



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Megan Ruggles

Chapter 10: Stepping Through My School Years Activity #1

Name: Megan Ruggles

Content Objective:

- As a result of this activity, the learner will:
 - Distinguish between a one-room schoolhouse and a consolidated school
 - Compare and contrast a one-room schoolhouse and a consolidated school
 - Infer the benefits of the two types of schools

Language Objective:

- As a result of this activity, the learner will:
 - Write two journal entries comparing and contrasting a one-room schoolhouse and a consolidated school
 - Respond to the School Reorganization Act
 - Collaborate with others about different types of schools

Teacher Materials:

- Whiteboard/Chalkboard- Writing Utensil
- Writing Paper
- Stapler
- Hoosiers and the American Story by James H. Madison
- 4 Corners Vocab Sheets

Student Materials:

- Writing Utensil
- 2 Pieces of Writing Paper- Journal Entries
- Stapler
- Hoosiers and the American Story by James H. Madison
- 4 Corners Vocab Sheets- for students who need it

Indiana Academic Standards:

- Social Studies-
 - 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article 1 of Indiana's Constitution
- Literacy-
 - 4.W.6.1 Demonstrate command of English grammar and usage.
 - 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.
 - 4.W.5 Conduct short research on a topic.

Procedures:



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1. As a class, read section 10.2 titled “Educating Hoosiers: The Evolution of Indiana Public Schools” in the book, Hoosiers and the American Story, by James H. Madison.
2. Once the section has been read, ask the students opinions on one-room schoolhouses. To assist students in elaborating on this topic, prompt the students to provide their opinions on whether or not it was a wise idea to consolidate schools and if the School Reorganization Act was a wise choice.
3. On the board, as the students provide their opinions, draw a T-chart with one side being yes and the other side being no. If a student provides a yes opinion, write the opinion under the yes side. If a student provides a no opinion, write the opinion under the no side. This will later be used in the activity.
4. Inform the students that today they will be writing two different journal entries. The first journal entry will be a creative writing piece about their school life in a one-room schoolhouse. The second journal entry will be a narrative piece about their current school life in the consolidated school that they attend today. Emphasize the point that these journals must be written as though he or she were a child living during the time period of the schools they are discussing. They must use the knowledge that they just gained about one-room schoolhouses and consolidated schools to write their pieces. Tell the students that it can be like writing a diary entry of a child discussing their schooling of the time.
5. Provide each student with two sheets of writing paper. Tell the students that the each sheet of paper is for each separate journal entry. Remind the students that they will also need pencils.
6. Once the students finish writing their two journal entries, have the students match up with another person in the classroom and perform a think-pair-share. In this, they will read to each other both of their journal entries.
7. When they finish reading the journal entries to each other, they must discuss in their pairs what they think would be similar and different between the two types of schools based on both of their journal entries. They must also choose if they believe that a consolidated school or a one-roomed schoolhouse would be better. Tell them to be prepared to share their answers and be able to support their reasons. Remind the students to use the information that was written on the board earlier.
8. Have the students staple their papers together and turn them in.

Closure:

1. Bring the class back together, and use numbered heads for each pairing of students. There will only be ones and twos. Tell the students that in their pairs they must be prepared to say and defend their choice of the best school system based on the information that they learned and gathered.
2. For each pair, call on either a one or a two and have that student answer. The other student in the pair is allowed to speak and respond only after the student requested to speak answers the question.
3. Tell the students that you hope that through this study that they have a better appreciation of the school they are in now and how times have changed because of students like them.

Pre-Vocab Words:

The pre-vocab words are listed below that must be discussed with the students. The four corner vocab sheet for these words will be attached to this lesson plan.



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- Consolidation
- One-Room Schoolhouse
- Reorganization
- Law
- Act

SIOP Techniques:

- 4 Corners Vocab- focus: building background
- Numbered heads- closure: review/assessment

Culturally Responsive Teaching Explained:

This activity is student centered and fosters critical thinking. It is first student centered because the students are responsible for writing their own journal responses based on the material that they learned and must be able to defend their answers. It is also student centered because the students will be leading their own discussions on the information about consolidated schools and one-roomed schoolhouse. This activity also fosters critical thinking because the students must put themselves in another life or another child's shoes in order to think critically about another style of living and then must be able to discuss and defend their choice for the best type of school.

Resources:

(These resources can be used for students to dig deeper in the information taught in this lesson if time remains or if students are just fond of the material.)

Web Article "Experts Talk Pros and Cons of School Consolidation"

<http://www.1011now.com/centralnebraska/home/headlines/Experts-Talk-Pros-and-Cons-of-School-Consolidation-201718001.html>

Web Article: "Tales From a One-Room Schoolhouse" <http://www.scholastic.com/teachers/article/tales-one-room-schoolhouse>

YouTube Video: "One-Room Schoolhouses in America"

<https://www.youtube.com/watch?v=AoieZKCVm-w>

YouTube Video: "School: Then and Now Talking with Ruby"

https://www.youtube.com/watch?v=n4IFPv82M_s

Sources Used:

Hoosiers and the American Story by James H. Madison

<p>1. Word</p> <p>Consolidation</p>	<p>2. Definition</p> <p>The process of uniting many objects</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Reorganization</p>	<p>2. Definition</p> <p>The process of organizing again or differently</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>One-Room Schoolhouse</p>	<p>2. Definition</p> <p>School where all elementary grade students were taught in the same room</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Law</p>	<p>2. Definition</p> <p>A system of rules that a community follows</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Act</p>	<p>2. Definition</p> <p>To take action or do something</p>
<p>3. Sentence</p>	<p>4. Illustration</p>



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

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Chapter 10: Speeding Into the Past Activity #2

Content Objective:

- As a result of this activity, the learner will:
 - Differentiate the different types transportation and it changes over time
 - Recognize the benefits in the change of transportation during the 1950s

Language Objective:

- As a result of this activity, the learner will:
 - Write about different types of transportation
 - Explain, through discussion, the benefits of the change in transportation for different age groups
 - Construct their own transportation passports

Teacher Materials:

- Whiteboard/Chalkboard-Writing Utensil
- Computer; Screen; Projector
- YouTube Video: “Here To There: An Animated History of Transportation”<https://www.youtube.com/watch?v=FaLCQo8NJFA>
- Transportation Pictures
- Question List Chart on the Board
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Student Materials:

- Writing Utensil
- Coloring Utensils
- Transportation Passports

Indiana Academic Standards:

- Social Studies-
 - 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.
 - 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- Literacy-
 - 4.W.6.1 Demonstrate command of English grammar and usage.
 - 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.
 - 4.W.5 Conduct short research on a topic.

Procedures:



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1. As a class, read section 10.1 titled “Car Culture and Suburbanization” as well as section 10.4 titled “RCA: A Tale of Creative Destruction” in the book, Hoosiers and the American Story, by James H. Madison.
2. Ask the students what they think the purpose of transportation is.
3. Ask the students for the different modes of transportation that they can think of. As the students provide their responses, write their responses on the board so that by the end of the discussion, there will be a long list of transportation.
4. Once there are approximately ten or more types of transportation on the board continue on with the activity.
5. Play the video, “Here to There: An Animated History of Transportation.”
6. Inform the students that today they will be creating their own transportation passports.
7. Provide each student with a transportation passport (paper booklet) and have them write his or her name on the cover as well as draw a picture of their favorite mode of transportation on the cover as well.
8. The teacher will then pull out a mode of transportation picture and the students must answer the following questions in their passports...
 - What type of transportation is it?
 - What decade or year was it first used or invented?
 - Why was it invented?
 - What type of places would you take this transportation to?
 - How would you use it or where would you go?
9. There will be ten modes of transportation to discuss with the last being a car.

Closure:

1. Once the students finish the last mode of transportation in their passports, have the students return their attention to the front of the room.
2. Ask the students why they believe that transportation is important. Answers will vary.
3. Then ask students why we need so many types or modes of transportation in the world. Answers will vary.
4. Ask the students if they think that newer types of transportation will continue to be made and why. Answers will vary.
5. On the last page of their transportation passports, have the students create their own mode of transportation that they would like to use. After they draw their picture, have them describe their transportation in a short paragraph. Then have them answer the question, how will their transportation benefit society.

Pre-Vocab Words:

The pre-vocab words are listed below and must be discussed with the students. The four corners vocab sheet for these words will be attached to this lesson plan.

- Transportation
- Vehicle
- Passport

SIOP Technique:

- The students will use a manipulative chart that has different types of transportation on one side and locations on the others. The students will use yarn to make lines from one side to the other matching which type of transportation would best be used to get to or use at the location. This



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will foster an understanding of the different types of transportation and how they are used because it is a visual that can be manipulated and not just writing in their passports. –Practice: Interaction (Posters)

Culturally Responsive Teaching:

This activity fosters critical thinking because the students must think about the different modes of transportation that have been created and then apply their knowledge that they have gained about transportation to create their own mode of transportation. This fosters critical thinking because the students must not only create a type of transportation but must also discuss its importance and how it will benefit society.

Resources:

(These resources can be used for students to dig deeper in the information taught in this lesson if time remains or if students are just fond of the materials.)

