H is for Hoosier

4th grade

Tiffany Maple, Dawa Sherpa, Becky Welker, and Anna Clark

Non-Dominate Culture Plan – Non-Text References Plans –
Computer and Social Science Lesson Plans
Puppetry Plan – Storytelling Lesson Plan
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Materials List

• “H is for Hoosier” by Cynthia Furlong Reynolds
• 1 large sugar cookie in the shape of Indiana for each group (make these by tracing the outline of Indiana on a cookie sheet)
• a binder
• a copy of the Indiana State Song, “On the Banks of the Wabash, Far Away”
• alphabet books
• Blackline master of a map of your state and its products
• CD player
• construction paper
• Copy of “Little Orphan Annie”, obtained from the website
  http://www.jameswhitcombriley.com/children%27splay.htm
• glue
• heavy clay like soil
• Informational books about Indiana
• Jelly beans
• Large map of Indiana
• markers
• materials to build models
• paint tray
• pieces of sod
• plastic sleeves
• Popcorn
• potting soil
• Rainmaker (paper cup with about ten tiny holes poked in the bottom)
• scissors
• Sprinkles
• statistics from the Indianapolis 500
• various other foods
• video from Amish Acres
• water
• yarn
1. What is the capital of Indiana?

2. Name one cultural group in Indiana.

3. Name one famous poet from Indiana.

4. What county do you live in?

5. What is at least one of the major crops in Indiana?

6. What type of stone is Indiana famous for?
7. What is the capital of Indiana? Locate this capital on the map provided.

8. Name one cultural group in Indiana. List at least two facts about this group.

9. Name one famous poet from Indiana. List at least one of his writings.


11. What is at least one of the major crops in Indiana? List at least two uses for this crop.

12. What type of stone is Indiana famous for? Name where this stone is found and list a characteristic of this stone.
Bulletin Board Narrative

The theme of our bulletin board is centered around the book “H is for Hoosier” by Cynthia Furlong Reynolds. At the beginning of our unit we will use ideas from the book to put on the bulletin board. In the center the words “H is for Hoosier” will be in big bold letters. The border will consist of a colorfully decorated version of the alphabet.

Surrounding the title “H is for Hoosier” we will use examples found in the book. For example, for the letter “B” we will put a picture of a basketball next to and the words “B is for Basketball”.

To make our bulletin board interactive we will have the students replace the original pictures and phrases with their own ideas from research done in class.
ART LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker

UNIT THEME: Indiana

Lesson: Art: Becoming authors (part two of writing a class book)
Length 2 days

Age or Grade Intended 4th grade

Academic Standard (s): Visual Arts – 4.13.2 Creating a work of art using subject matter, concepts, or sign systems (words, numbers) of another discipline.

Performance Objectives: The student will each illustrate their page of the class book following the structure outlined by the teacher with 100% accuracy based on a checklist.

Advanced Preparation by Teacher: The teacher will need to make sure that all pages have been printed out on thick paper. Supplies like construction paper, glue, markers, etc. will need to be gathered so that the students have many choices. The teacher will need to get plastic sleeves and a binder to put the finished product in. The teacher will create a cover for the book.

Procedure:

Introduction/Motivation: The teacher will pass out different picture books and ask the students to focus only on the illustrations. (Visual/Spatial) The teacher will ask questions such as why do you think the illustrator used a specific style. (Bloom’s Analysis)

Step-by-Step Plan:
1. The students will create a rough sketch on a plain piece of paper so that they can get an idea before starting. (Intrapersonal)
2. Once the students have a plan they may begin illustrating their page, using any materials available in the classroom.

Closure: The teacher will put the pages into the plastic sleeves and read the finished project aloud to the class.

Adaptations/Enrichment: There will be no set level of artistic ability needed. As long as effort is put forward and the students meet the requirements from the checklist all learners should be able complete this project successfully.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE
Education Department

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker
UNIT THEME: Indiana

Lesson: Computer: Webquest Length 2 weeks

Age or Grade Intended 4th

Academic Standard (s): Standards listed on attached outline.

Performance Objectives: The students will complete the Indiana History Webquest activities with 80% accuracy based on the rubrics provided.

