



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Katie Hedge

### ACTIVITY ONE CHAPTER 9 – WHO RUNS OUR STATE?

#### Objectives, Content, and Language:

As a result of this activity, the learner will:

- Learn details on Governor Paul V. McNutt
- Learn details on how Governor McNutt changed Hoosiers life
- Learn details on the Little New Deal
- Learn details on Governor McNutt and his dealings with taxes and the state government
- Complete a Mystery Word Puzzle that will cover vocabulary words and key words that we discussed in our classroom discussion.

#### Materials Needed:

- *Hoosiers and the American Story* Book
- YouTube Link - <https://www.youtube.com/watch?v=tU7RRVMTnB0>
- Pieces of notebook paper
- Writing utensils
- Mystery Word Puzzle Worksheet and Key

#### Indiana Academic Social Studies Standards Addressed:

- 4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.
- 4.1.10 Describe the participation of Indiana citizens in World War I and World War II.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
- 4.2.4 Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.

#### Procedures:

1. Allow the students to watch a 20 second video of Governor McNutt being sworn into office.
2. Have students fill out the KWL chart and begin with the K section. Have the students write what they already know about Paul McNutt (if it is nothing, that is okay), then have them move to the W portion; what do the students want to know about one of Indiana's Governor.
3. Have students read chapter 9 section one out of the *Hoosiers and the American Story* book.
  - a. Pages 234-240
  - b. Teacher will start reading the section and call on a student
  - c. Students may popcorn to other students when he/she is finished reading



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- d. The teacher may stop at places to explain in more detail for the students to understand.
4. Discuss with the students about Governor Paul McNutt
  - a. Basic information
    - i. When was he born?
    - ii. What is his background?
    - iii. How has he impacted Hoosiers today?
5. Students will complete the KWL chart. After reading the section, what did the students learn about the Indiana Governor?
6. Ask the students, do you think that Governor McNutt helped Hoosiers today? What did he do that impacted us today?
7. Have the students work on the four corners activity. The students will turn these into the tray.
  - a. Make sure the students have their name, date, class number, and the chapter section on the piece of paper.
8. Ask the students one interesting fact about Paul McNutt they enjoyed.

### Pre-Vocab Words (5+):

- **Governor:** A person elected to run one of the 50 United State
- **Gross Income Tax:** An individual's total amount of money before taxes, or deductions, hit the account.
- **Little New Deal:** A federal program that Franklin D. Roosevelt initiated.
- **Democrats:** A person supporting democracy views.
- **Republicans:** A person supporting a republican running for office.

### SIOP Techniques:

- Four-Corners Vocabulary Chart
  - Students will use their own piece of paper for their notes
  - Students will create a four-corner vocabulary chart of their own
  - Must have four boxes
    - First box is an illustration
    - Second box is a sentence using the vocabulary word
    - Third box is the definition
    - Fourth box is a word describing the vocabulary word (a synonym, an adjective, etc.)
  - The students will do this for each vocabulary word.
  - This is an independent activity, no group work.
- KWL Chart
  - Students use their own piece of paper for their notes.
  - Students will create a KWL chart
    - Students will write down everything they know about Governor McNutt
    - Students will write down everything they want to know about Governor McNutt
    - Students will write down everything the learned about Governor McNutt
- Mystery Word



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- The students will complete a mystery word puzzle that will include this information...
  - Vocabulary words
  - Key words discussed in the lesson
  - Famous citizens
- This puzzle will be considered homework if the students do not finish it in class. The students will turn it into the tray when they are finished.