YouTube Video: “Then and Now-Progress of Transportation, Steam Trains, Planes, Cars”

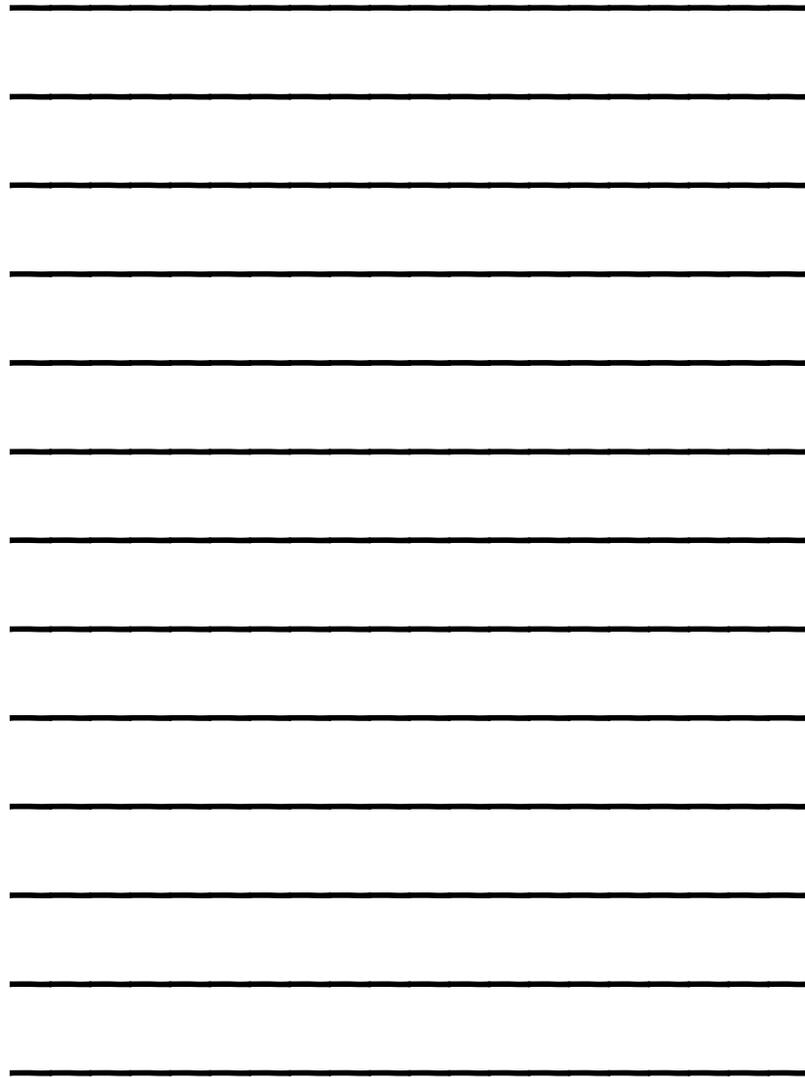
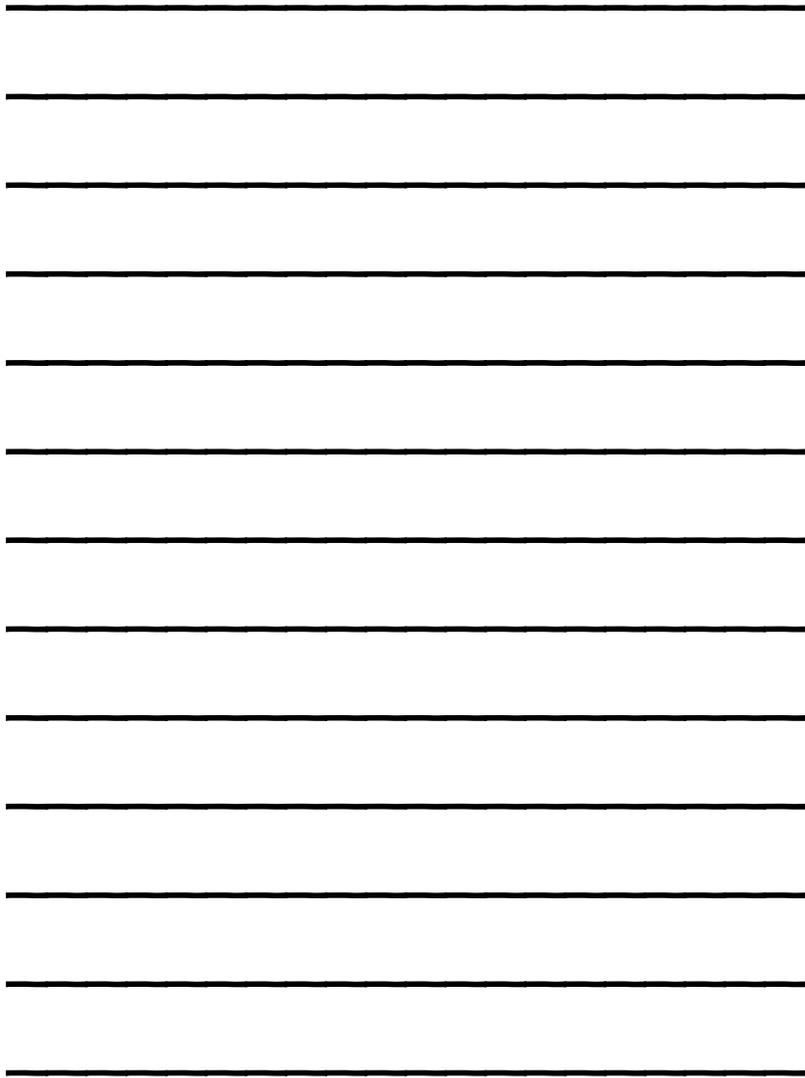
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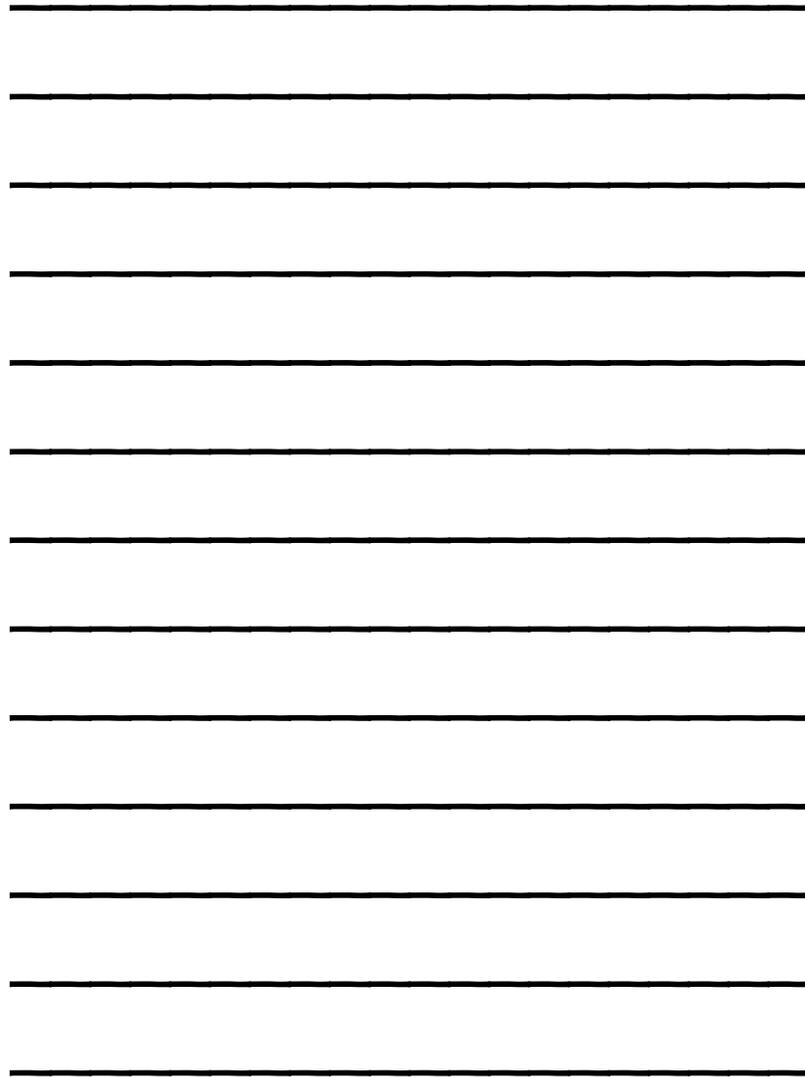
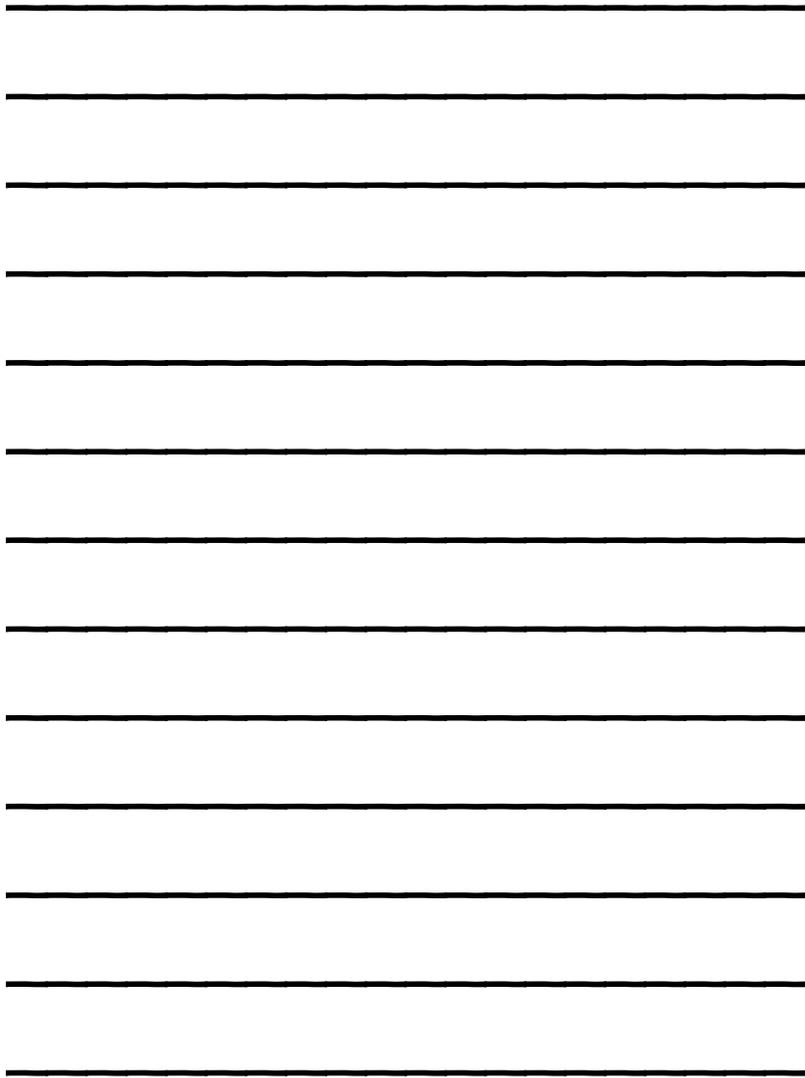
Sources Used:

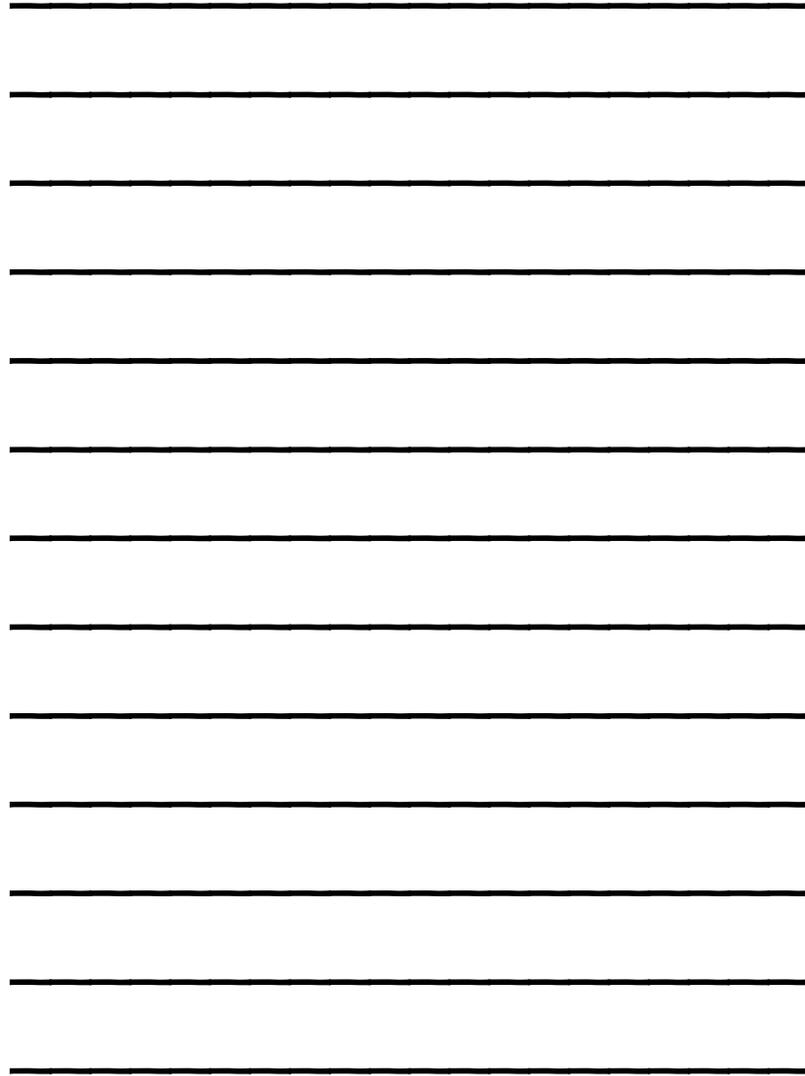
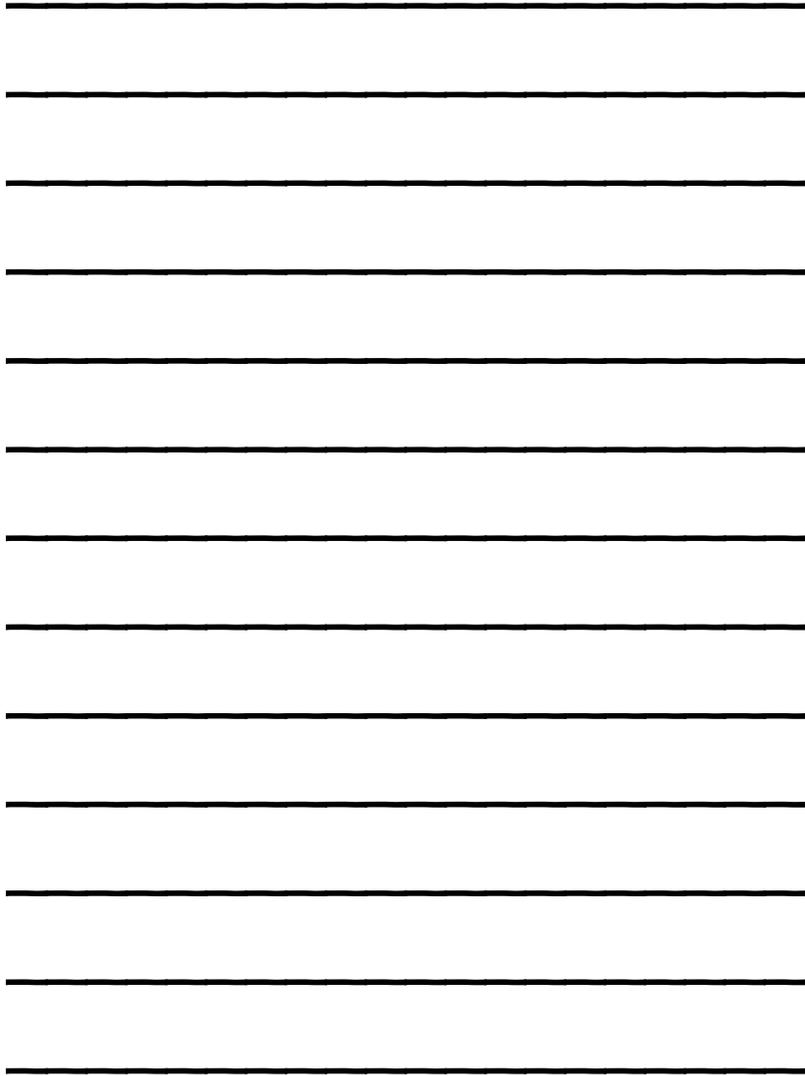
- YouTube Video: “Here To There: An Animated History of Transportation”<https://www.youtube.com/watch?v=FaLCQo8NJFA>
- Hoosiers and the American Story by James H. Madison

