to make their goods or to provide services?
   [resources]
5. What is a natural resource?
   [gifts of nature]
6. What is an example of a natural resource?
   [water, land, tree]
7. What are human resources?
   [people who do the physical and mental work]
8. What is an example of a human resource?
   [teacher, truck driver, gardener, pilot]
9. What are capital resources?
   [Man-made goods used to produce a good or provide a service.]
10. What is an example of a capital resource?
    [tools, factories, machines]

Assessment Activity:

Direct students to look at the picture on the attached 'Farm Resources' worksheet. Instruct them to print a copy of the worksheet and study the picture to find information needed to complete the activity.

[Answers for Farm Resources: natural: farm land, human: farm worker, capital: tractor]

Extension Activity:

Read the story Roxaboxen written by Alice McLerran, illustrated by Barbara Cooney Published by HarperCollins (April 22, 1991). Ask students to create their own name for a community and have each one think of a good or a service he or she could provide to community members.

Teacher Reviews

A very well written lesson except for part 3. The lesson provides a appropriate content and learning for K-5 students. The interactive activities are great. I would use this lesson.

Debora from Fort Worth, Texas
I was very pleased with this activity. My children were able to grasp the concept of the three resources quickly because of the online, visual, interactive activities. Great lesson!
Nan C. from Mount Airy, MD

This is a great way to learn about resources. Thank you
Betelehem from Perth

Social Studies — Grade 5

Goal 5, Objective 5.05

Solar Cooking

In this lesson, students will build a minimal solar oven that works using two cardboard boxes.

A lesson plan for grades 3–5 Social Studies

By Libby Morrison

Learn more

Related pages

- Blackbeard: The Most Feared Pirate of the Atlantic: Students will acquire information about Blackbeard through primary resources and apply their knowledge to create a newspaper article concerning his life.

Related topics

- Learn more about social studies.

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Learning outcomes

Students will:

- build a minimum solar box cooker.
- measure and record the temperature inside the oven over a period of time.
- choose and carry out a cooking project for the solar cooker.

Teacher planning

Time required for lesson
2 hours

Materials/resources
First Activity - Solar Box Cooker

- Two cardboard boxes. One should fit inside the other by at least one-half inch.
- One sheet of cardboard to make the lid somewhat larger than the top of the outside box.
- One small roll of aluminum foil.
- One can of flat-black spray paint (says on can “non-toxic when dry”).
- White glue
- One sheet of clear laminating film for see-through top.

Second Activity - Recording Temperature

- Purchase an inexpensive oven thermometer.
- Solar box cooker
- Pencil and Paper for record-keeping, or log.

Third Activity - Cooking

- Any ingredients for selected cooking project
- Dish or pan and utensils for cooking
- Hot mitts (the oven gets very hot)

Optional Activities
My students also used the oven project to learn about following directions, third world countries (fuel resources, economy, etc.), solar power, scientific method, measuring temperature, measuring ingredients, figuring cost efficiency (see Solar Cooking Archive FAQ section for cost figures), etc.

**Technology resources**
Computer with Internet access, or copy of printed instructions for minimum solar cooker from Internet site (below).

**Pre-activities**

First Activity - Solar Box Cooker
Obtain necessary materials to build cardboard oven.

Second Activity - Recording Temperature
Purchase oven thermometer.

Third Activity - Cooking
Purchase ingredients and bring necessary cooking utensils.

**Activities**

First Activity - Solar Box Cooker
Students will build a minimum solar box cooker following directions available from Solar Cooking Archive Internet site [http://solarcooking.org/minimum.htm](http://solarcooking.org/minimum.htm).

Second Activity - Recording Temperature
Put purchased oven thermometer inside oven. Students place completed oven in the sun positioning it carefully for maximum exposure to direct sunlight. Every ten minutes a selected student goes out to record the temperature and reports the results to the class.

Third Activity - Cooking
Set oven in the sun to preheat. Prepare ingredients following chosen recipe. Place dish or pan in the oven to cook. Make observations about every thirty minutes. Solar cooking time is longer than with conventional ovens. Remember mitts to remove the dish from the oven.

**Assessment**

First Activity - Solar Box Cooker
Complete working cardboard oven.

Second Activity - Recording Temperature
Log or journal of activity, including temperature readings.

Third Activity - Cooking
Eating the results!

**Supplemental**
Social Studies — Grade 5

Goal 5, Objective 5.06

Hey, Mom! What's for Breakfast?

Key Economic Concepts:

- Consumers
- Economic wants
- Goods
- Producers
- Productive resources
- Services

Description:

In this lesson students working in cooperative groups will:
1. Discuss food items they consume for breakfast.
2. Investigate elements of foreign culture, particularly food.
3. Use map skills to locate selected foreign nations.
4. Increase their knowledge of the these definitions: Economic wants are things people would like to have. Goods and services are provided to fulfill these wants. Those who create the goods and provide the services are producers. Those who use them are consumers. Consumers found in different parts of the world may have differing wants. Foods for satisfying hunger are a common economic want. Foods can vary greatly from one part of the world to another.

Lesson Objectives:

Students will:

- Distinguish between goods and services.
- Identify economic wants.
- Distinguish between producers and consumers.

Resources:

- Pencils for each child
- Large squares of paper for each group, 18” - 24”
- A box of markers for each group
- A box of crayons for each group

Introduction:

In this lesson students working in cooperative groups will:

1. Discuss food items they consume for breakfast.
2. Investigate elements of foreign culture, particularly food.
3. Use map skills to locate selected foreign nations.
4. Increase their knowledge of the these definitions:
   - Economic wants are things people would like to have.
   - Goods and services are provided to fulfill these wants.
   - Those who create the goods and provide the services are producers.
   - Those who use them are consumers.
   - Consumers found in different parts of the world may have differing wants.
   - Foods for satisfying hunger are a common economic want.
   - Foods can vary greatly from one part of the world to another.
Helpful prerequisites:

*Students will need some experience opening Internet sites.
*Students will need familiarity with definitions and examples of goods, services, producers, consumers, economic wants, and ingredients.

It would be helpful if these vocabulary words and their definitions were written on chart paper to be hung around the room. Students can refer to them as needed and charts can be used again in a later lesson.

Process:

1. Divide students into cooperative learning groups of 3-4 members each. Also, discuss/review aspects of multiple intelligences with your students. Ask boys and girls to write their names in pencil on their square sheets. Position the paper in the middle of the group so that students are able to write simultaneously. Corners might be a good place to start. Each child is then to jot down his/her favorite breakfast foods. Share within each group, then choose one child from each group to share the list with the entire class. Discuss similarities and differences among group choices.

2. Ask the committees to return to their papers and determine what ingredients were used to make these products. For instance, are breakfast cereals made from wheat, oats, rice, fruit, etc... Using a crayon, write the name of the ingredient in color next to the food item. Example: Cheerios (in pencil) Oats (in crayon); Toast and jelly (in pencil) wheat for bread (in crayon) jelly (fruit) in crayon.

After reviewing the vocabulary words (key words) from the lesson objectives, ask each group to create labels with colored markers on their sheets.

Who are the consumers? (the students) Label with marker.

What words indicate ingredients? (wheat, fruit, oats) Label with marker.

Are any producers listed? (producers could be cereal manufacturers and farmers who produce the grain.) Label with marker.

Can you find examples of economic wants? (Foods satisfying hunger are common wants). Label with marker.