Advanced Preparation by Teacher: The teacher will schedule time for the entire class to spend in the computer lab. The teacher will assign the students a partner to work with on this project. A short mini-lesson should be taught prior to this lesson on what a webquest is and what it involves.

Procedure:
Introduction/Motivation: Read “H is for Hoosier” by Cynthia Furlong Reynolds as a class.

Step-by-Step Plan: After reading “H is for Hoosier” the teacher will assign each set of partners to a computer in the lab. The teacher will direct the students to http://www.muncie.k12.in.us/WebQuest%20library/IndianaFacts%20Sheryl%20Reed.htm#Introduction where they will find a webquest on Indiana History. They are to complete all activities in order shown on the site. The Gardner’s Intelligences covered in this lesson include Visual/Spatial, Interpersonal, and Verbal/Linguistic. Bloom’s that are covered include Comprehension and Application

Closure: The students will present the informational brochures that they created and play the Indiana Trivia Game that they also designed.

Adaptations/Enrichment: The tasks could be shortened when needs. Adult assistance, in addition to the teacher, will also be available to the students. High ability students will have the option of working on the webquest alone.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
Lesson: Cooking: Eat Your State! _______ Length 45 minutes_______

Age or Grade Intended 4th grade_____

Academic Standard (s):
Social Studies – 4.3.5 Map the physical regions of Indiana and identify major natural resources and crop regions.

Performance Objectives: The students will create a land resource map of Indiana using materials provided by the teacher with 90% accuracy based on a checklist.

Advanced Preparation by Teacher: The teacher will need to gather the following materials:
- 1 large sugar cookie in the shape of Indiana for each group (make these by tracing the outline of Indiana on a cookie sheet)
- Popcorn for corn
- Jelly beans for beans
- Sprinkles for wheat
- Various other foods based on resources described in the textbook
- Blackline master of a map of your state and its products

Procedure:
Introduction/Motivation: Begin by discussing what a resource map is. Start with a U.S. map that shows the major products of the different regions. Talk about how the different regions support different crops and resources. Discuss the key and how to locate the items on the map. (Knowledge)

Step-by-Step Plan:
1. Look at a map of Indiana’s resources. (Visual/Spatial)
2. Divide the class into small groups. (Interpersonal)
3. Give each group a sugar cookie.
4. The students will use their map to place the resources of Indiana (the food) on their map. (Analysis)
Closure: After all the maps are finished and assessed for accuracy by the teacher the students get to eat their map.

Adaptations/Enrichment: Students with food allergies will have substitute foods. Students can brainstorm other ways to represent some sort of cooking method as an extension.
**Self-Reflection:** What could we have done better? What went well? What did not go well? What changes would you make?

***Lesson adapted from www.lessonplanspage.com***
MANCHESTER COLLEGE
Education Department

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker
UNIT THEME: Indiana

Lesson: Drama: James Whitcomb Riley Length 2 weeks

Age or Grade Intended 4th

Academic Standard(s):
Theatre – 4.1.1 Explore the unique way theatre can be used to understand the history or Indiana and its people.

English/Language Arts – 4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.

Performance Objectives:
When given a part in a play the student will dramatically act out their part by meeting all requirements set forth by the teacher on a rubric.

The students will prepare an introduction to the James Whitcomb Riley play with the assistance of the teacher listing at least five statements about his life in Indiana.

Advanced Preparation by Teacher: The teacher will print of the play, “Little Orphan Annie”, based on the works of James Whitcomb Riley by going to the website (http://www.jameswhitcombriley.com/children%27splay.htm). Enough copies should be made for each student with individual parts highlighted. The teacher needs to consider each student’s ability level while choosing parts. A letter should be written to parents inviting them to a final performance during parent night.

Procedure:
  Introduction/Motivation: The teacher will introduce James Whitcomb Riley to the class by reading some of his poems aloud.

Step-by-Step Plan:
1. The teacher will pass out the parts so the class can read through it as a group before dividing into parts. Parts will be shared for the first reading.
2. Depending on the size of the class parts might have to be doubled.
3. During practice times students with speaking parts will be working in one area while those without will be working on costumes and the set.