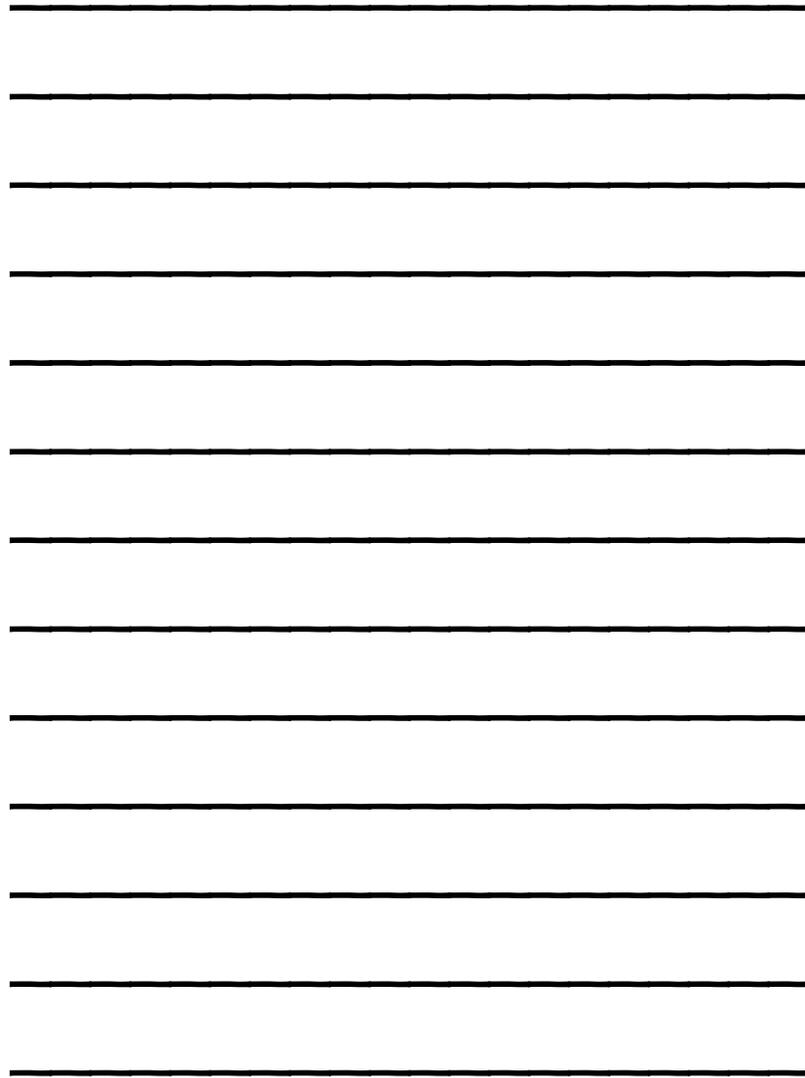
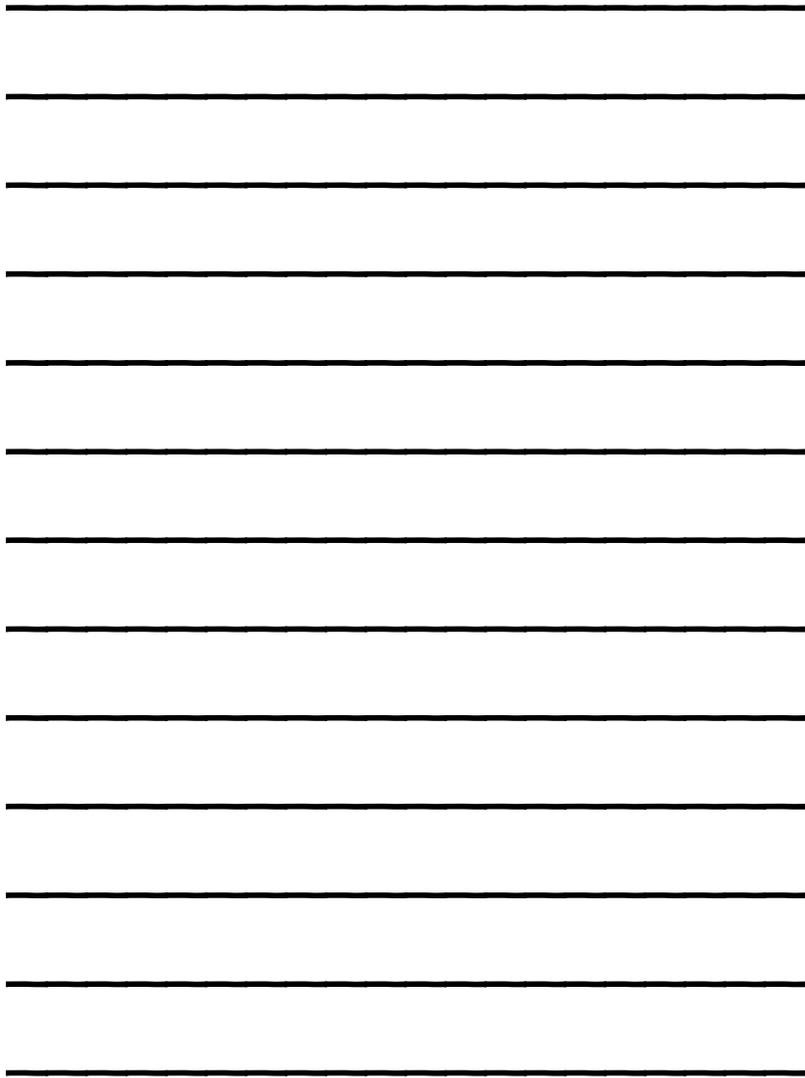
Transportation Passports

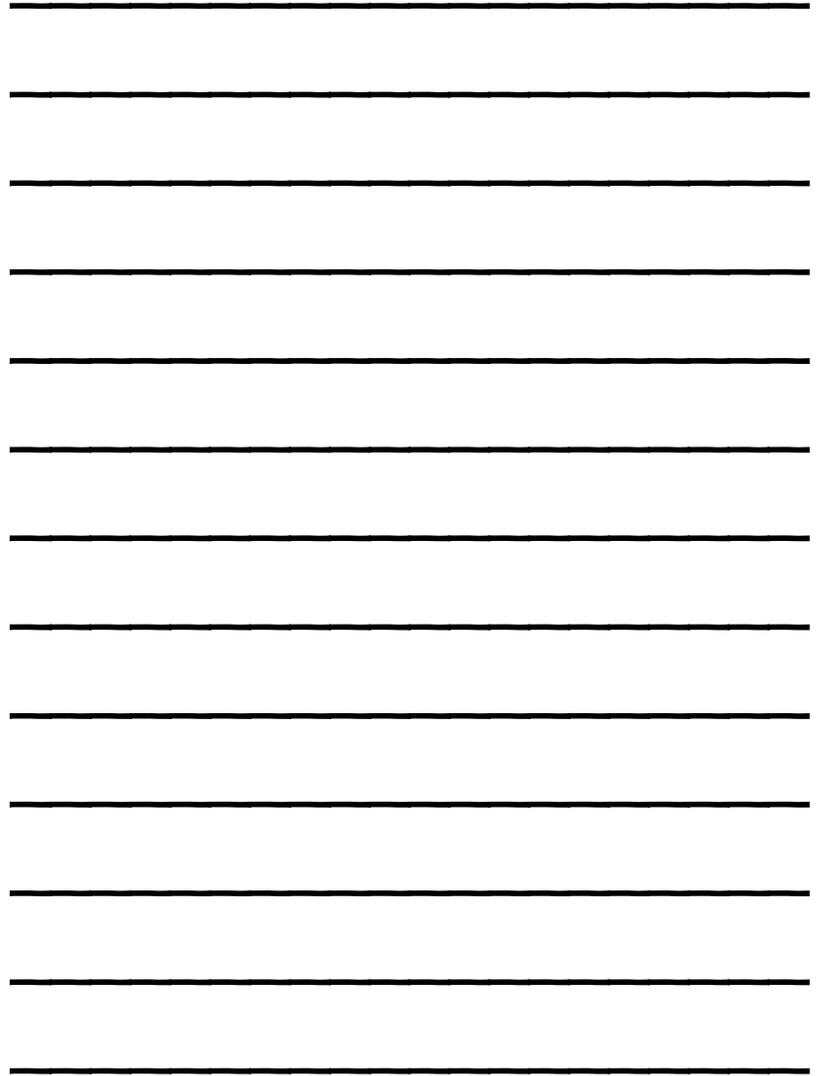
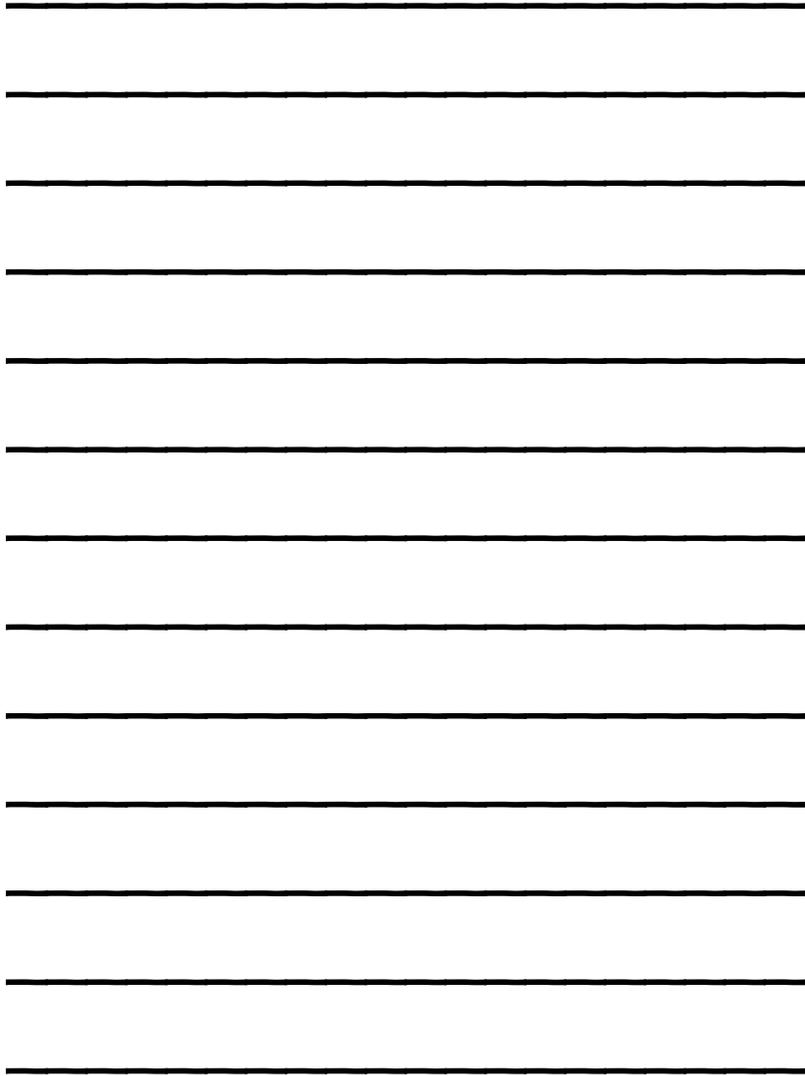
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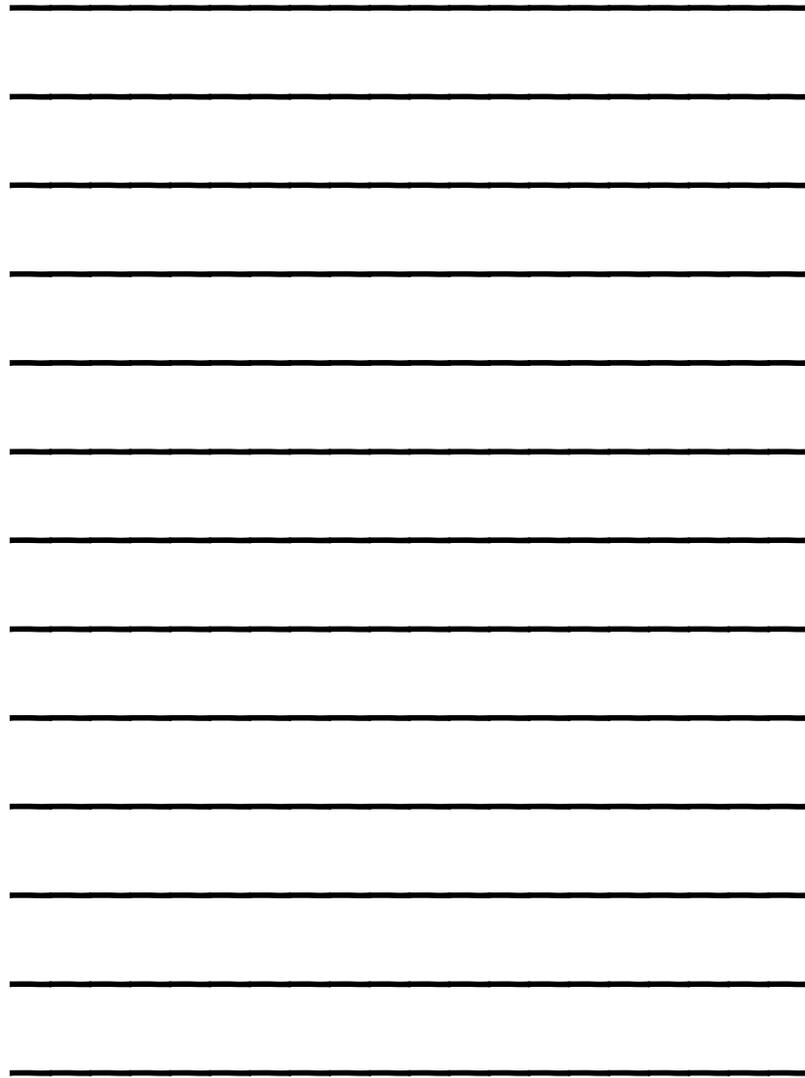
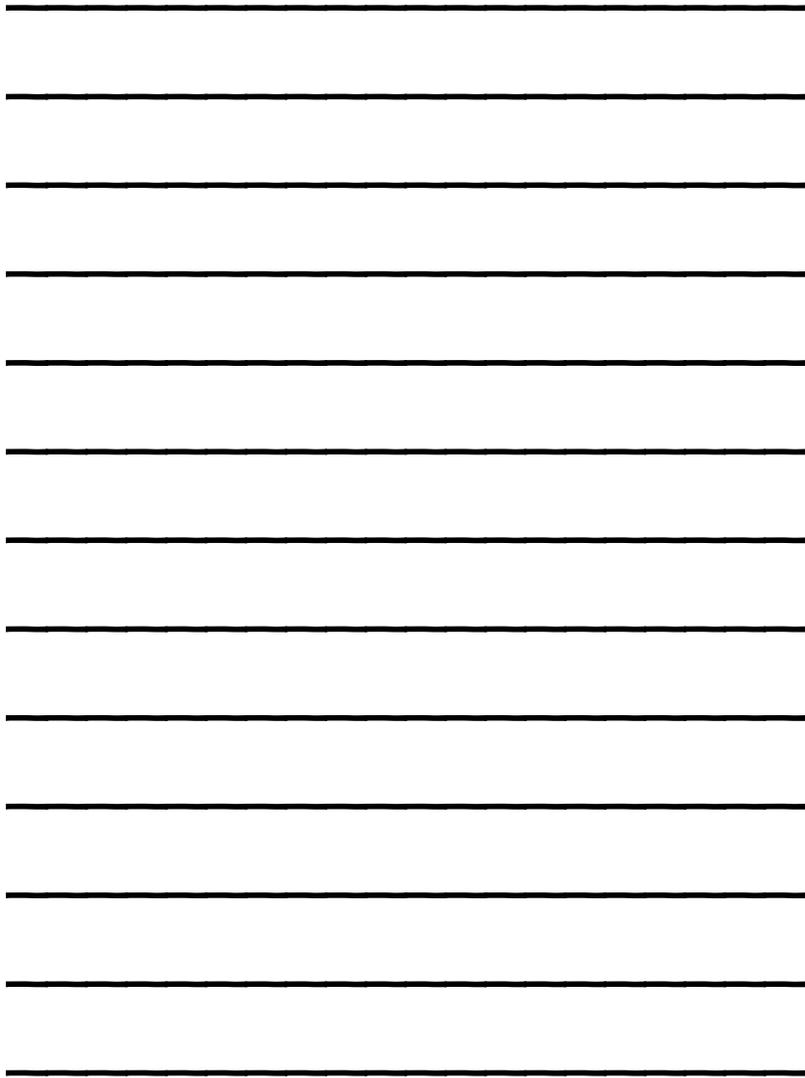


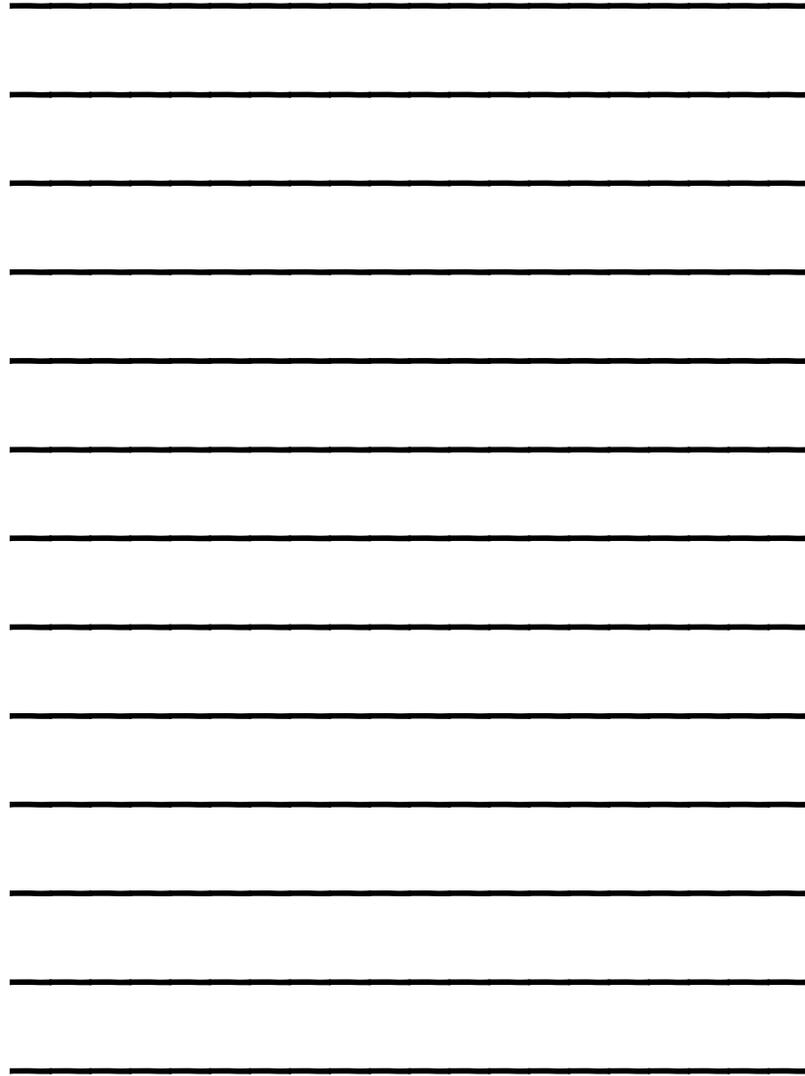
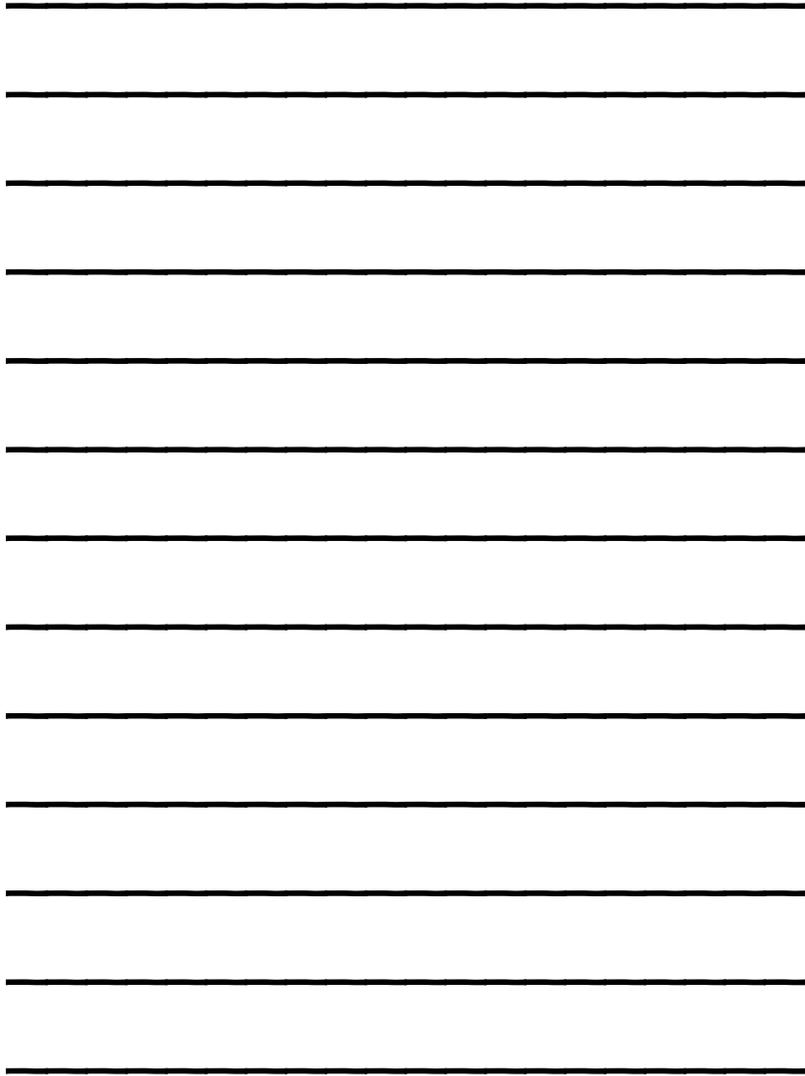