Where are goods and services? Label with marker if they can be found, some lists may not have samples for each label.

Point out to students that it's possible that not all labels will be found on their pages. The teacher could return to the vocabulary charts to review the examples for those words not found in student lists. Cooperative discussion will help groups get labels in the correct places. In addition, learners should be able to explain why a label cannot be found among the words on their square sheets. Referring to the posted charts in the room will help guide student discussion and decision-making.

3. Have the students locate the site: Breakfast Around The World and then open and print the following worksheet. Breakfast Around The World worksheet.

Have your students use the following web site Breakfast Around the World and explore the following countries and decide what would be the basic breakfast food that you would find there. Enter the description of the food in the space provide.

Once you have completed this form then go to the following interactive activity and discover how well you research the breakfast foods of these countries. Match the breakfast foods with the correct country. What nation would you expect to have spaghetti for breakfast? [New Zealand]

Answers to the interactive activity:
Argentina - Argentine breakfast beverage is the submarino, which is a glass of steamed milk with a bittersweet chocolate bar melted into it.

China - Rice, dried port, pickles, and soybean juice - with chopsticks.

Russia - A variety of breads, blini, sausages, fried eggs, and cucumber pickles are also typical breakfast items.

Australia - Toast, topped with either spaghetti or baked beans and bacon, is a popular morning dish.

Italy - Fresh rolls with chocolate butter spread, hot milk with a little coffee in it - and you thought it was pasta.

United States - Cereal, milk, juice, and toast - sound familiar?

An alternative activity: Internet Challenge Quiz. Look at the nations shown here. What things can you learn by using this site? Your teacher will assign a country for you to study. Be sure to read about the foods children in this nation eat.

4. Assign nations to each group. Some might be countries you have already studied or will study in the near future. Designate one student to find that nation on a wall map. Another option is to locate their nation using the following site:


The map readers should be able to share something of interest about their country with the class.

5. Discuss why there is variety in the foods. Note climate differences. How does climate affect production? Are some foods familiar to students? Some totally unfamiliar? Dictionaries can be used if students have no idea what a particular food is.

6. Broaden the conversation to include ethnic foods students have eaten in their homes, those available in your community, restaurants that specialize in preparation of foods we think of as "borrowed" from foreign lands. Some may even have been served in the school cafeteria.

7. Again ask groups to locate a web site:

http://www.kidshealth.org/kid/stay_healthy/food/breakfast.html

Then when students are finished they can check out some of the delicious breakfast ideas at:


Conclusion:

Review key vocabulary words, checking for understanding:

- goods
- consumers
- ingredients
- services
- resources
- producers
- economic wants

Review might include samples from the paper squares or any the students can verbalize. Select grade-appropriate words to add to students' spelling lists.

Extension Activities:

A variety of activities are available for the teacher to assign to capable learners or for interested individuals or groups to choose from.
Social Studies — Grade 5

Goal 5, Objective 5.07

Old Business, New Business

Key Economic Concepts:

- Advertising
- Business
- Division of labor
- Goods
- Interdependence
- Services
- Specialization
- Technological changes

Description:

In this lesson students are introduced to several businesses from the past. They see that, while the names for these businesses are different, many of the elements of that job are seen in occupations today. The web site, “Business Cards...” explains that many of our family names may have come the occupations of preceding generations. The activity at the end of this lesson allows children to create a paper object to symbolize the name of the job described. Ultimately, students may wish to investigate the origins of their own surnames and family businesses from long ago.

Lesson Objectives

1. Examine businesses from long ago noting whether they provided goods or services.
2. Learn how some businesses have evolved.
3. Recognize how some family names may be indicators of occupations and businesses of the past.

Materials Needed:

- Chart paper
- Students organizer for note-taking, if desired
- Art materials (colored pencils, paints, construction paper, crayons, glue, etc)
- Samples of business cards, if available

Introduction:

In this lesson students are introduced to several businesses from the past. They see that, while the names for these businesses are different, many of the elements of that job are seen in occupations today. The web site, “Business Cards...” explains that many of our family names may have come the occupations of preceding generations. The activity at the end of this lesson allows children to create a paper object to symbolize the name of the job described. Ultimately, students may wish to investigate the origins of their own surnames and family businesses from long ago.

Open the lesson with a discussion of a business (the occupation, work, or trade a person engages in). Remind the children that people in early communities eventually realized that specialization in jobs
would lead to efficiency. This, then, lead to interdependence among members of an area or town. (Give example of this from students’ lives...teachers and employees of your school, specialty stores in the community, etc.) Ask boys and girls for examples of problems that might arise if business places in your area DIDNT specialize (low inventory, higher prices, unsold goods, food spoilage, low profits)

Process:

Activity 1:

The following web site introduces students to some long-ago occupations in which people specialized. Ironically, that specialization might have lead to the person's surname.

http://www.factmonster.com/ipka/A0768796.html

Divide the class to create 12 groups. Under the heading, “Business Then and Now” browse through the stories and pictures. Assign one section to each of the 12 groups. Ask students to read their information and be able to share with everyone in the class. Create a large chart for recording their findings. Headings should include:

- Old Name
- New Name
- Goods or Services Provided (You may wish students to have this organizer on an 8 1/2x11 sheet for note-taking.)

Activity 2:

Ask students to brainstorm kinds of business from long ago that no longer exist. Add these to the chart, with a special notation in the middle column telling WHY this business is no longer needed.

Now ask for ideas describing occupations, trades, businesses that have just recently come into being. Continue to specify if they provide goods or services.

Activity 3:

Return to:

http://www.factmonster.com/ipka/A0768796.html

This time click on “Business Cards: Butcher, Baker, Candlestick Maker.” Discuss what business cards are and why they are used. Share samples if available. Remind students that many years ago before the majority of people could read, symbols on signs hung outside a place of business to tell consumers what was available inside the store...a hat, a tooth, a needle with thread...the object served to advertise the good or service a customer could expect to find.
Ask students to think about a “business object” that could be made with paints, crayons, paper, glue, that could symbolize one of the occupations given on the web site (a sheep, a cart, a gardening tool) OR one for a business they know in the community, (a car dealer, a restaurant, a tax office, an attorney). If the family of the student owns a business, they may choose to create something for the family business. Names and slogans could be written on the objects, too.

Some members of the class may prefer to create “business cards” to represent an old or new business. For display purposes, perhaps they could be over-sized so as to be readable from a distance.

Conclusion:

Businesses have changed and are changing as the needs of consumers change and are changing.

Extension Activity:

1. Ask students to survey their neighborhoods for stories about family names. Organize this information for a booklet describing surnames that originated from occupations, from locations, from re-spellings of foreign names, etc.

2. On the computer or by hand design business stationery or small business cards for:
   - Local businesses
   - Family members
   - School faculty/staff
   - Sports teams
   - Authors of favorite books

Teacher Reviews

This lesson is awesome! Thoughtful, yet simple I really liked it and can use it in my Principles of Business class. Renae A. from Catawba County Schools, NC

Social Studies—Grade 5

Goal 5, Objective 5.08
Engineering Solutions

Purpose

To use Internet resources to explore the side effects of technology; to design, implement and evaluate solutions related to the problem of waste disposal.

Context

Research suggests that some high-school students believe that scientists and engineers are more capable of making decisions about public issues related to science and technology than the general public. *(Benchmarks for Science Literacy, p.335)*

It is important to raise students' level of comfort with issues of technology by giving them experience with proposing solutions, carrying them out, and analyzing the results. In this activity, several groups can design and execute the solution to a problem, then compare results with one another.

