



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Kayla Craft &  
Kourtney Settle

### Chapter 5: "Create a Railroad!" Activity #1

#### **Content Objective:**

As a result of this activity, the learner will:

- **Create** a railroad scenery out of a shoebox of what it looked like in Indiana in the late 1840s and early 1850s
- **Explain and Describe** his/her habitats to the classroom

#### **Language Objective:**

As a result of this activity, the learner will:

- **Write** a SIOF four corner vocabulary paper with their vocabulary words.

#### **Materials Needed:**

- Shoebox
- Sticks
- Construction paper
- Toy railroad truck
- Cardboard boxes
- Markers and crayons
- Glue
- The book *Hoosiers and the American Story* by James H. Madison and Lee Ann Sandweiss

(The items above are all of the materials that will be provided by the teacher. If the students would like to find items themselves, they can do that as well to make their habitat unique and creative.)

#### **Indiana Academic Social Studies and Language Arts Standards Addressed:**

- **4.1.7:** Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
- **4.1.9:** Give examples of Indiana's increasing agricultural, industrial, and political and business development in the nineteenth century.
- **4.RV.2.1:** Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words

#### **Procedures:**

1. Explain to the students Indiana in the Railroad Age. Students will read pages 119-122 in book. Go over vocabulary words as a class and then discuss the main points about Indiana in the Railroad Age.
2. Students will write the vocabulary words that they need to know in order to understand the Railroad Age in Indiana using the four-corner method.
3. Explain what the students' shoeboxes (a diorama) should look like and show examples from previous years.



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4. Explain to students that they will be making their own railroad shoeboxes of how they picture the Railroad Age in Indiana. Students will use the material listed above to make their diorama and any other materials that they choose to bring.
5. Give students time to work on this in class each day and they can take it home with them to work on it in their free time as well.

### **Pre-Vocab words:**

- Transportation
- Distinctive
- Stagecoaches
- Economic
- Route

### **SIOP Technique:**

- 4 corners vocab with the pre-vocab words – building background
- Making a diorama and discussing it – interaction

### **Other Resources:**

- <http://www2.gcs.k12.in.us/bholt/trains.htm>
- <http://www.artsmartindiana.org/resources/ugrr.php>
- [https://www.pinterest.com/search/pins/?q=diorama&rs=typed&term\\_meta%5B%5D=diorama%7Ctyped](https://www.pinterest.com/search/pins/?q=diorama&rs=typed&term_meta%5B%5D=diorama%7Ctyped)

### **Sources Used:**

- Pinterest  
([https://www.pinterest.com/search/pins/?q=diorama&rs=typed&term\\_meta%5B%5D=diorama%7Ctyped](https://www.pinterest.com/search/pins/?q=diorama&rs=typed&term_meta%5B%5D=diorama%7Ctyped))
- *Hoosiers and the American Story* Chapter 5 Pages 119-122

### **Culturally Responsive Teaching explained:**

- This activity is student-centered and integrated with language arts and social studies. This activity is student-centered because the students will be doing a diorama on the Indiana Railroad Age. The students are doing their diorama completely by their own and they also have a chance to bring in different materials to make theirs unique and creative. This activity is also integrated because the students are doing social studies when they are learning about the Indiana Railroad Age and then they are doing language arts when they are reading and talking about it as well as learning their vocabulary words.



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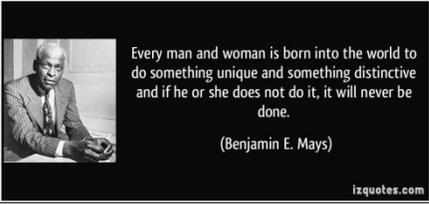
### Criteria sheet for diorama

1. You can use as many items as you want but you have to have **AT LEAST 10** items in your diorama. You may choose to use the materials that are given to you, and you can also bring in materials from your home if you so will choose.
2. Your diorama must relate to what you visualized when reading about the Indiana Railroad Age.
3. You also need to have a separate piece of paper explaining what is in your diorama and why you chose what you chose to represent the Indiana Railroad Age.