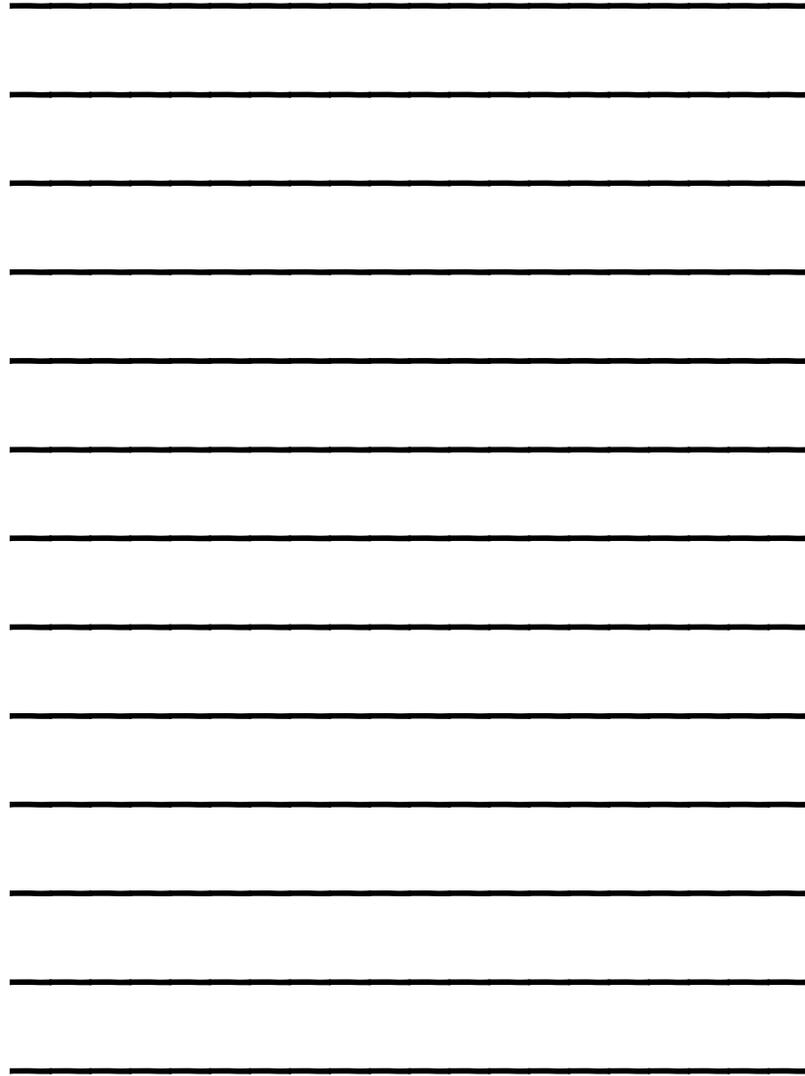
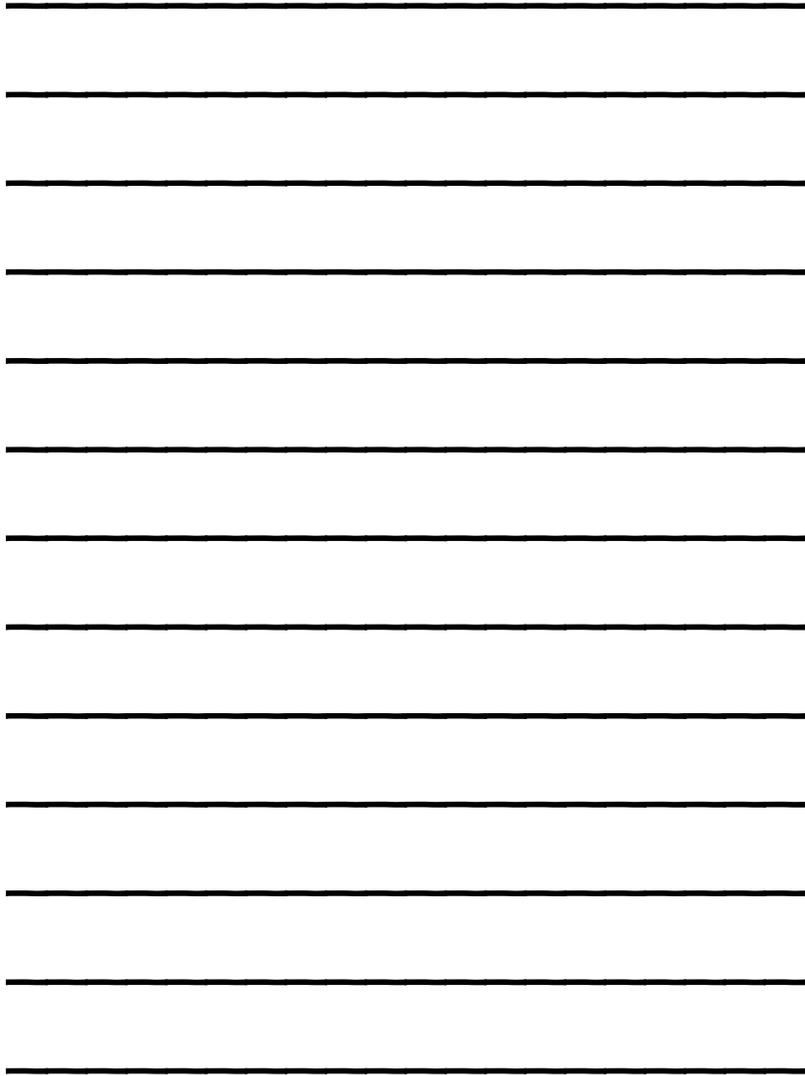