Planning Ahead

Materials:

- [Milestones in Garbage](#)
- [What We Do Adds Up](#)

Print and distribute a copy to each student.

Motivation

Ask students if they have ever heard about something called the "garbage barge." If they haven't, explain that it was one of many barges that carried garbage. In the late 1980s, this particular barge became infamous because it could not find a place to unload its garbage. It seemed that none of the communities it went to wanted to accept the garbage. The barge became a symbol for the solid waste problem in the United States and it helped spur action by many organizations and individuals to find other ways to handle trash.

Now, ask students to brainstorm about the kinds of things that they use at home and school each day. Ask them to consider the types of materials out of which these things are made. Keep a list of their responses on a large sheet of paper or on the blackboard. Then go further and ask students:

- In general, do you think that all of these things should be thrown away when you're done using them? Why or why not?
- Out of the materials listed here, are there any that you think could be reused or recycled?
- What do you think cannot be reused or recycled and should be thrown away?
- Do you think there could be other ways to handle trash that we haven't talked about?

Development

Have students read the Introduction and Solid Waste sections of the [Garbage](#) site from Learner.org. After students have read the Introduction, you may want to have them pause and ask them these questions:

- How much trash do Americans generate each day?
- What are sustainable practices?
- What are unsustainable practices?

Now have students go on and read the Solid Waste section. Once they have finished reading that section, ask them these questions:

- According to this article, how much trash do we recycle?
- How do we dispose of the rest of the trash that is not recycled?
What are some of the options for disposing of solid waste?
What are the environmental impacts of these methods?

Now have your students read Possible Solutions for Solid Waste. Then ask them:

- Are there solutions to the problem? What are they?
- What are some common recycling programs described by the authors?
- Is there a downside to recycling? If so, what is it?

Go to Milestones in Garbage, which offers an abbreviated history of the advancements in sanitation over the past 2000 years. Have students work in groups to choose five significant technological advances from this timeline.

Ask students:

- What problem do you think this technology was designed to solve?
- What were the benefits of this engineering solution? Are we still experiencing its benefits?
- Were there any drawbacks? If so, what were they?
- Could this engineering solution have contributed to our current garbage problem? How?

Have groups present and defend their ideas. Create a class timeline of these events.

Have students work in groups to investigate a plan for reducing the school's garbage at Recycle City on the EPA Explorers' Club website. In addition to looking at the benefits of their engineering solutions, students should look at potential drawbacks, including cost, safety, appearance, environmental considerations, and what might happen if the plan fails. Have students create flyers, posters, and/or other displays to alert other students to the importance of reducing waste.

Assessment

Have groups present their proposed engineering solutions. Have individual students write a journal entry in which they explain the benefits and drawbacks of this solution.

Social Studies — Grade 5

Goal 6, Objective 6.01

Technology and Inequality

Purpose: To help students become more familiar with different types of technology, and to understand that not all people have the same access to technology.

Context
In this lesson, students study briefly the history, evolution, and social benefits of the automobile (as a general model for the kinds of technologies that were once enjoyed only by those who could afford them). Though most technologies today are enjoyed by more and more people, students will weigh the reasons why technologies like the automobile, computers, cell phones, and others are not accessed or used equally by all groups of society. They will recognize that issues like high cost, special training, and limited need contribute to these discrepancies.

As long as there have been people, there has been technology. On the whole, technology has been a powerful force in the development of civilization, all the more so as its link with science has been forged. Technology is an intrinsic part of a cultural system and it both shapes and reflects the system's values. In the broadest sense, technology extends our abilities to change the world: to cut, shape, or put together materials; to move things from one place to another; to reach farther with our hands, voices, and senses. We use technology to try to change the world to suit us better. But the results of changing the world are often complicated and unpredictable. (Science for All Americans, p. 25)

In general, developments in technology have brought enormous benefits to almost all people. Most people today have access to goods and services that were once luxuries enjoyed only by the wealthy—in transportation, communication, nutrition, sanitation, health care, entertainment, and so on. On the other hand, the very behavior that made it possible for the human species to prosper so rapidly has put us and the earth's other living organisms at new kinds of risk. (Science for All Americans, pp. 32–33.)

Students at this level can become interested in comparing present technology with that of earlier times, as well as the technology in their everyday lives with that of other places in the world. They can imagine what life would be like without certain technology, as well as what new technology the future might hold. Reading about other civilizations or earlier times than their own will illustrate the central role that different technologies play. (Benchmarks for Science Literacy, p. 54.)

Planning Ahead

Materials:

- Early Cars: Fact Sheet for Children (2 pages)
- What is technology?
- Has there always been technology? (2 pages)
- Technology Profile student sheet

Motivation

Have students read What is technology? and Has there always been technology?, from the Adventures in Science and Technology website. Reading these sections will give the class a basic orientation about the prevalence of technology and help them to answer questions like these:

- What is technology? How do you define it? (The three definitions given for technology are: (1) "technology is anything made by humans, as opposed to things made by nature," (2) technology is the "tools humans can make to help them succeed in their natural environment," and (3) "anything not made by nature.")
- How long has technology been around? (Since humans have existed. Cave dwellers made and used simple tools to survive in the natural environment. Later, the Industrial Revolution in the 1700s helped to make machinery a major part of everyday life.)
- What are some examples of technology? (Answers will vary. Elicit many responses. Technology is a major part of civilization and it is all around us. The article cites a hammer, paper, openers, tables, and winter coats as tools or things that people use to succeed in the environment. It also refers to computers, satellites, and an artificial heart as today's more modern inventions. Write the examples students give on the board to be used later in the lesson.)
- Are the shoes you are wearing technology? Why or why not? (Yes, they are even though most people today think of computers and high-tech gadgets as being technology.)

Continue the discussion to include benchmark-related questions that will help to orient and prepare them for the body of the lesson:

- What are some examples of technology that come in the form of goods and services?
- In addition to the transportation and computer industries, what areas of society rely heavily on technology? Give examples.
- If all people wanted to own an automobile or computer, could they? Why or why not?
- Do all people know how to use an automobile or computer? Why or why not?
- Do all people need to know how to use an automobile or computer? Why or why not?

(Accept all answers, but ask students to support their views with explanations.)
**Development**

**The Automobile**
Inform students that they will take a closer look at one area of technology (transportation) that affects all aspects of life—the automobile. To help them better focus before they read about the automobile, ask students:

- Can anyone tell me when the first automobiles were built?
- Before there were cars, how do you think most people got around?
- Do you think all people were able to own cars back then? Why or why not?

(Accept all answers, but ask students to support their views.)

Next, distribute the [Early Cars: Fact Sheet for Children](#), from the Smithsonian Institution website, that you printed out ahead of time and have students read it. Students should stop reading after they cover the section, "Why do most cars today run on gasoline?"

Among other things, this resource provides facts on when cars were first made, how they worked, the kinds of people who drove them, why they became popular, and other related insights about the early, yet far-reaching impact of the automobile.