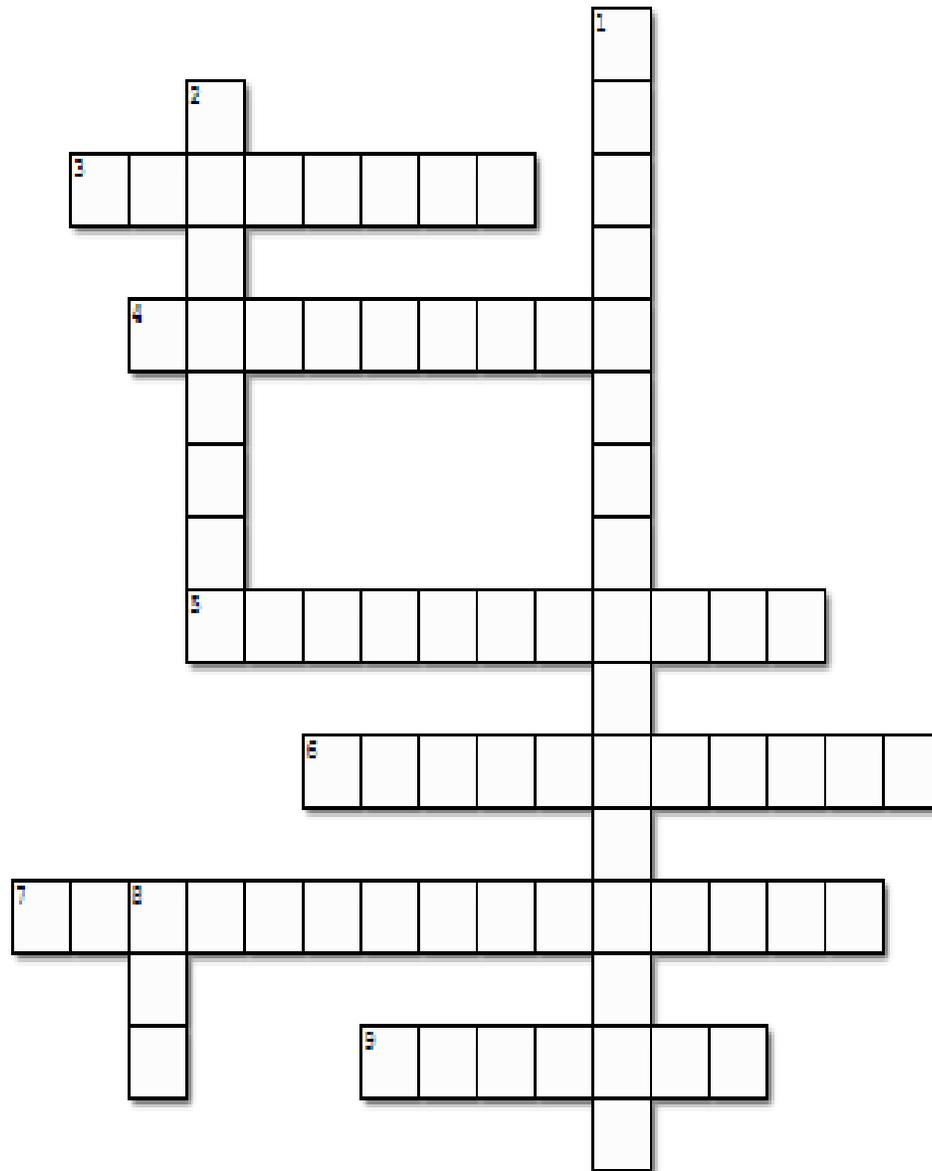
### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.

Name: \_\_\_\_\_

# Mystery Word

Complete the crossword below



Created on [TheTeachersCorner.net](http://TheTeachersCorner.net) Crossword Maker

## Across

3. What are citizens in Indiana called?
4. A person supporting democracy view.
5. A person supporting a republican running for office.
6. Governor of our state.
7. A federal program that Franklin D. Roosevelt initiated.
9. The state in which Governor McNutt represents.