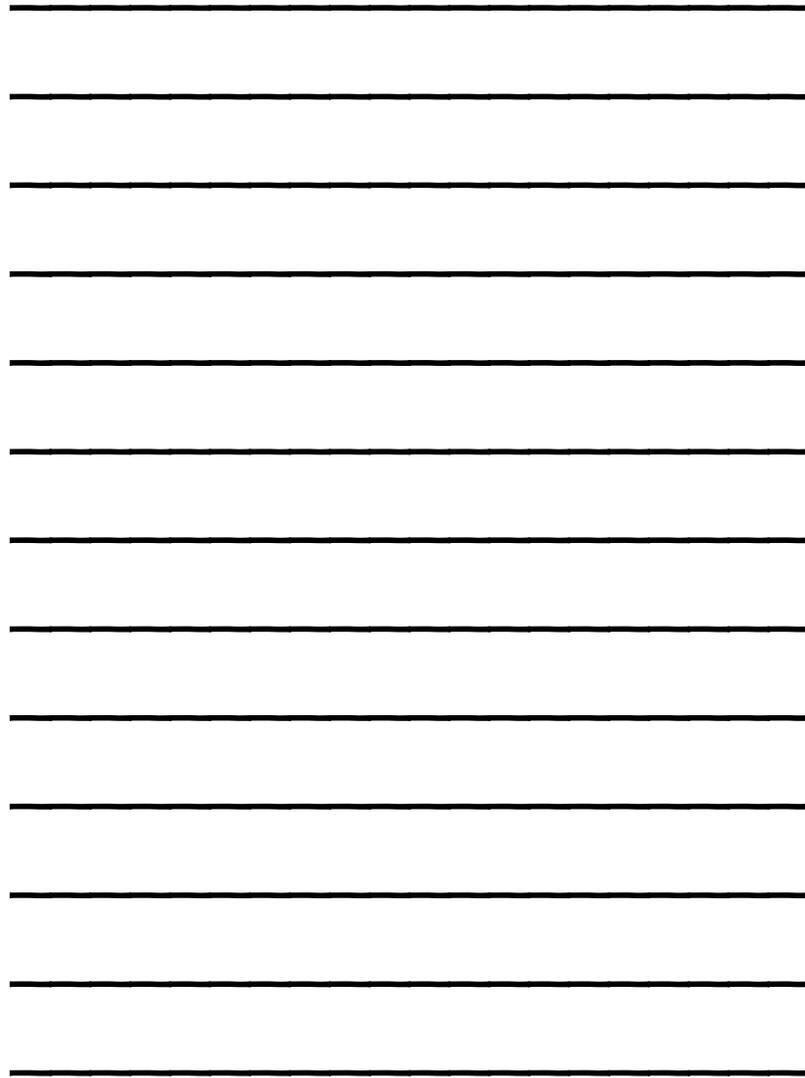
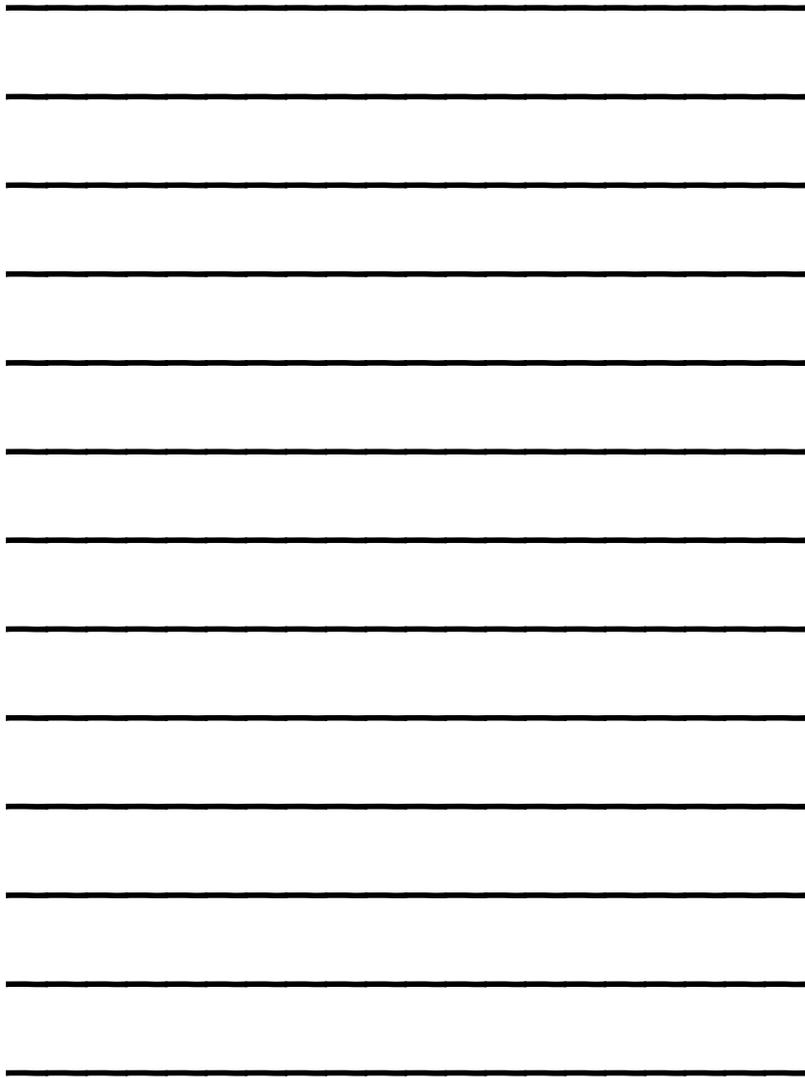


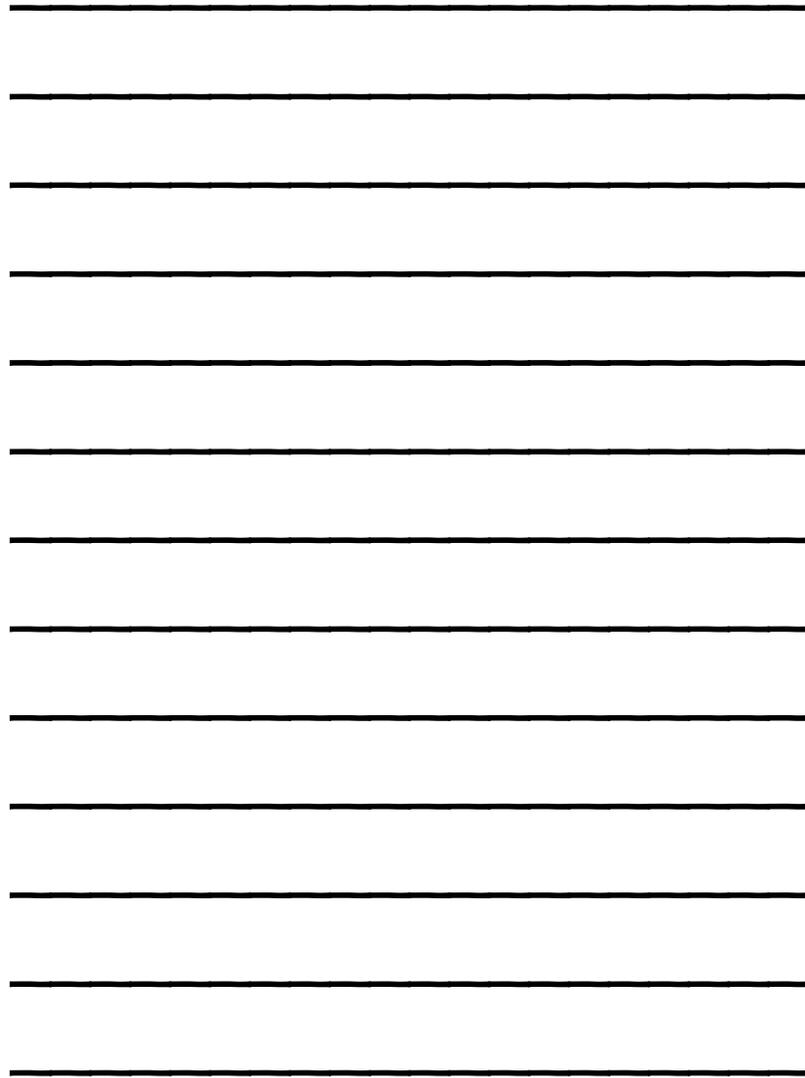
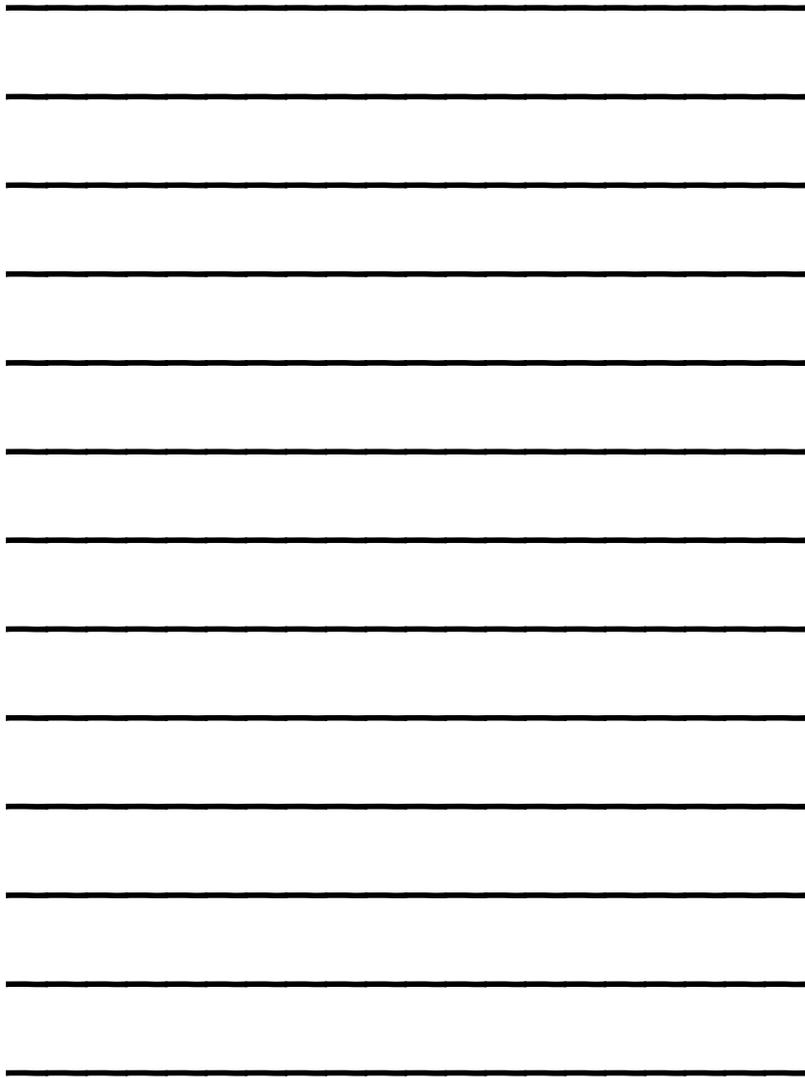