When finished, students should discuss what they have read, including comprehension questions like these:

- What kind of fuel did the earliest cars run on? (Steam.)
- Why were gasoline cars more popular than steam or electric cars in the early 1900s? (They were easier to use and could travel farther without adding fuel.)
- What kinds of people bought cars in the early 1900s? (The wealthy, doctors, people living in the country, families, etc.)
- Could all people own and drive cars? Why or why not? (No. Cars were expensive, a big responsibility, and they required special training and a license to drive.)
- How did this new form of technology make life easier for people? (Cars added to people's pleasure, comfort, and status. They were more dependable than horses, convenient for errands and social visits, and could cover long distances.)
- Why did the Model T become more popular than other cars in the early 1900s? (It cost less than other cars, but was sturdy and practical.)
- For people who could not afford cars back then, what other kinds of transportation did they use? (Many people took trains, rode horses or used them to draw wagons or carriages, or walked.)

Once students have a good understanding of what they have read, have them contrast what they have learned with what they know about cars today. Questions may include:

- How are cars today different from what they were back in the early 1900s? (Answers will vary. In general, cars today are better built, faster, more fuel efficient, more comfortable and sophisticated, more widely available, etc.)
- Do all people own cars today? Why or why not? (No, they do not. Although many people do own cars, they are still either too expensive or impractical for many people to own. Reasons for not owning a car are many. For example, people living in cities may find it cheaper and easier to take public transportation. More and more people are also recognizing that automobile pollution ultimately hurts the environment. In addition, younger and older people may not have driver's licenses or be qualified or capable of driving an automobile.)
- For people who do not own cars, what other forms of transportation do they take (as compared to people in the early 1900s)? (Answers will vary. Other forms of transportation include: walking, biking, skateboarding, buses, trains, taxis, planes, motorcycles, and more.)

**Other Technologies**

After briefly examining the evolution and social impact of one form of technology from the past to the present, students are now in a better position to consider other forms of technology in terms of their initial development, use by certain groups of people, social impact, and greater (but still uneven) access by all people in the present.

Divide the class into groups of two or three and pass out the [Technology Profile](#) student sheet for each group. Explain that they will be assigned one form of technology to learn more about. Have them use the library to find basic background information on the technology, which will help them answer the questions on the assignment sheet. (If they have any problems finding what they need, encourage them to ask the librarian for assistance.) Explain that their answers will also depend on their own knowledge about the technology and its use and availability in society today.

The technologies that students can research and report on can include these:

- Airplanes (Transportation)
- Computers (Electronics)
- Movies (Entertainment)
• Cellular Phones (Communications)
• Surgery (Health Care)
• Toilets (Sanitation)
• Home Security Systems (Electronics)
• Electronic Pagers (Communications)
• Others (perhaps from those written on the blackboard)

When groups have finished filling out their student sheets, have them discuss their findings with the class.

Assessment

As an extension of the student sheet discussions, students may be asked questions like these that can help them better apply and personalize what they have learned:

• Have you ever used ____ (technology)? If so, how often?
• Will you ever need to use ____ (technology) in the future? Why or why not?
• What would life be like without ____ (technology)?
• Do you think ____ (technology) should be available to all people whenever they need it? Why or why not?
• What kinds of technology do you think will be needed in the future? Why?

Social Studies — Grade 5

Goal 6, Objective 6.02

An Entreduction

Key Economic Concepts:

• Entrepreneurship
• Innovation
• Investing
• Opportunity cost
• Profit motives

Description:

This lesson illustrates the differences between inventions and innovations. It discusses what entrepreneurs are and their role with inventions and innovations.

Lesson Objectives:

1. Define entrepreneur
2. Explain the difference between invention and innovation
3. Determine the skills necessary to be a successful entrepreneur

Introduction:

It's such a pain to sharpen your pencil, isn't it? And don't you hate it when you can't keep a window clean? Well, cartoonist Rube Goldberg can help you out.

Check out Rube’s Simplified Pencil Sharpener or How to Keep Shop Windows Clean

1. How does Rube’s invention sharpen a pencil?
2. How does Rube keep shop windows clean? [The caption to each picture explains the roundabout way in which the task gets done.]

3. Why do you think Rube’s absurdly complex solutions to simple problems never make it to your local stores?
   [Answers will vary. The machines exert maximum effort for minimal results. It would be very difficult for these inventions to be shipped and assembled easily. The machines are practical and efficient ways to solve the problems.]

4. However, people still need ways to sharpen pencils and clean windows. So, how do these tasks get done without Rube’s machines?

Part of the answer lies with entrepreneurs. Entrepreneurs are people who recognize opportunities to develop new products and start new businesses. Although Rube’s solutions are admirable, the entrepreneurs behind the development of the electric pencil sharpener and the squeegee had more success with solving those problems.

Invention versus Innovation:

When entrepreneurs see an opportunity, they can do one of two things. They can develop either an invention or an innovation. An invention is a new product created by an inventor. When you think of inventions and inventors you probably think of big things like Thomas Edison and the light bulb or Alexander Graham Bell and the telephone. But, little inventions, like the eraser, also play big parts in our lives.

1. What would you consider the five most important inventions and why?
2. Why do you consider those inventions important? [Answers will vary. You may want to help your class brainstorm a big list of inventions. Suggestions for important inventions include Steve Jobs’s personal computer, Henry Ford’s automobile, etc.]

An innovation is the introduction of an invention into a use that has economic value. Innovations change how people use preexisting products. You probably innovate in some way almost every day. Have you ever used a piece of gum to hold something together? Or have you ever used sock as a puppet? Well, that's innovation. Some entrepreneurs believe that some innovations will be very popular on the market. Check out the web site below and answer the following questions.

Process:

A loose spring on a ship becomes a Slinky
Conclusion:

In that toy story, it required a person to develop the idea into a tangible marketable product, something Rube never cared to attempt. The willingness of an entrepreneur to take a risk on a product depends largely on how successful the entrepreneur believes the product will be. A free market economy encourages entrepreneurship by allowing entrepreneurs the opportunity to make a profit on their ideas.

Assessment Activity:

Check out the Amazing Inventions Gallery at [http://www.amazinginventions.net/viewInventions.php](http://www.amazinginventions.net/viewInventions.php) and get a list of inventions that inventors would like an entrepreneur’s help in developing.

1. Do you see any invention there that you would be willing to invest in? *[Answers will vary.]*
2. What skills do you need in order to transform an idea into a profitable success?
3. What risks are involved in putting your product on the market? *[Answers will vary. Possible ideas include willing to take risks, accept challenges, work well with others, and become your own boss. These people should be decisive]*,
Social Studies — Grade 5

Goal 6, Objective 6.03

Simplicity: A Literature Based Paideia Seminar

Students will apply their knowledge of how developments in the history of the United States, as well as the world, can impact the lives of people today. The lesson is based on the picture book entitled, *The Simple People*, written by Tedd Arnold and illustrated by Andrew Shachat. (Summary: The simple people enjoy the simple life until one of the character's inventions is used to make life more complicated. As a result, everyone forgets the simple things in life.) After a Paideia seminar discussing the book, students will select a modern invention, research the history of its development and how it impacts society, and create a multi-media presentation.

A lesson plan for grade 5 English Language Arts and Social Studies

By Krista Hannah

Learn more

Related pages

- Integrating the Internet Into the Curriculum: Jan Brett Author Study: Jan Brett's books will be used to integrate technology into different areas of the curriculum. The seven activities will each take about 30 minutes depending on the class. The highlight of the author study will be the design of a class multimedia presentation.
- Finding Your Way In North Carolina: Students will become familiar with the regions and local features of North Carolina and be able to write directions for others to find these features on a map.
- Jonathan Edwards and the art of persuasion: In this lesson, students will study the elements of persuasive writing in Jonathan Edward's “Sinners in the Hands of an Angry God” according to the following criteria: speaker, audience, occasion, and means of persuasion, and then analyze a contemporary piece of writing, such as an advertisement, for similar elements.