Closure: The students will perform the play on parent night.
Adaptations/Enrichment: Parts will be assigned based on personal strengths. Students that need to use the script will be allowed to use it. Children that struggle with reading will be given smaller parts and be allowed to help more on costume and set design.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE
Education Department

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker
UNIT THEME: Indiana

Lesson: Fine Motor: Building an Amish farm Length 1 week

Age or Grade Intended 4th

Academic Standard (s):
Social Studies 4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

Performance Objectives:
The students will create a model of an Amish farm demonstrating their knowledge of the cultural group using the materials provided with 100% accuracy.

The students will compare and contrast their life to that of an Amish child by writing a short reflection with 100% accuracy.

The students will explain their model farm to the class with 100% accuracy.

Advanced Preparation by Teacher: Arrange for a guest speaker to come in on the specified day. Buy materials for the students to use to build models. Contact Amish Acres about the use of their video.

Procedure:
Introduction/Motivation: Ask the students what they think a culture group is and if they can think of any examples (Bloom – Knowledge). Give them the definition of what it means to be a culture group. Explain that the Amish are a culture group in Indiana and for the next week we will be exploring that culture group.

Step-by-Step Plan:
1. For the first day the teacher will show a video, obtained from Amish Acres, all about the life of the Amish (Multiple Intelligence – Visual Spatial).
2. On the second day someone from the community that is Amish will come in to talk to the students. The students will be encouraged to ask lots of questions.
3. On day three the teacher will assign the Amish farm project. Various materials will be provided in class for the students to start building their model of an Amish farm (Multiple Intelligence – Art). They will have until Friday to complete their model and will be given time in class. The students will be assigned a group of 3-4 people to work with for the project (Multiple Intelligence – Interpersonal).
4. Day four will be a work day for the model farm. Books will be available in the classroom as a reference.

Closure: Friday the students will share their models with the class and then all write a reflection on how their life would be different if they had grown up in the
Adaptations/Enrichment: Those that struggle with fine motor skills will be assigned a group of students with higher abilities of fine motor skills. The option to respond in a list will be available if necessary.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE  
Education Department  

LESSON PLAN by _Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker_  
UNIT THEME: _Indiana_

Lesson: Gross Motor: _Jumping Across Indiana_____ Length _25-35 minutes_____ 

Age or Grade Intended _4th_____ 

Academic Standard (s): 
Social Studies – 4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana; and be able to place these on a blank map of the state. 

Performance Objectives: The student will locate a total of ten cities and bodies of water on a blank map provided by the teacher with 90% accuracy. 

Advanced Preparation by Teacher: The teacher will create a large map of Indiana, either in the gymnasium or outside on a blacktop area. The major cities and rivers need to be clearly labeled on the map. Create a list of what cities and bodies of water the teacher would like the students to travel to. 

Procedure:  

Introduction/Motivation: Ask questions such as how many people have been to the state capital or seen the Wabash River. Explain that today we will be doing an activity that will allow us to travel all around Indiana without leaving our school. 

Step-by-Step Plan: 
1. Direct the students to stand around the edges of the state map. 
2. Explain that all students may only do the movement the teacher calls out and are not allowed to go until the whistle is blown. If the students do not stop when the teacher blows the whistle two times in a row they will get a “speeding ticket”. If the student gets more than two speeding tickets they must walk a lap around the Indiana border. 
3. The teacher will call out where the students will be traveling and what movement they will be doing as they go to their destination. 
4. Examples of movements are hopping to Indianapolis, skipping to your home town, and jogging along the Wabash River. 

Closure: The teacher will pass out blank maps for the students to label. Each map will have numbers next to the landmarks that need to be labeled. There will be a word bank of more than will be used at the bottom of each map. The student will also choose two additional locations to label that are not decided by the teacher. 

Adaptations/Enrichment: If students have gross motor problems the teacher will explain in private that the student will be allowed to do whatever movement he or she is able to do.
Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE
Education Department

LITERATURE LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker

UNIT THEME: Indiana

Lesson: Literature: ___Becoming authors (part one of writing a class book)___
Length ___2 days___

Age or Grade Intended ___4th grade___

Academic Standard(s): English/Language Arts – 4.4.2  Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

Performance Objectives: The students will each create a page for the class book following the structure outlined by the teacher with 100% accuracy based on a checklist.