Bicycle:

Decade or Year: 1418



Train:

Decade or Year: 1798



Covered Wagon:

Decade or Year: 18th Century



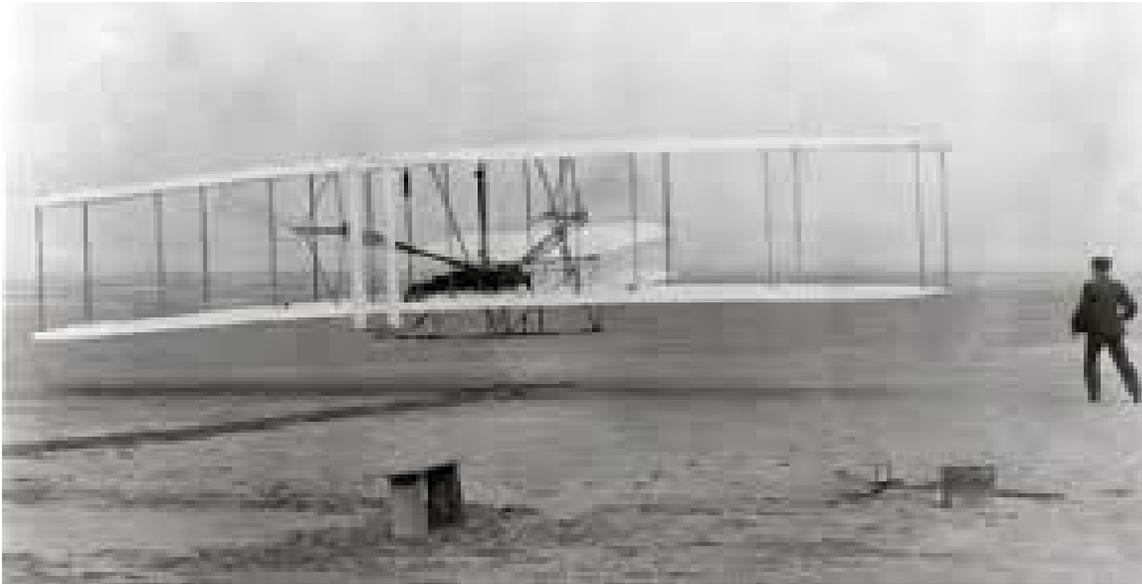
Motorcycle:

Decade or Year: 1885



Plane:

Decade or Year: 1903



Rocket Ship:

Decade or Year: 1942



Elevator:

Decade or Year: 1852



Roller Skates:

Decade or Year: 1819



Skateboard:

Decade or Year: 1940s



Car:

Decade or Year: 1885



Bibliography:

Airplane: <http://airandspace.si.edu/exhibitions/wright-brothers/online/fly/1903/>

Bicycle: https://commons.wikimedia.org/wiki/File:PSM_V38_D792_A_safety_bicycle_with_lines_of_force.jpg

Car: <http://www.gm.com/company/historyAndHeritage/creation.html>

Covered Wagon: <https://www.pinterest.com/pin/42080577739349109/>

Elevator: <http://www.henkel-adhesives.com/industrial/2013-48360-20130514-adhesives-in-elevators-on-the-way-up-41007.htm>

Motorcycle: <http://www.victorymotorcycles.com/en-us/2015>

Rocket Ship: <http://www.glogster.com/gingertplc/from-sailing-ships-to-rocket-ships-explorers-wiki/g-6ocbqg26q3qn8035kg62cse>

Roller Skates: <http://www.squarecatskates.com/moxi-roller-skates-leopard-jungle.html>

Skateboard: <http://www.bonkersenergy.com/product/red-splatter-skull-skateboard-deck/>

Train: <http://www.lumberjacksteamtrain.com/>

<p>1. Word</p> <p>Transportation</p>	<p>2. Definition</p> <p>The action of moving someone/something from one area to another</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Vehicle</p>	<p>2. Definition</p> <p>A machine used to move people or goods</p>
<p>3. Sentence</p>	<p>4. Illustration</p>



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Chapter 10: Plowing Through Decades Activity #3

Content Objective:

- As a result of this activity, the learner will:
 - Create their own farming transportation board (flow chart)
 - Compare and contrast different modes of farming equipment

Language Objective:

- As a result of this activity, the learner will:
 - Retell how crops are moved and affect grocery services locally and nationally
 - Discuss different modes of farming equipment

Teacher Materials:

- Whiteboard/Chalkboard-Writing Utensil
- Large Paper
- Writing Utensil
- Farming Equipment Sign
- Hoosiers and the American Story by James H. Madison

Student Materials:

- Writing Utensil
- Large Paper
- Coloring Utensils
- Writing Paper
- Hoosiers and the American Story by James H. Madison

Indiana Academic Standards:

- Social Studies-
 - 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.
 - 4.1.14 Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation, and global connections.
 - 4.3.11 Examine Indiana's international relationships with states and regions in other parts of the world.
 - 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.
- Literacy-
 - 4.W.6.1 Demonstrate command of English grammar and usage.
 - 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.
 - 4.W.5 Conduct short research on a topic.

Procedures:



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1. As a class, read section 10.3 titled “Farming Advances and Adaptations” in the book, Hoosiers and the American Story, by James H. Madison.
2. After reading the section ask the students why they believe that farming is important. Take approximately four to five responses.
3. Following this question ask the students how they think that farming benefits the economy and society. Take approximately four to five responses.
4. Tell the students that farming was once an individual family farm business but has become consolidated to become big business in order to create mass productions to serve more people in the community.
5. Inform the students that science and technology has made a large impact in farming as well by producing hybrid crops, organic foods, genetically modified crops, chemical fertilizers, and global research. Through this farming has made a large impact in the food industry but how and why?
6. Communicate to the students that today they are going to be constructing farming transportation boards. Hand out large pieces of paper and tell the students that they will also need coloring utensils.
7. On the left side of the paper have the students draw corn and write the word corn underneath it. On the right side of the paper have the students draw a grocery store and the name of the grocery store underneath it. The middle of the paper should be completely blank.
8. On the board, hang the sign of different farming equipment. Tell the students that they are to incorporate different farming equipment in their signs from how the corn moves from the crops to the stores. Not all of the equipment will be used but they are suggestions for their boards.
9. Tell the students that their job is to use the information that they gained through the textbook and through the classroom discussion to complete the chart by labeling how the Indiana crop of corn moves from the field to the grocery store based on advancements in farming equipment and technology and the needs from society.

Closure:

1. Once the posters are completed, place the students in groups of four to five. Have the students complete a think-pair-share within their groups and discuss the similarities and differences on their boards.
2. Provide each group with one sheet of writing paper and tell the students to write down all of the similarities in the boards.
3. Choose one student from each group to read off the similarities to the entire class and write the common similarities from the entire class on the board. Once all of the similarities are on the board, bring up a large sheet of paper and hang it on the board. As a class, place the words/ similarities in the correct order to make a brand new chart out of the student’s thoughts on the farming process.
4. When the chart has been completed, tell the students that today they learned about the importance of farming, especially in Indiana.

Pre-Vocab Words:

The pre-vocab words are listed below that must be discussed with the students. The four-corner vocab sheet for these words will be attached to this lesson plan.

- Farming



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- Equipment
- Organic
- Consolidated

SIOP Techniques:

- Instead of having students come up with ideas on their own for the chart the students will be given **premade pictures** used to place within the chart. Once they place the pictures in the order that they want, they will have a **word bank** where they must label each of the pictures that they placed. This will build vocabulary skills in the English language and also provide a visual as well. –Closure: Lesson Delivery
- Think-Pair-Share- Practice: interaction

Culturally Responsive Teaching Explained:

This activity is student centered, builds relationships and community, and fosters critical thinking. It is first student centered because the students are using the knowledge that they gained through the text and the lesson to generate a farming transportation chart. It is also student relatable because the students living in Indiana will be familiar with the idea of farming and it could touch on many family jobs. This activity also builds relationships and community because the students will be learning about a large portion of Indiana community, which is farming. Many people in Indiana are touched by it whether they live on a farm or eat the food that comes from a farm and through that, community is built. Finally, this activity fosters critical thinking because the students must use their understanding of farming to create how they believe crops are transported to farms. They must think critically about the process and how it works.

Resources:

(These resources can be used for students to dig deeper in the information taught in this lesson if time remains or if students are just fond of the material.)

YouTube Video: “Crawler Tractors-Farm Machinery & Equipment”

<https://www.youtube.com/watch?v=fWpF1XYubdg>

YouTube Video: “Types of Farming”

<https://www.youtube.com/watch?v=tv8FVuB-9k>

Sources Used:

Hoosiers and the American Story by James H. Madison

<p>1. Word</p> <p>Farming</p>	<p>2. Definition</p> <p>Business of raising/growing crops</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Equipment</p>	<p>2. Definition</p> <p>The necessary items for a particular purpose/ use</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Organic</p>	<p>2. Definition</p> <p>Derived from living matter</p>
<p>3. Sentence</p>	<p>4. Illustration</p>

<p>1. Word</p> <p>Consolidation</p>	<p>2. Definition</p> <p>The process of uniting many objects</p>
<p>3. Sentence</p>	<p>4. Illustration</p>