Related topics

- Learn more about English language arts and social studies.

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Print

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Learning outcomes

Students will:

- select and analyze a modern invention/development.
- use the internet to research their invention/development.
- write an essay summarizing their research and linking their research to the text.
- include a bibliography to cite their sources.
- create a multi-media presentation.
- apply their research to the text discussed during the seminar.

Teacher planning

Time required for lesson
8 +/- hours

Materials/resources

- A large open space for students to sit in circle for Paideia seminar.
- *The Simple People* written by Tedd Arnold and illustrated by Andrew Shachat.
- Paideia Seminar rubric
- Personal Seminar Rating Chart
- Essay rubric
- Multi-media Presentation rubric
- Graphic organizers for note-taking
- Access to computers

Technology resources

- Computer for each student
- Internet Access
- Kid Pix or equivalent multi-media software
- Word Processing software

Pre-activities

- The students will review the goals for Seminar.
- The students will review the Paideia Seminar rubric (see attachment: Paideia.rtf).
- Students will set a personal goal for the Seminar.
- Teacher will state the objectives for the lesson.
Teacher will read aloud the book, *The Simple People*.

**Activities**

**Seminar:**

1. Once the teacher has read the book aloud, he/she shall pose an opening question to begin the Seminar: “What lesson is the author trying to teach? What leads you to believe that?”
2. Once the discussion gets going, the teacher can ask core questions to guide the discussion in the proper direction. These questions will also check the students’ comprehension of the text.
   - What was life like before the wall?
   - Discuss the characters’ reactions to the building of the wall. (materialistic, greedy)
   - How does life change after the wall was built?
   - How does the life of the simple people compare to our lives today?
   - What does the author mean when he writes, “The night was warm, the wind was soft, and life was simple once more”? (life was changed by this “modern invention.”)
3. Before the discussion comes to a close, the teacher should ask the following closing questions:
   - What are the consequences for building the wall?
   - How do they affect the lives of the characters in the story?
   - How do “modern inventions” affect our lives?

**Research project:**

1. The students will select a modern invention that has changed modern life. They will conduct on-line research and write an essay which will discuss the importance of the advancement made in technology (i.e. telephone, radio, television, etc.) and how this invention has impacted the lives of Americans. The essay should focus on the advantages and disadvantages of the invention and link to the story of the simple people.
2. The essay will be graded according to this essay [rubric](http://pblchecklist.4teachers.org/view.php3?id=34750).
3. Students will use the information in their essay to produce a slide show using Kid Pix, or an equivalent software program, which will inform the class of the history of the invention they researched, how it has changed modern life, and the advantages and disadvantages of those changes. The slide show will be evaluated using this [rubric](http://pblchecklist.4teachers.org/view.php3?id=34748).

**Assessment**

- Teacher will evaluate student performance during Seminar by using the Paideia Seminar rubric (see attachment)
- Students will complete a self evaluation by using the Personal Seminar Rating Chart (see attachment, rate.rtf)
- The students will also select a modern invention for which they will conduct on-line research and write an essay which will discuss the importance of the advancement made in technology (i.e. telephone, radio, television, etc.) and how this invention has impacted the lives of Americans. The essay should focus on the advantages and disadvantages of the invention and link to the story of the simple people. The essay will be graded according to the essay rubric located at [http://pblchecklist.4teachers.org/view.php3?id=34750](http://pblchecklist.4teachers.org/view.php3?id=34750). Students can then work on the culminating activity, which requires them to produce a slide show using Kid Pix, or an equivalent software program, which will inform the class of the history of the invention they researched. The slide show will be evaluated using the rubric found at [http://pblchecklist.4teachers.org/view.php3?id=34748](http://pblchecklist.4teachers.org/view.php3?id=34748).
Social Studies — Grade 5

Goal 6, Objective 6.03

Searching for Gold: A Collaborative Inquiry Project

Overview
In this collaborative inquiry activity, the real gold is the inquiry skills and content area knowledge that students develop. In small groups, students research one aspect of the Gold Rush and teach that topic to the rest of the class. Students create a project to aid in their oral presentation of their researched topic. Once research is complete, each group teaches the rest of the class what they've learned through an activity of their choice. Group accountability and individual responsibility are built in to this lesson process.

While this lesson plan uses the Gold Rush as an example, any event or geographical area could be substituted.

From Theory to Practice
As Helen Dale explains in her Co-Authoring in the Classroom, “Working together on a shared goal leads to higher achievement than working alone, and it leads to gains in the kinds of thinking teachers like to model for students: high-level reasoning, generation of new ideas, and transfer of knowledge from one situation to another (Johnson & Johnson, 1994)” (5). Collaborating as they research the Gold Rush and compose their projects for presentation, students participate in the cooperative learning experiences which Dale identifies. In addition to the cognitive gains that students make as they collaborate, Dale states, “Working together on a project can involve authentic learning for students. Peer groups concentrate on what the student learns, not on what the teacher knows.” Furthermore, as Dale writes, “In groups, students need to do something: communicate, organize, interpret, or apply” (6). That is exactly what will occur in this lesson: students will be doing something together, as they work to explore a variety of resources in this ongoing inquiry project.

Further Reading

Student Objectives
Students will

- select research topics based on interest.
- work in cooperative groups.
- research information in books and on the Internet.
- take notes on research topics.
- develop presentation materials using visual aids.
- deliver oral presentations to teach others about their topics.

Instructional Plan

Resources
- Resources on the California Gold Rush
  - Books
Web Resources Guide
- Guidelines for Teaching a Topic handout
- Group Oral Presentation Rubric
- LCD or overhead projector
- ReadWriteThink Notetaker
- ReadWriteThink Printing Press
- Comic Creator
- Persuasion Map

Preparation

- Bookmark selected Gold Rush Web sites listed and any additional Gold Rush links you may find appropriate for student research; or bookmark the Gold Rush Web Resources Travelogue, which provides the links for students.
- Collect an assortment of texts on the Gold Rush at a variety of reading levels.
- Make an overhead transparency of approximately one page of informational text dealing with the initial discovery of gold (or other related informational text if desired), to use for a whole-class mini-lesson on finding and highlighting important information. Alternately, use a Web site and LCD projector for this process.
- Make copies of student handouts: Guidelines for Teaching a Topic and Group Oral Presentation Rubric.
- Test the Gold Rush Web Resources Travelogue on your computers to familiarize yourself with the tool and ensure that the sites are not blocked by any filtering software. This test will also ensure that you have the Flash plug-in installed. You can download the plug-in from the technical support page.