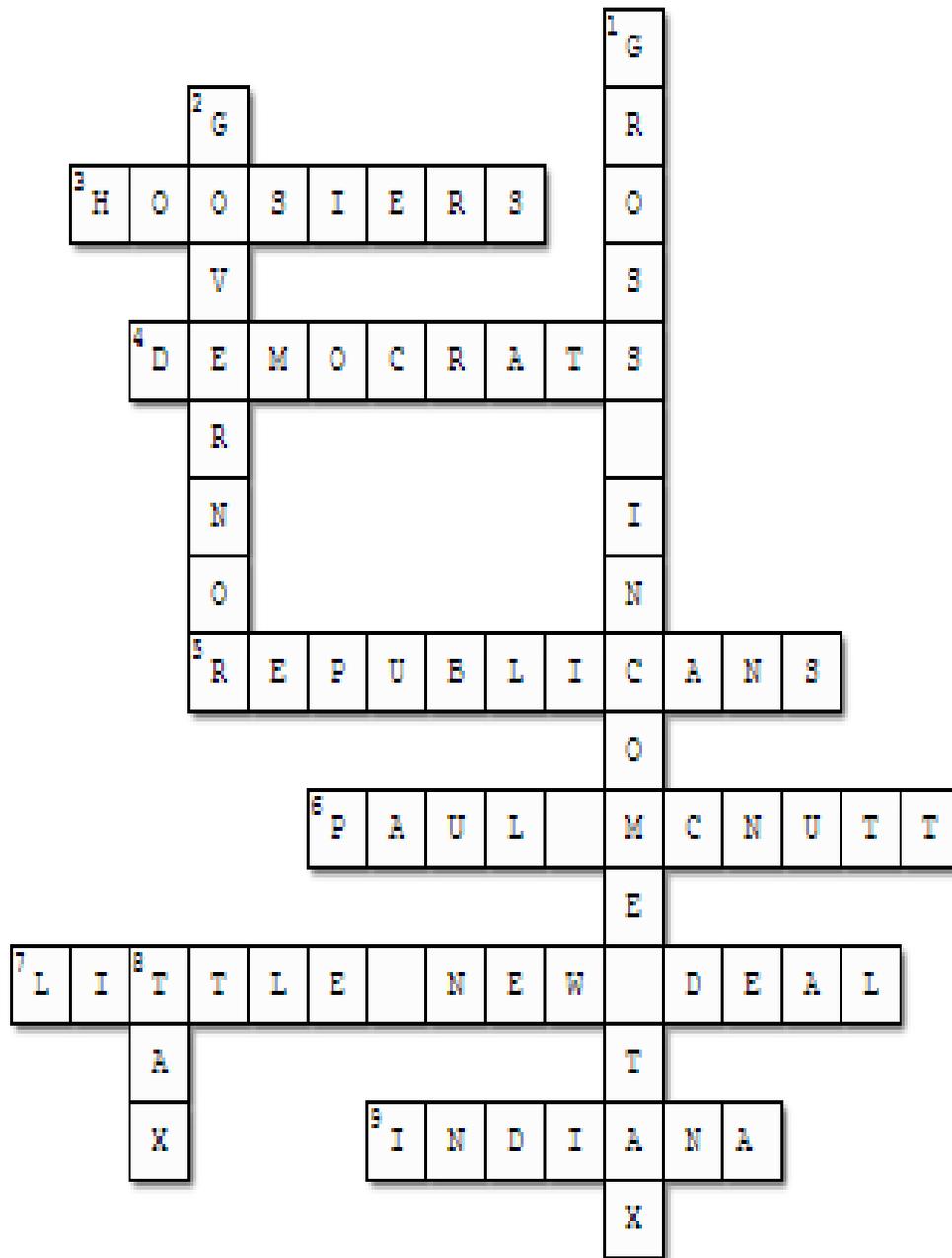
## Down

1. An individual's total amount of money before taxes, or deductions, hit the account.
2. A person elected to run one of the 50 United States.
8. A state revenue that each person must pay.

Name: \_\_\_\_\_

# Mystery Word

Complete the crossword below



Created on [TheTeachersCorner.net](http://TheTeachersCorner.net) Crossword Maker

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### **ACTIVITY TWO** **CHAPTER 9 – THE IMPACT OF WWII ON HOOSIERS**

#### **Objectives, Content, and Language:**

As a result of this activity, the learner will:

- Learn slavery and how it affected Hoosiers
- Learn historical sights and organizations to learn about Indiana's history
- Learn famous art work in the state of Indiana that represents Indiana history
- Create a letter asking questions to former slaves from World War II
- Create their own version of a famous art piece and explain what it means to them to the class.

#### **Materials Needed:**

- Coloring utensils
- Pieces of notebook paper
- *Hoosiers and the American Story* Book
- Writing utensils

#### **Indiana Academic Social Studies Addressed:**

- 4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

#### **Procedures:**

1. Ask the students if they enjoy art? What kind of art work do they do?
2. Ask the students if they know anything about slavery. Was it a good or bad thing? What kind of things did slaves have to do back then? Are there slaves still today?
  - a. Come up with a number that represents how many slaves there were during the time of the great depression and WWII in Indiana.
3. Have students read chapter 9 sections two out of the *Hoosiers and the American Story* book.
  - a. Pages 240-245
  - b. Teacher will start reading the section and call on various students
    - i. Look for comprehension, fluency, expression, etc.
    - ii. Pause at times to explain items that may be confusing to the students
4. Discuss with the students about Slavery
  - a. What is it?
  - b. What do you think those people experienced?
  - c. Is it good or bad?
  - d. What kind of work did slaves do during that time?



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- e. Who were masters? What kind of people were they? High class? Low class?
5. Students will complete the four corners activity. The students will turn these into the tray when finished.
  - a. Make sure the students have their name, date, class number, and the chapter sections on the piece of paper.
6. Discuss with the students different art mural around the state of Indiana.
  - a. Suburban Street –
    - i. Artist Alan Tompkins
    - ii. Broad Ripple, Indiana
    - iii. Mutual trust, friendliness, peace, security, life in a democracy
    - iv. 1942
  - b. Benton Mural
    - i. Thomas Hart Benton
    - ii. Parks, the Circus, the Klan, the Press
    - iii. 1933
    - iv. Klan's downfall
7. Students will now create their own piece of art – Suburban Street. Once finished with the art pieces, the students will present their work in front of the class.
  - a. Refer to page 243-244
  - b. Be creative
  - c. Have the same story line
  - d. Put your own twist to it

### **Pre-Vocab Words (5+):**

- **Slave:** a person who works for a family
- **Works Progress Administration (WPA):** organization in which provided jobs for the unemployed.
- **Federal Writers' Project:** organization in which provided jobs to writers in each state of the United States.
- **Civilian Conservation Corps (CCC):** organization in which provided young men jobs in recreational areas.
- **Suburban Street:** famous mural in Broad ripple, Indiana.

### **SIOP Techniques:**

- Four-Corners Vocabulary Chart
  - Students will use their own piece of paper for their notes
  - Students will create a four-corner vocabulary chart of their own
  - Must have four boxes
    - First box is an illustration
    - Second box is a sentence using the vocabulary word
    - Third box is the definition
    - Fourth box is a word describing the vocabulary word (a synonym, an adjective, etc.)
  - The students will do this for each vocabulary word.



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- This is an independent activity, no group work.
- Questionnaires & Interviews
  - As discussed in chapter 9 section 2, the Federal Writers' Project interviewed slaves from the great depression and WWII
  - The students will be constructing questions to ask a former slave.
    - These should be professional questions
    - Written in letter format
    - Correct grammar
- Art Project
  - During the reading we discussed different art murals that are located around the state of Indiana.
    - One in particular – Suburban Street
  - The students must read about Suburban Street (Page 243-244) and create a new version of this art work.
    - Put your own twist to it
    - Same story line as the original piece
  - Be creative – creation should be different than the original
  - Once finished, the students will present their work in front of the class.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

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### ACTIVITY THREE CHAPTER 9 – WHO IS ROSIE?

#### Objectives, Content, and Language:

As a result of this activity, the learner will:

- Learn how World War II impacted Indiana and its citizens
- Learn how gender equality was an issue during this time, which will get into the topic of the Civil Rights Movement.
- Learn the longest period of economic growth.
- Estimate numbers regarding slavery
- Create their own version (colored picture or a song) of Rosie the Riveter and explain what it means to the class.

#### Materials Needed:

- Pieces of notebook paper
- *Hoosiers and the American Story* Book
- Writing utensils
- White board and markers (one for every student)
- Exit Slip Worksheet

#### Indiana Academic Social Studies Addressed:

- 4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

#### Procedures:

1. Ask the students what they know about gender equality, the civil rights movement, and economic growth.
  - a. This is a pre-assessment for the teacher to figure out what the students know and do not know about the topic before getting into the lesson.
  - b. Are these topics good? Bad? What have they done to our community today?
  - c. Do we face gender equality today? Do we experience inequality?
  - d. Is civil rights still a problem today?
2. Have students read chapter 9 sections three out of the *Hoosiers and the American Story* book.
  - a. Pages 246-250
  - b. Teacher will start reading the section and call on various students
    - i. Look for comprehension, fluency, expression, etc.
    - ii. Pause at times to explain items that may be confusing to the students



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3. Math question – estimate how many people were involved in the civil rights movement and the gender equality issues.
  - a. Have students write their estimation on their white board and hold it up high when they are finish so the teacher can see their answers
  - b. Roughly 400,000 people involved in the Civil Rights Movement
  - c. All women were involved in the Gender Equality issue
4. Class Discussion - Discuss to the students what gender equality and civil rights movement are
  - a. What are they?
  - b. What do you think of them?
  - c. Was it a good or bad thing?
  - d. What did these topics do to help our community
  - e. Who were involved? Men? Women? Both?
  - f. Was there diversity brought into these topics?
    - i. Why or why not?
    - ii. Who was involved?
  - g. These are known as American's longest economic growth
    - i. What is this?
5. Students will complete the four-corner activity. The students will turn these into the tray when finished.
  - a. Make sure the students have their name, date, class number, and the chapter sections on the piece of paper.
6. Class Discussion – Discuss to the students Rosie the Riveter
  - a. How many have seen her picture?
  - b. Who is she?
  - c. What does the piece of art work mean?
  - d. Show visual - [http://www.nww2m.com/wp-content/uploads/2013/02/We\\_Can\\_Do\\_It.jpg](http://www.nww2m.com/wp-content/uploads/2013/02/We_Can_Do_It.jpg)
7. Students will now fill out the exit slip. Once finished, the students must turn in their answers to the tray and they may leave the classroom.
  - a. Questions:
    - One thing you learned today
    - One thing you were confused about
    - One thing you found interesting
    - One thing you would want to learn about the topic

### **Pre-Vocab Words (5+):**

- **Gender Equality:** the process of having rights and opportunities available to both genders, male and female.
- **Rosie the Riveter:** a famous piece of art that resembles women and their work ethic during the time of the war.
- **Civil Rights Movement:** an act of African Americans who wanted equal rights through all elements in the US.
- **Economic growth:** increase of services and goods through the United States over a time period.



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- **Inequality:** the process of not having rights and opportunities available to both genders, male and female.

### SIOP Techniques:

- Four-Corners Vocabulary Chart
  - Students will use their own piece of paper for their notes
  - Students will create a four-corner vocabulary chart of their own
  - Must have four boxes
    - First box is an illustration
    - Second box is a sentence using the vocabulary word
    - Third box is the definition
    - Fourth box is a word describing the vocabulary word (a synonym, an adjective, etc.)
  - The students will do this for each vocabulary word
  - This is an independent activity, no group work.
- Visuals
  - Students will see a picture of Rosie the Riveter and how she resembles gender equality and later the civil rights movement.
  - The students will watch a short video on the civil rights movement.
- Art/Music Project
  - During the reading we discussed Rosie the Riveter and how she resembles gender equality and later on, the civil rights movement.
  - Students must recreate their own image or song about the topic
    - Put your own twist to it – topic – gender equality
    - What does your picture represent
  - Be creative – creation should be different than the original, but have the same story line.
    - If the students decide to create a song, have them write down the lyrics on a piece of paper and turn it in when they are finished.
  - Once finished, the students will present their work in front of the class.
- Exit Slip
  - The students will complete an exit slip before leaving the class.
  - The exit slip will include
    - One thing you learned today
    - One thing you were confused about
    - One thing you found interesting
    - One thing you would want to learn about the topic
  - The teacher will hand out a worksheet with all of the information on it for the students to complete.
  - The students will write their own answers down on a sheet of paper and turn it into the tray/Ms. Hedge.
    - Make sure the students have...
      - Their name
      - Class number
      - Date



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- Numbers answers
- Use inferences to answer the questions.
  - Example: I believe this is the correct answer, according to the text, etc.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.