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<p><b><u>Illustration</u></b></p> 	<p><b><u>Sentence</u></b></p> <p>She arranged for the _____ of her furniture to her new apartment.</p>
<p><b><u>Definition</u></b></p> <p>The action of transporting someone or something or the process of being transported.</p>	<p><b><u>Word</u></b></p> <p>Transportation</p>

<p><b><u>Illustration</u></b></p> 	<p><b><u>Sentence</u></b></p> <p>He had a very _____ walk.</p>
<p><b><u>Definition</u></b></p> <p>Characteristic of one person or thing, and so serving to distinguish it from others.</p>	<p><b><u>Word</u></b></p> <p>Distinctive</p>



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<b><u>Illustration</u></b>	<b><u>Sentence</u></b>  We may take the stagecoach to head to the market.
<b><u>Definition</u></b>  A large, closed horse-drawn vehicle formerly used to carry passengers and often mail along a regular route between two places.	<b><u>Word</u></b>  Stagecoaches

<b><u>Illustration</u></b>	<b><u>Sentence</u></b>  The current _____ numbers in the United States are awful.
<b><u>Definition</u></b>  Pertaining to the production, distribution, and use of income, wealth, and commodities.	<b><u>Word</u></b>  Economic



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<p><b><u>Illustration</u></b></p> 	<p><b><u>Sentence</u></b></p> <p>We took the _____ that we always take to the mall.</p>
<p><b><u>Definition</u></b></p> <p>A course, way, or road for passage or travel.</p>	<p><b><u>Word</u></b></p> <p>Route</p>



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This activity  
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### Chapter 5: No More Child Labor! Activity #2

#### **Content Objective:**

As a result of this activity, the learner will:

- **Create** a poem on child labor
- **Explain** and **describe** what child labor was like in Indiana.

#### **Language Objective:**

As a result of this activity, the learner will:

- **Write** a poem about the child labor in Indiana
- **Write** a SIOF four corner vocabulary paper with their vocabulary words
- **Read** his/her poem to the class

#### **Materials Needed:**

- Blank pieces of paper (provided by teacher)
- Colorful utensils
- The book *Hoosiers and the American Story* by James H. Madison and Lee Ann Sandweiss

#### **Indiana Academic Social Studies and Language Arts Standards:**

- **4.1.9:** Give examples of Indiana's increasing agricultural, industrial, and political and business development in the nineteenth century.
- **4.W.3.3:** Write narrative compositions in a variety of forms that –
  - Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
  - Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
  - Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
  - Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
  - Provide an ending that follows the narrated experiences or events.

#### **Procedures:**

1. Introduce child labor by having the students read chapter 5.4 in *Hoosiers and the American Story*.
2. Students will write the main points in this chapter on the dry erase board with the teacher guiding them.
3. Explain to the students that they are going to be writing a poem about what they had just read with a partner. The teacher will explain to the students that they need to use their senses when writing this poem. The main purpose of the poem will be child labor in Indiana.
4. Students will then be presenting their poems to the class. They will turn their poems in afterwards.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

### **Pre-Vocab words:**

- Child labor
- Legislature
- Regulation
- Industry
- Workforce

### **SIOP Technique:**

- 4 corners vocab – building background
- Working on the poems in pairs and reading their poems out loud – interaction

### **Other Resources:**

- <http://stopchildlabor.org>
- <http://www.nationalchildlabor.org>
- <http://childlabor802.weebly.com/child-labor-poem.html>

### **Sources Used:**

- *Hoosiers and the American Story* Chapter 5.4 pages 132-135



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Criteria for poems →

- Your poem must be at LEAST 3 stanzas.
- Your poem does not have to rhyme, but it can.
- Be creative and use your words.



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### Illustration



### Sentence

### Definition

the use of children in industry or business, especially when illegal or considered inhumane.

### Word

Child Labor

### Illustration



### Sentence

### Definition

the legislative body of a country or state.