Instruction and Activities

Session One

1. Invite students to share information on research and inquiry projects they have completed in the past. Ask students to share details on the topics they have researched, the steps they completed in their research process, and how they worked (alone or in groups).
2. Explain to the students that they will again be working on a research project, using the following approach:
   - The class will all be working on the same big topic. (This lesson plan uses the Gold Rush as an example.)
   - Working together as a class, students will brainstorm people, places and things associated with the topic.
   - Students will then get into groups and choose one of these topics to research.
   - Each group will choose an activity to teach what they have learned to the rest of the class.
3. To begin this process, ask students do an initial exploration of the Gold Rush, using selected texts from the Gold Rush booklet. For this part of the project, students can work individually, with partners, or in small groups.
4. Allow enough time for students to explore the texts. Make sure they understand that they are skimming and exploring at this point, rather than trying to read books from start to finish.
5. If students need additional instruction, have students participate in this mini-lesson on skimming.
6. Once students have had enough time to explore the texts, bring them back together as a whole group.
7. Ask volunteer students to tell some of the things they learned while looking at the texts or things they already know about the California Gold Rush. Record this information on the board or on chart paper.
8. After some sharing of information, ask students to suggest some topics about the Gold Rush that they noticed while they were exploring. List the topics on the board or on chart paper.
9. Using the list created by the students, work with the class to combine or expand topics as needed, so that there are five or six main subtopics. For example, if students have suggested different ethnic groups as separate topics, these could be combined as one topic. The resulting
topic list will depend entirely on what students suggest. A sample list of subtopics on the Gold Rush might be:

- discovery of gold
- migration to California from the eastern U.S. and from other countries
- life in a mining town
- laws, justice, and keeping order
- the role of women
- contributions of and conditions for various cultural groups
- important, interesting, or famous people

Session Two

1. At the beginning of this session, review with the list of subtopics students created about the Gold Rush with the class.
2. Next, review the texts and other resources with students, including any information that may be in their Social Studies textbook.
3. Display the Gold Rush Web sites using the Travelogue, which allows them to take notes as they view Web sites. They can read and take notes online, or print from the Web sites and highlight important information. Students can also view the Web sites using the Web Resources Guide.
4. Using an LCD projector or in the computer lab, show the students the Hints about Print demonstration, which discusses how to choose appropriate resources for research projects.
5. Next, use the Fact Fragment Frenzy tool to show students how to isolate the most important information in a passage. If they are in the computer lab, this tool also has a practice activity that students can complete if desired.
6. To reinforce these skills, display an overhead of informational text about gold or its discovery. This Kidport entry could be an example.
7. Using the selected resource, model how to identify and highlight important information:
   - Read aloud the entire text from start to finish.
   - Go back to the first paragraph and highlight one main idea phrase and any key vocabulary. Be sure to highlight only important words and/or phrases to help students understand that there should be more text “left over” than highlighted.
   - Repeat the process with one or two more paragraphs.
   - Review the highlighted information.
   - Leaving the overhead visible, pose pertinent questions to students, then ask the general question: “What have we learned so far?” Call on volunteer students to share information.
8. Now that students have seen their resources and have a better understanding of how to use them, invite students to form groups based on their interest in the topics. Try to have a similar number of students in each group.
9. Once the groups are formed, remind students that their goal is to learn about their selected topic and share what they have discovered with the rest of the class.
10. Emphasize that students have many options for how they will present their information to the rest of the class.
11. Distribute and discuss the Guidelines for Teaching about Your Topic handout and the Rubric for the project.
12. After sharing the handout, answer any questions the students may have about the project. Ensure that students understand the expectations for the projects.

Session Three

1. Once groups have formed based on interest and students understand the expectations, invite them to brainstorm questions they have on their selected topics. These questions can be recorded in their inquiry notebooks. Explain that these questions will help guide students during the research process.
2. Allow time for the groups to meet and conduct their research.
3. Encourage students to use a variety of sources to find information on their topics, including their textbook, selected reference and nonfiction books, and Web sites.
4. Have books and printed resources available to the students. Books can be selected from the booklist and Web sites can be bookmarked using the Web Resources Guide or accessed using the
5. Remind students of the process for taking notes.
6. Monitor progress of the groups, as well as the contributions of each group member.

Session Four and Additional Work Sessions as Needed

1. As student groups work on gathering information for their topic, circulate among them and act as a resource as needed:
   - Meet with each group in rotation to help members identify important information, define terms, and keep their information organized.
   - Ask questions about information that has been recorded and/or group needs.
   - Answer questions.
   - Make suggestions for research materials (books, Web sites, textbook pages, photographs, and other materials related to each group’s topic).
   - Provide assistance for students as needed.
   - Help students do Web site searches and print out information and photographs.
   - Encourage students to keep their information organized.

2. At the end of each research session, invite students to volunteer interesting information that has been collected.
3. During the research time, use books from the Gold Rush Book List for read aloud material to supplement the research.
4. Once the research on the selected topics has been completed, have students review their research and choose how they are going to share that information with the rest of the class.
5. Consult the Guidelines for Teaching about Your Topic handout, which explains what needs to be included in a choice activity for teaching the rest of the class about a topic.

Session Five

1. Provide time for students to work on and complete their presentation product on their selected topics.
2. Students can also use any applicable online tool to create their product:
   - Oral Presentation: ReadWriteThink Notetaker
   - Pamphlet/Brochure advertising for the town: ReadWriteThink Printing Press
   - Newspaper written about all aspects of the Gold Rush: ReadWriteThink Printing Press
   - Poster: Comic Creator
   - Research Paper/Essay: Persuasion Map
   - Trivia Game: see examples in the "Technical Reading and Writing Using Board Games" lesson plan

Session Six

1. Group by group, invite students to share their information with the class in whatever way they have chosen.
2. Make sure that the students display any visuals or posters that accompany their research.
3. As students share their information and products, assess them using the Group Oral Presentation Rubric.

Extensions

- Make a Gold Rush Wall: clear enough wall space to accommodate all charts, pictures, and oral presentation posters generated during the research period.

- Have students write and illustrate a class book about the Gold Rush and add it to the classroom library. This student publication can be a question and answer book (see the Question and Answer Books—From Genre Study to Report Writing lesson plan) or it can be a narrative with text and illustrations. Have each student in the class be responsible for one page, or, depending on the amount of information gathered by students, have pairs of students collaborate on pages.
The Flip Book is another publishing option.

- Have students use the ReadWriteThink Timeline Tool to create a timeline of Gold Rush people and events.

**Web Resources**

**Gold Rush Web Resources Travelogue**
This online tool allows students to view multiple pre-selected Web sites on the Gold Rush. While viewing the sites, they are able to take notes on what they find. These notes can be printed out and used as part of their research.

**The California Gold Rush: 1848 to 1859**
The California Gold Rush Web page from the Kidport Reference Library.

**The Sacramento Bee: The Gold Rush**
http://www.calgoldrush.com/index.html
This Gold Rush Sesquicentennial site includes links to a variety of topics about the Gold Rush.

**Student Assessment/Reflections**
This project requires a variety of informal and formal assessments. Informally, make certain students are on track by:

- listening to the answers they volunteer during class discussions.
- observing their level of participation in discussions, group work, and research.
- using anecdotal notetaking or kidwatching to track students’ cognitive skills as they complete the research process.
- interviewing and questioning students throughout the process.

For formal evaluation of the completed, illustrated Gold Rush products, use the Rubric.

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**NCTE/IRA Standards**

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 nonfiction, classic and contemporary works.

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.

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).

4 - Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5 - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7 - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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**Social Studies — Grade 5**

Goal 6, Objective 6.05

**Observing connections: Changing landscapes**

The students will learn about the changing environment through study and observation. They will reflect on these changes in the environment and create their own landscape and habitat. This is the second lesson in “Observing connections,” a series of three in which students are creating art based on their observations.