# Exit Slip

Name: \_\_\_\_\_

Class Number: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Answer these four questions in complete sentences and turn them into Ms. Hedge for credit. Use your inference when answering these questions. You may not leave the classroom until you have turned this worksheet into Ms. Hedge.

1. What is one thing that you learned today?
2. What is one thing that you were confused about?
3. What is one thing you found interesting about today's topic?
4. What is one thing you would like to learn about this topic?



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Adam Shaul

### Chapter 9 Activity #4

#### Topic/Concept/Skill:

- The topic the student will be working with is early Indiana Native American settlements, and those natives way of life.

#### Related Standard:

- Social Studies:
  - 4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.
  - 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 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.
  - 4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

#### Background:

- The students have read about Native Americans in Indiana and where they settled. This field trip is to be taken after a lesson over the Mississippian Indians.

#### Main Objective of Instruction:

- The student will be able to recall why the Mississippian Indians centered their way of live on the Mississippi River. The students will reflect in a journal about what they saw and answer key critical thinking questions that will be written on the board.
- Language Objective: The ELL student will be able to recall key terms about the Mississippian Indians and use them in writing. These terms include river, natives, artifacts/tools, and mounds.



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### Teacher Materials/Resources:

- Bus or Transportation
- Class Roster
- <http://www.angelmounds.org/>
- White Board and Dry Erase Markers
- “Hoosiers and the American Story” by James H. Madison and Lee Ann Sandweiss
- Citation (Madison, James H., and Lee Ann Sandweiss. *Hoosiers and the American Story*. Indianapolis: Indiana Historical Society, 2014. Print.)

### Student Materials:

- ELL Flashcards
- Journal
- Pencil

### Anticipatory Set (Introductory Approach):

- We have been discussing the Mississippian Indians that lived in Evansville, Indiana. Who can tell me one fact about the Mississippian Indians? Today we are visiting the Angel Mounds, which is a historical center dedicated to educating people on the way of the natives lives.

### Instructional Procedures (Whole Group):

1. Follow the anticipatory set.
2. Have the students get on the bus to the Angel Mounds.
3. Have students listen to the tour guide as they explain the lives of the Mississippian Indians.
4. Ask students throughout the visit critical thinking questions like, “what types of tools do you think these natives used?” “Why do you think they built the mounds?” “Why do you think they lived near the river?”
5. When the students return, these questions and similar questions will be written on the board.
6. Have students get out their journals and first write three or more sentences reflecting on their visit to the angel mounds.
7. Then have the students answer the questions on the front of the board.

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

- ELL students will be given flashcards that reflect key terms that are necessary for their understanding of this lesson and the natives lives. (See end of lesson)



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### Closure:

- Ask the students what their favorite part of the trip was. Also ask the students why they think we took a trip or the reason why I wanted them to visit the Angel Mounds.

### Evaluation of Learning:

- The teacher will evaluate the students through their reflection in their journals and the accuracy of information provided through those journals.

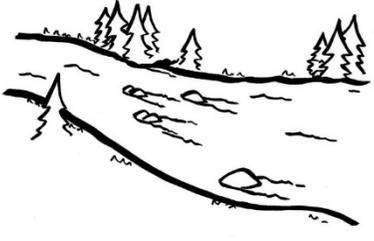
### Independent Practice:

- Have students tell who they live with about the daily lives of the Mississippian Indians, where they lived, and why they chose to settle there.

Natives	Nativos
	The native Mississippian Indians settled in Evansville.

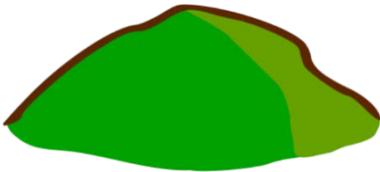


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River	Ríos
	The natives settled near the Mississippi River.
Artifacts	Herramientas
	Scientists study artifacts, the tools of the natives.



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Mound	Montículo
	The Mississippian Indians built mounds.