### Word

Legislature



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<p><b><u>Illustration</u></b></p>	<p><b><u>Sentence</u></b></p> <p>The <b>Regulation</b> of Railways Act of 1871 extends the provisions of the above act to the opening of " any additional line of railway, deviation line, station, junction or crossing on the level</p>
<p><b><u>Definition</u></b></p> <p>A regulation is a legal norm intended to shape conduct that is a by-product of imperfection. A regulation may be used to prescribe or proscribe conduct or to change preferences</p>	<p><b><u>Word</u></b></p> <p>Regulation</p>

<p><b><u>Illustration</u></b></p> 	<p><b><u>Sentence</u></b></p>
<p><b><u>Definition</u></b></p> <p>Industry is the production of goods or services within an economy</p>	<p><b><u>Word</u></b></p> <p>Industry</p>



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<p><b><u>Illustration</u></b></p>	<p><b><u>Sentence</u></b></p> <p>She has been out of the <b>workforce</b> for so long that she is virtually unemployable now.</p>
<p><b><u>Definition</u></b></p> <p>the people engaged in or available for work, either in a country or area or in a particular company or industry.</p>	<p><b><u>Word</u></b></p> <p><b>Workforce</b></p>



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
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### Chapter 5: Women in the Workforce Activity #3

#### **Content Objective:**

As a result of this activity, the learner will:

- **Define** what women in the workforce went through in Indiana
- **Create** a play/skit with 4-5 partners about the women workforce (including costumes as well)

#### **Language Objective:**

As a result of this activity, the learner will:

- **Write** a play in play format and present it to the class

#### **Materials Needed:**

- Blank white paper (provided by the teacher)
- Pen/pencil
- Costumes (provided by the teacher that are already in the class)
- *Hoosiers and the American Story*

#### **Indiana Academic Social Studies and Language Arts Standards:**

- **4.RL.2.2:** Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
- **4.1.11:** Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

#### **Procedures:**

1. Students will be reading about woman in the workforce in the book *Hoosiers and the American Story* chapter 5.4 pages 132-135.
2. Explain to the students how to write a play writing format is and what it should look like and show them examples. The example is on this website (<http://www.childdrama.com/4th-grade-play-playwriting.html>) **this website explains what to explain to students. It teaches how to introduce playwriting and this is the example.**
3. Separate class into three separate groups and then explain to them that they will be writing a play over women in the workforce during the 1900s. Explain to the students that they will be wearing costumes and everyone needs to be involved within the play.
4. The students will work on their plays and they will present them to the class.

#### **Pre-Vocab words:**

- Discouraged
- Unsanitary
- Condition
- Machinery
- Employed



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### **SIOP Technique:**

- 4 corners vocab – building background
- Having examples of playwriting format and what plays should look like – application
- Working on the plays together with a group and presenting them – interaction

### **Other Resources:**

- <http://www.tolerance.org/lesson/gender-and-jobs-women-workforce>
- <http://womenemployed.org/support-systems-students>
- <http://www.childdrama.com/4th-grade-play-playwriting.html>

### **Sources Used:**

- *Hoosiers and the American Story* Chapter 5.4 pages 132-135 (Women Workforce)



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### Criteria for the play

1. Your play must be AT LEAST 7 lines long (with however many characters)
2. When you present your play, it must be AT LEAST 5 minutes long.
3. The lines can be made up, but must relate to women in the workforce.
4. You can use real or made up people, but again, it must be related to women in the workforce.





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Illustration

Sentence

Definition

Having lost confidence or enthusiasm;  
disheartened.

Word

Discouraged

Illustration



Sentence

It is unsanitary to go to the bathroom and  
not wash your hands.

Definition

Word

Unsanitary



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#### Illustration



#### Sentence

#### Definition

The state of something, especially with regard to its appearance, quality, or working order.

#### Word

Condition

#### Illustration

#### Sentence

All of the machinery was in the barn ready for use.

#### Definition

Machines collectively.

#### Word

Machinery



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<p><b><u>Illustration</u></b></p>	<p><b><u>Sentence</u></b></p> <p>My mother is employed as a teacher.</p>
<p><b><u>Definition</u></b></p> <p>Give work to someone and pay him or her for it.</p>	<p><b><u>Word</u></b></p> <p>Employed</p>



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Adam Shaul

### Canning Activity # 4

#### Topic/Concept/Skill:

- The topic the student will be working with is early Indiana settlers and their methods of canning, the process of preserving food in a can or a jar.