**A lesson plan for grades 4–5 Visual Arts Education, English Language Arts, Science, and Social Studies**

By Lisa Mitchell

**Learn more**

- National Wildlife Federation learn more about changes to the environment
- National Wildlife Federation for Kids kids' magazines about the environment

**Related pages**

- Chestnut Ridge Camp and Retreat Center: Offers a selection of informative, interactive and experientially-based programs in outdoor and environmental education.
- Intrigue of the Past: Teach your students about North Carolina's fascinating past. This edition contains lesson plans about the fundamental concepts, processes, and issues of archaeology, as well as essays for the teacher with detailed information about four periods in North Carolina's ancient history.
- Historic Oak View County Park: This nineteenth century farmstead has been made into a county park and is devoted to interpreting the area's agricultural and rural heritage for the citizens of Wake County.

**Related topics**

- Learn more about arts, crafts, environmental science, and science.
Learning outcomes

The students will learn about the changing environment through study and observation. They will reflect on these changes in the environment and create their own landscape and habitat.

Teacher planning

Time required for lesson
3 hours

Materials/resources

- sketch books or drawing paper for observation
- white drawing paper twelve inches square
- extra scraps of white and colored paper for adding foreground elements
- scissors
- glue sticks
- pencils
- erasers
- markers, crayons, or colored pencils
- modeling clay, air dry clay, or firing clay and glaze

Technology resources
- computer with internet access
- digital camera
- printer

**Pre-activities**

Take a walk with students on or off school grounds. Have students take their sketchbooks to record observations. Try and find places where human life has changed the environment. Have students imagine what the environment looked like previously and what it could look like in the future. Take digital pictures of the environment.

Back in the classroom, students will share their observations of their community and relate aspects of the community in a class discussion. The teacher should list or map students’ observations.

Students should become more aware of their environment through observations and could create a Schoolyard Habitat through the [National Wildlife Federation](https://www.nwf.org/) Program. With student participation create a compare and contrast list of urban and rural areas.

**Activities**

**Lesson 1—Drawing the Future**

1. Read the story *Common Ground, The Water, Earth and Air We Share* by Molly Bang. Discuss the changes in the environment.
2. Look at paintings from different periods and discuss similarities and differences. (See attached pictures in the two presentations.) The Robert Adams [photographs](http://example.com) show how human activity has transformed the American landscapes. The [Art From Yesterday to Today presentation](http://example.com) compares and contrasts artwork showing different landscapes by various artists. How have landscapes changed?
3. Look at photographs of the community from previous years. How has the town changed? Have students share old photographs if possible and compare them with current photographs or those taken on the walk.
4. Take an image from the observation walk (in their sketch books) and enlarge it on drawing paper making one change that could occur in the future. Review “space” with students to show horizon, small and large, and value to show what a landscape needs. Demonstrate to students how to draw different kinds of buildings (a review of perspective would be helpful). They need to focus on the background of their landscape.
5. Give each student a twelve-inch square piece of white drawing paper. Demonstrate and instruct them to fold their square on the diagonal corner to corner twice to create an ‘X’ through the square. Demonstrate and instruct students to turn their paper like a diamond. The top two sections will be the background image from their observation and imagination (not too futuristic).
6. When students have their drawings finished, let them color their pictures with the materials available. Of the bottom two sections on the diamond, one needs to be left white and one can be colored for the ground.
7. Have students write their names on the backs of their drawings and save for the next class.

**Lesson 2—Creating a Habitat**

1. Read the story *Where Once There Was a Wood* by Denise Fleming. Compare this to the last story. Discuss how environmental changes affect animal wildlife. Create a list of what kinds of wildlife live in
the environment you observed in the previous lesson. Review “foreground” and “background” with students. What is in the background behind the animals in the habitat illustrations?

2. Look at animal shapes in books, posters and resources if possible to review the body shapes of those animals observed on the walk in the previous lesson.

3. Demonstrate how to create a small animal out of modeling clay that would live in the environment. I purchase different natural colors of modeling clay for students to use, but other kinds of clay can be used. Modeling clay is great for instant satisfaction since it does not have to be fired in the kiln.

4. Review or introduce the concept of three dimensional art since they will be creating a three dimensional animal and making their landscape three-dimensional. Demonstrate and instruct students to cut on the fold between the white section and ground section of their diamond. Students should cut from the edge of the diamond to the intersection in the middle. Students overlap the ground section on top of the white section and glue it with a glue stick. This should create an open three-sided pyramid. Students need to complete their coloring before doing this step if they did not finish in the last class. This will be the background for their animals.

5. Students can now create an animal for their landscape and add various aspects of their habitats with the extra paper. For instance, to add a bush in the habitat, the student could color and cut out a bush out of scrap paper (recycling) and then fold the bottom of the bush to create a tab. Put some glue on the tab and glue it into the habitat ground, creating some foreground.

6. When students complete their habitat landscape, they put their clay animal into the picture (now three dimensional) for display.

Post Activity:
Create a city collage in the style of Romare Bearden (a North Carolina Artist from the Art From Yesterday to Today presentation) using the geometric shapes of a city.

Assessment

Use the rubrics:

- **Student Landscape**
- **Class Landscape**

One-on-one student/teacher assessment worksheet for reflection. Class check list for record keeping.

Appropriate reflection questions:

- Did the student include a horizon line in his or her landscape?
- Did the student add a futuristic aspect to his or her landscape? (something that is not in the current environment)
- Did the student create an appropriate animal for the habitat?
Suggested Transitional Materials
## Suggested Transitional Materials for an Effective K-5 Social Studies Program

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<td>Community floor maps</td>
<td>Culturally diverse pictures</td>
<td>Examples of currency from various countries</td>
<td>Posters displaying manners</td>
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<td>Globes</td>
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<td>Representations and videos of diverse holidays/celebrations</td>
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| 1     | Community floor maps                    | Culturally diverse pictures                  | Examples of currency from various countries  | Posters displaying manners      |
|       | Globes                                  | Historical, grade appropriate big books and teacher text | Cash register                               | Pledge of Allegiance            |
|       | Puzzle maps                             | Pledge of Allegiance                         | Play money                                   | Posting of class rules          |
|       | US and World maps                       | US and NC flag                               | Class store                                  | Posting of character traits     |
|       | Big books on geographic concepts        | Representations and videos of diverse holidays/celebrations |                              | Pictures of community helpers   |
|       | Posting of cardinal directions          | Historical artifacts                         |                                              |                                |
|       | Posters of continents and oceans        | Various forms of communication               |                                              |                                |
|       | Weather charts and materials            |                                              |                                              |                                |
|       | Pictures of community helpers           |                                              |                                              |                                |
|       | Modes of transportation posters         |                                              |                                              |                                |
|       | Social Studies software                 |                                              |                                              |                                |
|       | Computer/lab                            |                                              |                                              |                                |
|       | Materials on conservation of natural resources |                                              |                                              |                                |
Social Studies Field Experience
# Suggested Social Studies Grade Level Field Trips