Advanced Preparation by Teacher: Assign a letter to each student prior to the beginning of the lesson. Have “H is for Hoosier” available in the classroom, as well as other alphabet books to use as examples. Informational books about Indiana should also be taken available to the students in the classroom.

Procedure:

  Introduction/Motivation: Review the book “H is for Hoosier”. The teacher will ask questions about what the students think the author followed while writing this book. (Verbal/Linguistic and Bloom’s Analysis)

  Step-by-Step Plan:

  1. Pass out the letter assignments to each student.
  2. Explain the writing process.
  3. Explain that each student will be responsible for writing at least a paragraph description of whatever word they choose to go along with their letter.
  4. Give the students time to use the books on Indiana to research and brainstorm.
  5. Have the students write a draft of their page. (Intrapersonal)
  6. The students will trade pages and peer edit each other’s work. (Interpersonal)
  7. Make all changes necessary.

  Closure: Have the students go to the computer lab to type and format their page in preparation for the illustration stage.

Adaptations/Enrichment: The teacher will assign letters based on student ability so that students of all ability levels will be accommodated. If there are extra letters students will have the option to design a second page if they get done earlier than other and if they desire to do so.
**Self-Reflection:** What could we have done better? What went well? What did not go well? What changes would you make?
Manchester College
Education Department

Lesson Plan by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker

Unit Theme: Indiana

Lesson: Math: Time Flies ___________ Length __1 class__

Age or Grade Intended _________

Academic Standard (s):
Math – 4.5.9 Add time intervals involving hours and minutes.

Performance Objectives: The student will calculate the total time of the Indy 500 for one driver within +/- 20 minutes.

Advanced Preparation by Teacher: The teacher will obtain time statistics from the previous year’s Indy 500.

Procedure:

Introduction/Motivation: The students will investigate the past year’s Indy 500 time statistics with the teacher’s guidance.

Step-by-Step Plan: The students will work individually choosing a driver that they want to use for the lesson. (Intrapersonal) They will look at the driver’s stats focusing on time per lap and time spent in the pit. First, they will estimate how long it took their driver to complete the race. (Logical/Mathematical) Then, they will use the numbers from the stats to calculate how long it took the driver to finish all 500 miles. (Bloom’s Level 3 – Application)

Closure: The students will compare their results by writing them on the board in order to see who won the race.

Adaptations/Enrichment: An aid will be available in the classroom. If a student wishes to calculate more than one driver they will be allowed.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE  
Education Department

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker

UNIT THEME: Indiana

Lesson: Music: On the Banks of the Wabash, Far Away Length 1 day

Age or Grade Intended 4th

Academic Standard (s):  
Music – 4.5.1 Create an original piece.

Performance Objectives: The student will create in writing their own version of the Indiana State Song assessed according to a rubric.

Advanced Preparation by Teacher: The teacher will have a copy of the Indiana State Song, “On the Banks of the Wabash, Far Away”, ready to play in class. A CD player must be available in class.

Procedure:  

Introduction/Motivation: The teacher will play the Indiana State Song for the class. Students will reflect their thoughts orally together after listening. (Bloom’s Level 4 – Analysis)

Step-by-Step Plan:  
1. The teacher will explain that the class wants a new version of the state song.  
2. The students will be placed into group and asked to create and submit their own original version of the song, including at least 5 facts. (Verbal/Linguistic, Interpersonal)

Closure: The groups will each either sing or recite their song to the class and explain why different things were included.

Adaptations/Enrichment: Students with learning disabilities will not all be grouped together. There is no limit to the length of a group’s song.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE  
Education Department

SCIENCE LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker

UNIT THEME: Indiana

Lesson: Science: Nature Walk ___________________________  Length 1 day

Age or Grade Intended  4th grade

Academic Standard (s): Science – 4.2.5  Write descriptions of investigations, using observations and other evidence as support for explanations.

Performance Objectives: The students will record observations during a nature walk with the class making at least 6 specific observations of what they feel are characteristic of Indiana.

Advanced Preparation by Teacher: The teacher will need to plan a nature walk on the property owned by the school.

Procedure:
Introduction/Motivation: Have the students close their eyes while the teacher plays a CD of nature sounds. (Musical/Rhythmic, Naturalist, and Intrapersonal) The teacher will ask the students what the sounds bring to their minds. (Bloom’s Application)

Step-by-Step Plan:
1. The class will get out their observation journals in preparation for the nature walk.
2. The teacher will explain to the students that on their nature walk they will need to make at least 6 observations in their notebooks of things they think are characteristic of Indiana.
3. The teacher will lead the class through the nature walk.
4. The students will have a chance to reflect and write any last observations once back in the classroom. (Intrapersonal)

Closure: The students will each share at least one observation they made with the class. (Interpersonal)

Adaptations/Enrichment: Students with physical disabilities will have an alternate path on sidewalks only. Students will be encouraged to come up with additional observations and not limit themselves.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?
MANCHESTER COLLEGE
Education Department

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker
UNIT THEME: Indiana

Lesson: Social Studies: What shaped Indiana  Length: two 50 minute class periods

Age or Grade Intended  4th grade

Academic Standard (s):
Science - 4.3.5 Describe how waves, wind, water, and glacial ice shape and reshape Earth’s land surface by the erosion* of rock and soil in some areas and depositing them in other areas.

Social Studies - 4.3.6 Explain how glacial periods shaped Indiana’s landscape and environment.

Performance Objectives: The students will create a model showing the effects of the glacial period in Indiana based on a rubric.

Advanced Preparation by Teacher:
Materials:
paint tray (the kind used for a paint roller), pieces of sod (enough for each group), potting soil, heavy clay like soil, Rainmaker (paper cup with about ten tiny holes poked in the bottom), Water

Procedure:
Introduction/Motivation:
Take students on a walk outside the school building and ask them to note where the soil is worn away or seems to have collected (Naturalistic; Bodily Kinesthetic). Before going on the walk you may want the children to explain what they will look for or what are the signs that soil has worn away or built up? (Suggested answers may include: erosion - puddles, hollowed out areas, areas that dip or are lower that the surrounding area; deposition - mounds of dirt, collection of soil or other materials in a certain spot, etc.)
Upon returning to the classroom make a list of the sites where soil was worn away or collected (Logical/Mathematical).
Examples:
bottom of slide under swing, end of splash guard by rain spout at entrance to door, path leading to the playground at the bottom of hill/slope,

Questions:
Do you notice anything different about these areas? ( They are just dirt; no grass is growing here.)
What do you think caused these changes? ( Students walking over them; water running through it.) (Analysis)

Step-by-Step Plan:
Construct a model to investigate how these changes may have occurred. Provide materials so the students can construct their own model of a landscape. It should include a piece of sod, fine potting soil, and a heavy clay like soil. Have them use a paint roller tray as the base of the landscape. Do not put any landscape materials in the bottom well; it should remain empty. Once students have constructed their models have them diagram and label their models and make a prediction as to what will happen if it "rains" on their landscape (Logical/Mathematical). One student pours a cup of water all at once into the rainmaker. Hold the rainmaker about 4 inches above the upper end of the landscape and slowly move it back and forth so the water "rains" down on the model landscape. Observe what happens to the landscape. When it is finished raining have the students observe the final effects of the rain on their landscape. Have students go back to their predictions and record what actually happened (Linguistic).

Tell me what some of your prediction were before it rained on your landscape. (Record on board.)

What actually happened to your landscape when it rained on it? (record so you can make comparisons.)

How is your landscape different after the rain than before it rained on it?

What happened to the soil? Where did it go? Why did this happen? (Analysis)

As students share their ideas and understandings, record key phrases on the board. Some phases that may be valuable to your later discussion may include:
- dirt and soil washed away
- the soil collected at the bottom of the slope
- the water hollowed out the soil
- the rain carried the soil down the hill
- when the water washed away the soil it formed a hole

Relate their observations to the processes scientists observe over an extended period of time, focusing primarily on the effects on Indiana during the glacial period. Use student models to identify and label erosion and deposition. Have students work to create definitions for these terms. When you are sure students have a real understanding of the terms, formulate a final definition and post on board or chart in the classroom for future reference. Demonstrate the process of transportation and lead students to understand that it is the movement of soil particles from one place to another. Refer to the list generated during the engagement and have students make connections; they should use the new terms to discuss and explain what they saw. Help them to understand that they just used water to simulate erosion, transportation, and deposition, but it can also be caused by wind, waves, glacial ice, people, animals, etc.

What would Indiana have been like if the glacier period had not been in Indiana? There will a class discussion on what life might have been like today for people like the farmers of Indiana had this historical event not occurred.

**Closure:**

1. Using the same paint roller tray as the base for their landscape, have the groups of students plan a method to decrease or eliminate erosion (Interpersonal). Students should
draw a diagram of the model planned and label the materials used in their landscape (Spatial). They should write a short explanation explaining why they think this will work to curb erosion (Linguistic; Evaluation). (Tell students that you will provide the same materials that they used today and they are responsible for supplying the rest of the materials to build their new landscape tomorrow.) (Synthesis)

2. Have students use a variety of resources and references to research various landmarks that are the result of these processes (e.g. Grand Canyon, Mississippi River Banks, etc.). You can then lead a class discussion on the topic: Erosion and Deposition - Help or Hindrance? (Application)

3. The students will create a model of what the landscape of Indiana would have been like if the glaciers had not come down so far.

Assessment:
(Evaluation)
1. Have photographs representing each process and have students identify and explain why they identified it as such.
2. Have students take a walk in their own neighborhood tonight to find examples of each process (Bodily Kinesthetic). They should draw and write one sentence telling what they observed (Spatial). (Comprehension)
3. Have students write their own definition and list an example for each process in their science journals (Linguistic; Comprehension).

Adaptations/Enrichment: Students will have help available in the classroom while creating their models. As a way to enrich the activity students will have the option to go into more details on specific aspects.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?

(adapted from http://cte.jhu.edu/techacademy/fellows/ullrich/webquest/ScienceLesson.html)
MANCHESTER COLLEGE  
Education Department  

LESSON PLAN by Anna Clark, Tiffany Maple, Dawa Sherpa, and Becky Welker  

UNIT THEME: Indiana

Lesson: Storytelling: Racing to Indy Length 1 week

Age or Grade Intended 4th

Academic Standard(s):
English – 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

English – 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.

Performance Objectives:
The students will create at least 3 detailed examples of their assigned portion of the Indianapolis 500 with 100 percent participation.

The students will use props, such as puppets, to engage the audience through different gestures to aid in describing the events of the Indianapolis 500 with 100 percent participation.

Advanced Preparation by Teacher: The teacher will need to reserve the library and computer lab for at least 2 days for student research. Collecting the materials necessary to create the puppets, such as construction paper, yarn, scissors, etc. Examples of how to create puppets are listed in the January/February 2005 edition of the Instructor on pages 21-22. Contact the Indianapolis 500 to receive an informational video.

Procedure:

Introduction/Motivation: Ask the following questions to engage: How many of you have been to the Indy 500? What do you know about the Indy 500 (Knowledge)? How might it feel to be one of the race car drivers (Application)? What do you think the most difficult job of the pit crew might be (Analysis)? Have students watch a clip from the informational video about the Indy 500 (Visual/Spatial).

Step-by-Step Plan: Divide the class into groups of five (Interpersonal). Each group will draw from the following categories audience, race car drivers, pit crew, announcer, and the media. The students will use information they gather (Logical/Mathematical) about the Indy 500 from the library and computer lab to present a short puppet show about their assigned topic. Materials will be provided for the students to create puppets and other necessary props (Visual/Spatial). Facts found through research must be incorporated into the final performance.

Closure: Parents and other staff members will be invited to watch the performance of the students’ puppet show (Linguistic).
Adaptations/Enrichment: Groups will be assigned based on personal strengths, making sure there are a variety of abilities in each group. Students that need to use the script will be allowed to use it.

Self-Reflection: What could we have done better? What went well? What did not go well? What changes would you make?

Works Cited

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