#### Related Standard:

- Social Studies:
  - 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
  - Examples: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state
- English/Language Arts:
  - 4.RV.1 Build and use accurately general academic and content-specific words and phrases.
  - 4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

#### Background:

- The students have been reading in "Hoosiers and the American Story." The Ball Brothers brought about glass jars that made it easier for people in Indiana to store food for long periods of time. The students would have heard of the term canning and know about the Ball Brothers at this point.

#### Main Objective of Instruction:

- The student will be able to recall the importance of canning for people in this time period of Indiana history and create their own jar of a canned good.
- Language Objective: The ELL student will be able to recall key terms about canning such as glass jar, fruits, vegetables, and industry.

#### Teacher Materials/Resources:

- Projector
- "Hoosiers and the American Story" by James H. Madison and Lee Ann Sandweiss



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- Citation (Madison, James H., and Lee Ann Sandweiss. *Hoosiers and the American Story*. Indianapolis: Indiana Historical Society, 2014. Print.)
- Enough Glass Jars and Lids for Classroom Set (Pre Sterilized, see video)
- Computer with Internet
- YouTube.com
  - <https://www.youtube.com/watch?v=7BFJr4r-QJ8>
  - “canning is easy- how to” by YouTube user Paul Wheaton
- Tons of Fruits and Vegetables that can be cut up
- Knife and Cutting Board
- Ziploc Baggies
- Labels for Jars
- Pen or Marker

### **Student Materials:**

- Hands on Kinesthetic Learning
- ELL: Four Corner Vocab Flashcards

### **Anticipatory Set (Introductory Approach):**

- The teacher will tell the students that we have briefly talked about canning. Ask the students who changed the canning industry for Indiana (The Ball Brothers). Today we will be canning our own fruits and vegetables.

### **Instructional Procedures (Whole Group):**

1. Follow the anticipatory set.
2. Pull up the YouTube video “canning is easy- how to”.
3. Pause the video throughout and ask higher order thinking questions like “why do you think they had to sterilize the jars and lids?”
4. After watching the video and discussing, have students gather around a back table with the glass jars and fruits and vegetables. (You might want to have fruits and vegetables already cut up and stored in Ziploc baggies.)
5. The students will each get one glass jar and a lid.
6. The students can choose from the Ziploc baggies what they would want in their jars.
7. The students will then fill their jars and seal it with the lid.
8. Students will take a label and write what item they had on the label and stick it to their jar.
9. Have students put their jars in their book bags to take home and remind student they must be extra careful when taking these jars home because they can shatter easily.



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### Provisions for Individual and/or Group Differences:

- ELL students will be provided with flashcards to help them identify key terms in this lesson. (see end of lesson)

### Closure:

- When you get home, talk to the people you live with about why you have a glass jar full of food. Talk about why it was important for Hoosiers and who the Ball Brothers were. You can use canning on many different foods and there are many online tutorials and books to show you how.

### Evaluation of Learning:

- Students will be given a compliance grade based on participation in the activity and how involved they were with discussion.

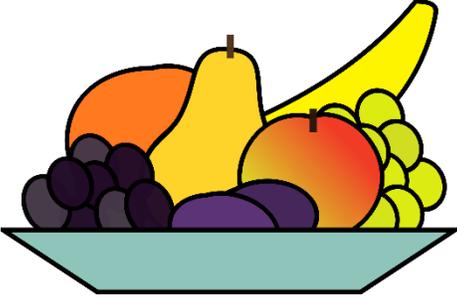
### Independent Practice:

- You can create your own canned goods on your own at home. Take a look at some of the aluminum canned goods at home and see how long they can last on the shelf of your pantry.

Glass Jar	Jarro de vaso
	The Ball Brothers made glass jars.



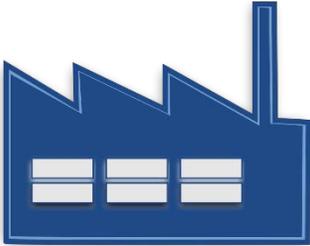
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Fruits	Frutas
	You can put fruits in glass jars.

Vegetables	Verduras
	You can put vegetables in glass jars.



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Industry	Industria
	The Ball Brothers started a glass jar industry.