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Station</td>
<td>Police Station</td>
<td>Art Museums</td>
</tr>
<tr>
<td>Neighborhood Stores</td>
<td>Amtrak Trip to neighboring cities</td>
<td>Local History Museum</td>
</tr>
<tr>
<td>Neighborhood/Community Festivals</td>
<td>Local History Museums</td>
<td>Local Businesses</td>
</tr>
<tr>
<td>Bank</td>
<td>Post Office</td>
<td>Historic Communities</td>
</tr>
<tr>
<td>Public Library</td>
<td>City Park</td>
<td>Historic Landmarks/Monuments</td>
</tr>
<tr>
<td>Local History Museums</td>
<td>Public Library</td>
<td>Cultural Fairs/Festivals</td>
</tr>
<tr>
<td>Farms</td>
<td>Local Businesses</td>
<td>Voting Polls</td>
</tr>
<tr>
<td>City Park</td>
<td>Voting Polls</td>
<td>Include Community Service Project</td>
</tr>
<tr>
<td>Invite Community Guests</td>
<td>Include Community Service Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Businesses</td>
<td>NC State Capital Buildings</td>
<td>Virtual Field Trips</td>
</tr>
<tr>
<td>Historic Landmarks/Monuments</td>
<td>NC Museum of History</td>
<td>Art Museum</td>
</tr>
<tr>
<td>Local Newspaper</td>
<td>Local Museums of History</td>
<td>History Museum</td>
</tr>
<tr>
<td>Cultural Fairs/Festivals</td>
<td>Local Museums of History</td>
<td>Symphony</td>
</tr>
<tr>
<td>Voting Polls</td>
<td>Local Museums of Art</td>
<td>Cultural Fairs/Festivals</td>
</tr>
<tr>
<td>Include Community Service Project</td>
<td>Governor’s Executive Mansion</td>
<td>Voting Polls</td>
</tr>
<tr>
<td></td>
<td>Native American Museum</td>
<td>Include Community Service Project</td>
</tr>
<tr>
<td></td>
<td>African American Museum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historic Landmarks in Regions of NC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diverse Ethnic Restaurants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Fairs/Festivals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mayor’s Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voting Polls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Include Community Service Project</td>
<td></td>
</tr>
</tbody>
</table>

|                                       | Virtual Field Trips                        |                                                |
|                                       | Art Museum                                 |                                                |
|                                       | History Museum                             |                                                |
|                                       | Symphony                                   |                                                |
|                                       | Cultural Fairs/Festivals                    |                                                |
|                                       | Voting Polls                               |                                                |
|                                       | Include Community Service Project          |                                                |
Celebrating the Constitution
Celebrating the Constitution

President George W. Bush signed Public Law 108-447 on December 8, 2004 establishing September 17 as Constitution Day. This leaflet will assist you in locating materials for teaching the United States Constitution and its importance to elementary students.

Suggested Activities

Discuss the Bill of Rights then create a classroom Bill of Rights to post and refer to throughout the year.
Select a person from your school or community to read the preamble aloud over the public announcement system.
Create a large copy of the Constitution. Throughout the day, allow students to sign the Constitution. (This would be a great way to involve PTA/PTO by asking them to make the sign and organize the signing.)
Sing Patriotic songs such as “The Star Spangled Banner”, “America” or “God Bless the USA”
Hold a Constitution Bee, where interested students learn about the Constitution, the Constitution Convention, and its signers. Compete for the title of Constitution School Champion.
Create a wall or bulletin board of pictures or articles of people exercising the rights guaranteed them by the Constitution.

Ideas collected from http://www.mobar.org/teach/constitution.htm

Write a classroom or school version of the Constitution to adopt as your official document.
Adopt a service man or woman to send care packages once a month.

Linda Frye: Cleveland County Schools

Students trace and cut out their handprint in red or white. On these handprints, have them write ways they can be good citizens. Use these handprints to make a large flag with teachers writing statements on the stars.

Melinda Shrewsbury: Kimberley Park Elementary, Winston Salem/Forsyth County

Related Books

Check out your school or local library for these children’s books about the Constitution.

- Shh! We’re Writing the Constitution by Jean Fritz
- We the Kids: The Preamble to the Constitution of the United States by David Catrow
- Our Constitution (I Know America) by Linda Carlson Johnson
- The U.S. Constitution and You by Syl Sobel
- More Perfect Union by Betsy Maestro
- Drafting the Constitution: Weighing Evidence to Draw Sound Conclusions by Kristin Eck
Web Resources

http://www.constitutionday.com/
http://www.constitutionday.us/
www.BillofRightsInstitute.org
www.whitehouse.gov/kids/constitution
www.usconstitution.net/constkidsK.html
www.civiced.org/index.php
www.teachfirstamendment.org
Assessments/
Rubrics
Rubric: Write a Travel Brochure

Write a travel brochure about a country in North America. Describe the country’s landforms, bodies of water, climate and natural resources.

Let’s Visit North America!

<table>
<thead>
<tr>
<th></th>
<th>Poor 0 points</th>
<th>Fair 1 point</th>
<th>Good 2 points</th>
<th>Superior 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
<td>No landform Named</td>
<td>Describes one major landform. Limits description to one fact</td>
<td>Describes two or three major landforms. States at least two facts per landform</td>
<td>Describes four or more major landforms/features. States at least two facts per landform</td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
<td>No bodies of water given.</td>
<td>Names one or two major bodies of water. Has a limited understanding of how bodies of water affect living things.</td>
<td>Names three bodies of water. Discusses the importance of these bodies of water.</td>
<td>Names four or more bodies of water. Evaluates the importance of these bodies of waters.</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td>No mention of climate within their country.</td>
<td>Names the climate of one region within their country.</td>
<td>Names and describes the climate of one region within their country.</td>
<td>Compares and contrasts the climate of different regions within their country. Describes people and animals that live within this region.</td>
</tr>
<tr>
<td><strong>Natural Resources</strong></td>
<td>Does not identify any natural resources within their country.</td>
<td>Names one natural resource found within their country.</td>
<td>Names one natural resource found within their country and describes how this resource is used.</td>
<td>Names two or more natural resources. Describes the use and importance of these natural resources.</td>
</tr>
</tbody>
</table>
Assessment Rubric: Using Grids

Level 4
• Assumes a creative approach in designing the map, the title, the key, and the index.
• Successfully reads other maps and suggests changes to improve them.
• Takes initiative in the exercise and encourages others to be involved.
• Appreciates the benefits of using a map grid and is able to communicate that to others.

Level 3
• Helps plan the map and shows an understanding of the relationship between the map, the title, the key, and the index.
• Works with others to read and analyze another group's map.
• Actively participates and respects the opinions of others.
• Appreciates the benefits of using a map grid but may have trouble communicating that to others.

Level 2
• May help plan the map symbols but does not contribute to the map key, title, or index.
• Is unable to follow without help another group's map.
• Pays only slight attention to the group's discussion and makes minimal contributions.
• Does not fully appreciate the benefits of using a map grid.

Level 1
• Does not work with others to plan and create the map.
• Needs one-on-one help to interpret a map.
• Lack of response to the ideas of others indicates the child does not clearly understand the activity.
• Does not appreciate the benefits of using a map grid.

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Survey
PUBLIC SCHOOLS OF ROBESON COUNTY
CURRICULUM GUIDE: SOCIAL STUDIES, K-12

Dear Social Studies Teacher,

Thank you for your usage of the Public Schools of Robeson County’s Social Studies Curriculum Guide. We would like to hear from you. Please complete the information below and return to:

Jackie Sherrod
Public School of Robeson County
PO Box 2909
Lumberton, NC 28359

High Schools: Due December 1, 2008
K-8 Schools: Due May 1, 2009

1. Has this curriculum guide been helpful to you in planning for instruction?

_________ Yes ___________ No

Comment: ______________________________________________________

2. What information was of least value in the curriculum guide?

_______________________________________________________________

3. What information was of the most value in the curriculum guide?

_______________________________________________________________

4. What area(s) need improvement?

_________________________________________________________________
5. Additional Comments: