Title Page

Impacting Indiana Unit

4th Grade

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Educ 327

November 23, 2009
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Introductory Sheet

Grade Level and typical learner:

Fourth grade students should be physically and cognitively developed enough to participate in a range of activities requiring physical, mental and emotional learning. At this age, students feel somewhat self-conscious about their work and prefer to work in small groups rather than working alone. Students at this age level are starting to understand cause-and-effect relationships and are able to see multiple points of view in the social studies content. Fourth grade 10 year olds are very interested in the news and upcoming events in history and should be engaged in current history as well as past social studies topics. Changes in the body are approaching rapidly and this may cause frustration. To combat these issues, engaging, hands-on lessons will be used to gain interest and answers students' questions of why things in history happened as they did.

Rationale:

By participating in the “Impacting Indiana” unit of study, students will be able to connect with Indiana’s history, peoples and movements that shaped where they live today. Students will also understand developments in agriculture, industry and transportation making Indiana what it is at present. It is essential for children to study historic relationships among people and movements, and by understanding their past will be able to understand items necessary for continuing and advancing in the future. These ideas will be directly linked to the academic standards. By identifying immigration patterns, students will be able to describe impacts on diversity in their state. This unit is taught specifically to engage the youth in the ways of our government and past so they may participate in it as adults. Academic standards understand the importance of Indiana history as do I. My classroom will be taught fun, educational ideas about their surroundings in Indiana through past artists, writers and culture.

Goals:

- Students will understand multiple points of views
• Students will learn about events in Indiana history

• Students will have hands on experiences while learning about Indiana history

• Students will learn to appreciate artists and writers from Indiana past

• Students will gain sensitivity towards diverse ethnic groups

Learning Objectives:

1. After being introduced to basic knowledge of The Great Depression, students will describe at least one important event that changed life in Indiana during the twentieth century by giving an oral report to the class with 90 % accuracy.

2. In pairs, students will research events in Indiana on multiple websites filling out a research form with 100% accuracy.

3. Each student will make a popcorn-ball and correctly identify (by writing) one connection between the recipe and agriculture development during the twentieth century.

4. After reading about life in the pioneer days, students will write a two paragraph reflection comparing old ways of making a bowl and modern ways with at least four facts included.

5. After reading and discussing Indiana's growing industries, students will describe the importance of industry in Indiana by creating a chart with 100% accuracy

6. Each student will write a five line poem and including at least two Indiana vocabulary words about basketball in Indiana history by spelling both correctly.

7. After a class discussion on the history of basketball in Indiana, students will be able to list at least five facts about the relationships among people in Indiana four out of five times.

8. Given a sample reading of a James Whitcomb Riley poem, students will actively participate by reading a poem using fluency, timing, voice changes and expression.
9. After exploring and researching the state of Indiana, students will create a travel guide about the state of Indiana including its capital, major rivers, governors and two famous people from the state.

10. After interpreting thematic maps to acquire information about Indiana highways, students will calculate how many acres of Indiana are covered by highways by solving the equation with 100% accuracy.

11. After listening to the tune "When Johnny Comes Marching Home," students will correctly identify at least 3 important figures during the Civil War.

12. After reading letters from the Civil War time period, students will describe the importance of the civil war movement by writing at least a three paragraph paper.

13. After researching a battle during the Civil War, students will read aloud a story they found intriguing using expression 100% of the time.
Standards

Social Studies Standards:

4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

- Student give oral report on important events in Indiana
- Teacher will teach about the Great Depression by putting students in a scenario where they lose all of their savings
- Students will listen to a Civil War song
- Teacher will teach about the Civil War by using trade books that analyze the Union, Confederate and Slavery views
- Students will analyze letters from both sides of the Civil War
- Teacher will point out the multiple points of view in the letters
- Students will tell stories about the battles of the Civil War
- Teacher will lead a discussion overview of multiple perspectives

4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

- Students will make a recipe out of Indiana’s major crop
- The teacher will discuss the differences between 1950’s farming and current farming methods and may possibly take a field trip to a farm
- Students will create a chart about Indiana industry and how it has changed life
- Teacher will teach about the different types of resources Indiana provides

4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.

- Students will listen to how agriculture has changed in Indiana
- Teacher will explain how agriculture had changed by reading excerpts from past and present farming

4.1.15 Create and interpret timelines to show relationships among people, events, and movements in the history of Indiana.

- Students play Indiana’s greatest pastime
- Teacher will read trade book to build student knowledge of Indiana’s love of basketball

4.1.17 Using primary and secondary resources and online source materials, construct a brief narrative about an event in Indiana history.
• Students will use the internet to gain information on a number of events affecting Indiana
• The teacher will provide a variety of resources for children to use in their search of information about Indiana events

4.1.18 Research and describe the contributions of important Indiana artists and writers to the states cultural landscape.

• Students will learn about James Whitcomb Riley and perform one of his poems
• Teacher will introduce the author James Whitcomb Riley and perform a poem for the students
• Students will create a travel guide
• Teacher will show example travel guide and teach students the necessary components of a travel guide

4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.

• Students will learn about immigration patterns throughout Indiana’s history by referring to the textbook
• The teacher will teach students about immigration patterns and incorporate math into the lesson

Language Arts/Reading Standards:

4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

• Students will perform oral reports of research
• Teacher will model an appropriate oral report over the Great Depression and will go over the rubric with students
• Student will perform a James Whitcomb Riley poem
• The teacher will model appropriate dramatization of a poem
• Students will read aloud grade level text
• Teacher will teach students how to use fluency and appropriate timing as well as changes in voice

4.2.2 Use appropriate strategies when reading for different purposes.

• Students will read poems for the purpose of performing
• The teacher will model for students that someone may read for different reasons

4.1.6 Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables.
• Students will play a adapted game of basketball
• The teacher will teach the origin of basketball by using gross motor skills

4.5.5 Use varied word choices to make writing interesting.
• Students will be responsible for writing with varied sentence structure
• The teacher will provide examples of different ways to start and end sentences and read examples

4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.
• Students will write in neat handwriting
• Teacher will teach students the difference between neat and sloppy handwriting

4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
• Students will give oral summaries over various Social Studies topics
• Teacher will teach students what makes a good oral presentation

Math Standards:

4.6.3 Summarize and display the results of probability experiments in a clear and organized way.
• Students will calculate acres of roads in Indiana
• Teacher will teach students how to measure, predict and solve problems
February 25, 2009

Dear Parents/Guardians:

As you know, our class has been excitedly awaiting the upcoming unit in Social Studies. We have planned for many fun and hands-on activities concerning the best state: INDIANA! By participating in the “Impacting Indiana” unit of study, students will be able to connect with Indiana’s history, peoples and movements that have shaped where we live today. Students will also understand developments in agriculture, industry and transportation, making Indiana what it is at present. It is essential for children to study historic relationships among people and movements, and by understanding their past will be able to understand items necessary for continuing and advancing in the future. These ideas will be directly linked to the academic standards. By identifying immigration patterns, students will be able to describe impacts on diversity in their state. This unit is taught specifically to engage the youth in the ways of our government and past so they may participate in it as adults.

During this unit, the goal for the students will be to learn as much as they can about the state they live in. Students will be spending so much time on this topic because Indiana has so much to offer both from past and present issues. Students who know about their state are knowledgeable about future jobs, current and past events and are better equipped to participate as citizens in the issues of their state!

The activities covered in this unit vary greatly. We will be studying everything from the Great Depression in Indiana to Indiana’s number one crop: Corn! The students will be excited when we start to make delicious popcorn balls out of Indiana’s staple crop! Not only this, but this unit allows for us to visit a nearby farm so students may have a real life experience in one of Indiana’s major places of employment. If any parents are interested in volunteering for this activity, please contact me! As always, thank you for your continued support.

Sincerely,

Miss Bauman
ekbauman@spartans.manchester.edu
Trade Books


Winner of the School Library Journal Best Book of the Year and an IRA/CBC Children’s Choice Book, this look into King George III’s life is comical but allows students to see through the eyes of Britain’s rulers. King George did what he was supposed to, he was careful with his people’s money and followed the rules. This children’s book provides insight into how pesky American’s seemed to the King. This will show a preview to the life in Indiana, way before Indiana was even a state!


A key motivating force during the Revolutionary war was none other than George Washington. Although non-fiction, a view into Washington’s life provides a good background into the life of this courageous man and will help students connect how his achievements helped the state of Indiana.


In this trade book by Julius Lester, an elderly slave uses the power of his mind to ease the suffering of his fellow slaves and eventually lead them back to Africa. Based on an actual incident from black history, this gives students a look into how Africa was before the capture of thousands of slaves.


*Henry’s Freedom Box* is a true story of a slave boy trying to escape freedom by mailing himself to freedom. As a boy he is separated from his family and goes on to marry a slave woman and fathers children. Once again, he is separated from his family when they are sold into slavery. Henry decides to ship himself to the North and goes through a tremendous travel as he arrives to freedom.


A young girl named Hallie discovers two runaway slaves hiding in Levi Coffin’s home and must decide whether to turn them in or help them escape to freedom. Includes historical notes on the Underground Railroad and abolitionists Levi and Catharine Coffin. This trade book will assist students in creating schema on the Underground Railroad leading to discussion and lessons on the Civil War.

The fall equinox signals the time of year when we gather our harvests and give thanks for their bounty. This nonfiction picture book explains the science behind autumn and the social history of harvest-time celebrations. *We Gather Together* presents a remarkable range of cultural traditions throughout the ages and the world, many of which have influenced our contemporary Thanksgiving holiday. Simple science activities, ideas for celebrating in school and at home, and a further reading list are included in the back of the book.


Patricia Polacco tells a story of two young boys both from different races during the Civil War. The white character Sheldon is wounded during the war and Pink, an African American Union Soldier carries him to safety. During the time of healing Pink and Say become the best of friends which eventually leads to the death of Pink. This is an excellent story to start out a lesson on the Civil War.


A wonderful book that explores the many wonders of Indiana by using each letter of the alphabet, “H is for Hoosier” is a great book for students who want to know more about Indiana. The book discusses Indiana pastimes, agriculture and many places to visit. It shows beautiful pictures of different cultures and tells fascinating facts about the state.


This book describes Harriet Tubman’s spiritual journey as she hears the voice of God guiding her north to freedom on that very first trip to escape the brutal practice of forced servitude. Tubman would make nineteen subsequent trips back south, never being caught, but none as profound as this first one. This book is a great way to introduce the Underground Railroad.


A young black girl relates the daily events of her family’s migrant life in the cotton fields of central California. She must go through many struggles through the hard work of her daily tasks.
Bulletin Board
Field trip

In order to give students the hands-on experiences they need in the field of social studies, I will be arranging a trip to a farm located close to the school. It is important to me to get as much background information from the location as possible. What will the children be able to do? Will this field trip be interesting and engaging? Will the students be able to talk with a farmer and ask questions?

By gaining background knowledge and visiting the farm beforehand, all of the questions can be answered and if students think of questions after the trip I will be prepared to answer them.

As a class, questions will be prepared for the person giving students a tour of the farm. Students will have much background information from the Unit Lesson on Agriculture in Indiana. They will gain much information about the differences between past and present farming and will be able to visualize the different machines used in the process. Taking this trip will increase the students' knowledge about one of Indiana's greatest productions. It will be need minimal expense and will provide many education opportunities to read, write, and integrate ideas into future assignments!
Technology and Literature

Technology is one item that will be used for the rest of my students' lives. It is everywhere and in almost everything we do as a society. For this reason, it is essential that I incorporate technology into my teaching. It is my plan to use videos, the internet, music, and other technological tools to assist me in my lessons. Students will be encouraged to use technology in projects and presentations. Literature will be incorporated in my social studies unit on Indiana because I feel that integration fosters learning and engagement. One of my favorite literature pieces in the unit will include James Whitcomb Riley’s poem, “Little Orphan Annie.” Many other written works besides the textbook will be included in my unit such as various trade books relating to the unit of study.
**Pre-test: Impacting Indiana**

Use word bank below to spot which word is being described by each sentence below. Write the name correctly on the line to the left of the number.

*WORD BANK-not all words will be used*

<table>
<thead>
<tr>
<th>Great Depression</th>
<th>Larry Bird</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>Michael Jordan</td>
</tr>
<tr>
<td>Edgar Allan Poe</td>
<td>Harriet Tubman</td>
</tr>
<tr>
<td>Abe Lincoln</td>
<td>James Whitcomb Riley</td>
</tr>
<tr>
<td>Crossroads of America</td>
<td>Confederate soldier</td>
</tr>
<tr>
<td>Indiana</td>
<td>Union soldier</td>
</tr>
<tr>
<td>Ohio</td>
<td>Underground Railroad</td>
</tr>
<tr>
<td>Lima beans</td>
<td>Corn</td>
</tr>
</tbody>
</table>

1. Basketball star that played for Indiana
2. Women that led slaves to freedom
3. Indiana’s major crop
4. Nickname given to Indiana
5. Wrote the poem “Little Orphan Annie”
6. The period of time when people lost their money from bank failures
7. A soldier fighting for freedom and is usually from the Northern states
8. The state called the “Hoosier State”
**Pre-test: Impacting Indiana (answer key)**

Use word bank below to spot which word is being described by each sentence below. Write the name correctly on the line to the left of the number.

*WORD BANK-not all words will be used*

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</tr>
<tr>
<td>Lima beans</td>
<td>American soldier</td>
</tr>
<tr>
<td></td>
<td>Corn</td>
</tr>
</tbody>
</table>

1. Larry Bird  
   Basketball star that played for Indiana

2. Harriet Tubman  
   Women that led slaves to freedom

3. Corn  
   Indiana’s major crop

4. Crossroad’s of America  
   Nickname given to Indiana

5. James Whitcomb Riley  
   Wrote the poem “Little Orphan Annie”

6. Great Depression  
   The period of time when people lost their money from bank failures

7. Union soldier  
   A fighting for freedom and is usually from the Northern states

8. Indiana  
   The state called the “Hoosier State”
Post-Test: Impacting Indiana

1. What is Indiana’s favorite pastime? Write a short paragraph about how this game was brought to Indiana.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. Write at least three sentences about how farming has changed Indiana from the 1950’s to the present year. Make sure to included details.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. Why people of Indiana are called... “Hoosiers?”

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Post-Test: Impacting Indiana (answer key)

1. What is Indiana’s favorite pastime? Write a short paragraph about how this game was brought to Indiana.

Basketball. Brought by James Naismith. Used to play as winter sport in east US and then brought to Indiana by travel. Became big in Indiana.

2. Write at least three sentences about how farming has changed Indiana from the 1950's to the present year. Make sure to included details.

Answers will vary. Machines have changed. Fertilizers and herbicides. Irrigation.

3. Why are people of Indiana called “Hoosiers?”

Answers will vary. There are many reasons but no one knows for sure. Students may use this as an answer but should include what a Hoosier means.
Lesson Plans

1. Twentieth Century Changes (Reading)
2. Agriculture/Popcorn Balls (Cooking)
3. Making Pottery Before Modern Technology (Fine Motor)
4. Indiana Industry (Science)
5. Vocabulary Basketball (Gross Motor)
6. Poetry (Drama)
7. Travel (Art)
8. Measuring (Math)
9. Civil War (Music)
10. Civil War (Writing)
11. Civil War (Story Telling)
Lesson Plan by: Emily Bauman

Lesson: Twentieth Century Changes  Length: 2 hours

Age/Grade Intended: 4th

Academic Standard(s):

SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

SS 4.1.17 Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

ELA 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

Performance Objectives:

After being introduced to basic knowledge of The Great Depression, students will describe at least one important event that changed life in Indiana during the twentieth century by giving an oral report to the class with 90% accuracy.

In pairs, students will research events in Indiana on multiple websites filling out a research form with 100% accuracy.

Assessment: Oral presentations and research forms. See attached rubric.

Advanced Preparation by Teacher: chalk, chalkboard, copy of research form, research materials internet access to information about twentieth-century Indiana History, envelopes with fake checks in them, box for bank deposit, rubric for each student

Procedure

Introduction/Motivation: Hand each student one sealed envelope with a fake check in it. These checks will be written for a high sum of money. Ask everyone to open their check and tell the students that they are receiving these because of their hard work as citizens and for doing well in class. Wait while the students enjoy their “fake” rewards. After a few minutes of
excitement tell all students that keeping this much money on hand is silly and needs to be deposited into a bank account. Ask students why it would be foolish to have so much money in cash. Have a box labeled “stocks” and have each student place their check in it. Promise for this box to be safe and that they may even increase in value. Tell students to help you figure what 10% of the amounts are and explain that that is how much their cash will increase by putting it into the bank in one year. (Gardner: Logical/Mathematical) Tell students that they will not be getting their checks back because the huge amount you thought you were going to have has disappeared. Wait for the disappointment and use this to begin talking about The Great Depression. (Gardner: Spatial Intelligence)

Step-by-Step plan:

1. Begin by telling the students that this is what the people of Indiana felt like during The Great Depression. Read the following passage: (Gardner: Linguistic)

   The Great Depression was a very sad time in history. The Great Depression officially began on October 29, 1929. This day in history is known as Black Tuesday. October 29 is the day the stock market crashed. Anyone that had money in the stock market lost most of their money. There were many banks across the United States that closed because of this event. This caused people to lose even more money.

   The Great Depression was the worst economic struggle the world has ever faced. The event started in the United States. It became so bad it traveled across the world. The Depression lasted from 1929 until the early 1940s. During this time, more than 15 million Americans (25% of the work force at that time) were out of work.

   Before the Depression started, life in the 1920s was very exciting. This period in history was known as the Roaring Twenties. Jazz was very popular. There were plenty of parties. People had a great time. During this period, most Americans liked to spend money. It was common to see the average person shopping for cars, things for their home, and many other new products. Any extra money was often placed in the stock market. Of course, when the people went shopping they were not paying cash. Many of them paid with credit.


   Ask, what was the problem with banking in those days? (Bloom’s: Analysis) How would you have handled the changes due to your loss of funds? (Bloom’s: Evaluation)

2. Tell the students the following information:
   a. “During the 1930’s, Indiana and the United States were in the Great Depression. Thirteen million people were without jobs. Half of the people in Southern Indiana lost their jobs. No one had money to but the limestone and coal that was being produced in Indiana. In 1932, Franklin Delano Roosevelt was elected president. He worked hard to put people back to work and improve the economy. In the years to follow, America became strong and prosperous again.” (Gardner: Linguistic) Do you know another instance where Indiana families have struggled with money issues? (Bloom’s: Application)

   b. Make a connection to the current economic situations of our families and communities. Mom and dad may have lost a job recently. Brothers and sisters
may not be able to find work. Cutbacks in the household may be necessary in students’ lives. Talk openly. Have children talk to elbow buddy about how they would feel if this happened or if it is happening.

3. Point out that many important events and movements changed Indiana during these years. Tell the students that they are going to research some of these events.

4. Write the following events on the chalkboard: Great Depression, New Deal, Public Works Projects, World War II, Vietnam War, African American movement from the South, Indiana School Desegregation Act, opening of the Port of Indiana, post-war baby boom, civil rights movements, and increase in Asian and Hispanic immigration.

5. Divide students into pairs and assign each pair one topic to research. (Gardner: Intrapersonal, Interpersonal) Students should already know how to use search engines on computers. A brief overview of typing in key words may be necessary for some students. Be available during this section to answer research questions. Make sure to point out that websites such that end in .edu or .gov are going to be valid sites.

6. Hand out copy of Twentieth Century Changes Research Form to each student. Read aloud each prompt to make sure students know what they are going to research. (Gardner: Linguistic)

7. Instruct students to use the form as a guide to researching their event. Have students write the answers to the questions on a separate piece of paper. (Gardner: Linguistic)

8. Draw a timeline on the chalkboard. Plot the date of 1929 at the beginning, on the far left side. (Gardner: Spatial, Logical-Mathematical)

9. When the students have finished their research, call on them to present their research to the class. Choose the student with the earliest historical event and progress chronologically. (Gardner: Interpersonal)

10. Have each pair plot their event and the years as it happened on the timeline on the board as students’ present research. Make sure to pass out rubric to each student so they know what they will be assessed on. Have students write down main ideas when topics are presented. (Gardner: Spatial, Logical-Mathematical)

**Closure:** Ask the following questions to wrap up the lesson: How did The Great Depression affect life in Indiana? (Bloom’s: Knowledge) What happened to Indiana business during the Great Depression? (Bloom’s: Knowledge) How did the civil rights movement change Indiana? (Bloom’s Knowledge) How would your life be different if you grew up during the Great Depression? (Bloom’s: Analysis)

**Adaptations/Enrichment:**

If students finish research early have them write a narrative about what it would have been like to live in the time period of their research. Students could also silently read resource books of interest.

Students with autism will need to be forewarned that class will be moving to a new location. Adjusting the brightness of their computer screen will also help them avoid a stimulation overload.
For students with ADHD: Have student write list on board and pass out papers. Students with ADHD will appreciate the interactive websites, but they should be carefully monitored to help them stay on task.

**Self-Reflection:**

By the end of the lesson, did students appear to have a greater understanding of events that changed Indiana during the twentieth century? Did students take the topic seriously? Were the students able to create informative handbooks? What went well? What didn’t? What would I do differently next time? Did students have enough time to successfully complete the project?

## Oral Presentation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Beginning</td>
<td>Developing</td>
<td>Applying</td>
<td>Transferring</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Recopied the information</td>
<td>Recopied the information and remembered from rote</td>
<td>Recopied the information and can explain some</td>
<td>Recopied the information and transferred it to their own words</td>
</tr>
<tr>
<td>Questions</td>
<td>One sentence question and answer</td>
<td>Answer with justification</td>
<td>Thoughtful questions and detailed answers</td>
<td>Thought provoking questions and defended answers e.g. What would you have done in that situation</td>
</tr>
<tr>
<td>5 items</td>
<td>1 item</td>
<td>2-3 items</td>
<td>4 different items</td>
<td>5 different items</td>
</tr>
<tr>
<td>Presentation (Creativity details)</td>
<td>Ineffective</td>
<td>Moderately effective</td>
<td>Effective details</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Twentieth-Century Changes

Use the following outline as a guide for your research. Write the answers to the questions on a separate piece of paper.

Event:

When:

Why did this event happen?

Who was an important person in this event?

What were some of the problems resulting from the event?

How did it affect people in Indiana?

How did it affect jobs in Indiana?

How did it change life in Indiana?
Manchester College  
Department of Education  
Unit Lesson #2-Impacting Indiana (Cooking)

Lesson Plan by:  Emily Bauman

Lesson:  Agriculture Changes   Length:  50 minutes

Age/Grade Intended:  4th

Academic Standard(s):
SS 4.1.12  describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
SS 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.

Performance Objectives:  Each student will make a popcorn-ball and correctly identify (by writing) one connection between the recipe and agriculture development during the twentieth century.

Assessment:  Each student will complete the popcorn recipe and collect students’ papers that have one connection between the recipe and Indiana agriculture development during the twentieth century.

Advanced Preparation by Teacher:  Recipe ingredients (see recipe below), place to cook recipe, Pictures/book of past and present farm equipment (examples below), Internet access and projector, 3 adult volunteers, recipe cards for each student, copy of H is for Hoosier: An Indiana Alphabet.

Procedure

Introduction/Motivation:  Tell the students the following fact:  Indiana produces the most popcorn of any other state.  Show students a picture of Orville Redenbacher.  Ask them if they recognize his face.  Tell students that Orville was a member of Brazil, Indiana, and without his popcorn passion, our movie theatre experience would not be the same.  (Note: Make sure to place a push pin on the interactive bulletin board for Brazil and tack explanation up)  Go to http://www.orville.com/ourhistory.jsp and show kids history of Orville Redenbacher.  Explain to the children that they will be making popcorn balls to commemorate Indiana’s staple crop.  (Gardner’s: Visual/Spatial)

Step-By-Step Plan:
1. Give each student a recipe card.

2. Divide students into four groups. Each group will be given enough ingredients to make recipe. In each group will be one adult. The adult will be melting butter and marshmallows. Students should each pour some ingredients into pot. Students will follow recipe and be allowed to form at least one popcorn ball each. Set finished balls aside to harden. **(Gardner’s: Visual/Spatial, Bodily-Kinesthetic)**

3. Have all students join teacher at the meeting center in the classroom. Read the following (page Y) of *H is for Hoosier: An Indiana Alphabet*. **(Gardner’s: Linguistic)** Elaborate on the fact that Indiana’s agriculture has been shaped over the twentieth century by new inventions and industry.

4. Explain that before the 1900’s farming was done mostly by human labor. Horses were needed to pull man-made plows. This means that only one farmer could handle a small amount of land. In 1900, 100 acres was considered quite a bit of land. Everyone in the family and sometimes neighbors were all involved in the planting, caring for and harvesting of crops. Plant crop farming has changed the MOST, with farm machinery. In 1900- a farmer would use a pair of horses, and a ONE ROW plow to go back and forth in his fields, turning over the top soil, to fold under the old/dead plants from last year, and bring up fresh soil to plant. This process only moved at a slow walking pace, and might take weeks of all-day work to finish. After that, the farmer would smooth the soil with a harrow/drag, and go back to plant.

5. Corn, for instance, might be planted in 1900 using a four foot V-shaped tool with a point on the bottom, and a seed box on the side. The farmer (or his kids) would stick the planter tool in the soil, to make a hole, and then the tool would drop one seed in each hole. Show the students the picture. **(Gardner’s: Visual/Spatial)** As you walked forward to make the next hole - you would step on the previous hole, to put some dirt over that seed. This would continue all day. Each time you got to the end of the field, you would take another few hands full of corn from a sack, and re-fill the planter box.

6. While your crop plants are still small, you spend more time removing the weeds, so that only crops are growing the fields. This need done about a couple times per month, but may take four days. In a few months, when your corn has grown about four feet high, you are done killing weeds. **What would you do to make this process easier? Bloom’s: Synthesis**

7. In September, when it is ready, the farmer would take a wagon to the fields, and everybody in the family would walk through the fields, pulling ears of corn from the stalks, and collecting them into bushel baskets. These baskets would empty into the wagon, and the wagon would carry the corn back to a "corn crib" for storage. Depending on the farm, and what equipment they had, sometimes the corn would be stored ON the cob, but it was preferred to "shuck" the husks off the corn, and then use a tool to cut/pop the corn kernels from the corn cob. The corn that was fed to animals could be left on the cob, but anything that was to be sold had to be "cleaned". **Ask: Is there a better solution to doing all of this labor? Is there an easier way? Bloom’s: Evaluation**

8. The same kinds of things must be accomplished on a modern farm in 2005, as happened on a farm in 1905, but the way that they happen has changed in many cases.
The main thing is that has changed, is that ONE farmer can now use machinery to till MANY more acres of land than was possible before. A hundred years ago, when a farmer used his own muscle power, and a few draft horses - a small farm might be 50 acres, and you were doing pretty well if you could handle 120 acres. Now, with modern machinery, one farmer may be able to handle 600 acres or more. **Ask: How many acres more is a farmer able to plant between now and 100 years ago?**

(Bloom’s: Knowledge)  (Gardner’s: Logical/Mathematical)  Gone are the days of a single row plow and two horses. A tractor in 1950 could pull a five row plow, and get 30 times as much work done as the horses. Tractors also have lots of lights, so you can see to work in the fields for 18-20 hours per day if needed. **Ask: What time period would you rather be a part of and why?**  (Bloom’s: Knowledge) Working with horses, also meant that the horses needed food and rest. Tractors will start early in the morning, and only need 5-10 minutes worth of maintenance to get going, horses took 20 minutes to get ready (unless they were un-cooperative that day, and may take 2 hours to catch). Some large tractors can do more in one day than 100 farmers could do with horses. Farmers no longer have to walk through the fields to cut out the weeds either. Chemical herbicides do much of that work, with special formulas that will prevent certain weed plants from growing, but not damage the good plants that are growing the crops. That way, the farmer may only have to walk through his field and chop out the occasional weeds that are resistant to chemicals. In the fall, instead of gathering corn in baskets, and a wagon... there is special "Combine/Harvester" (show picture)  (Gardner’s: Visual/Spatial) machinery that will drive through the fields and process the grain. The Combine dumps its grain into a truck, which then hauls it to be stored or sold.  (Info taken from http://wiki.answers.com)

9. Let students discuss with elbow buddy two things they learned about changing agriculture in Indiana.

**Closure:** Students will now go to their seats and be given a half sheet of blank paper. Students will write at least one connection between the recipe and farming of the twentieth century agriculture development. While they are writing allow them to enjoy finished popcorn-balls! Tell students that next week they will be learning about Industry in Indiana.

**Adaptations/Enrichment:** If students finish connection paper early, allow them to find other ingredients that they could add to the popcorn recipe. They may look for soybean recipes online if time allows.

For student with inability to roll popcorn-ball due to injury or disability, let them stir the pot under adult supervision.

**Self-Reflection:**
Did students take the topic seriously?  What went well? What didn’t?  What would I do differently next time?  Did students have enough time to successfully complete the project?  Was the recipe fun?  Did I ask enough probing questions during the history of Indiana’s agriculture?  Were students able to make a connection between popcorn recipe and ag. development?
Popcorn Candy Balls
SUBMITTED BY: Angela PHOTO BY: JENNIFERWACKERLA
"This is similar to making crispy rice squares but using popcorn instead."

Ingredients

- 1/2 cup butter
- 1 (16 ounce) package large marshmallows
- 2 cups popped popcorn
- 1 cup candy-coated chocolate pieces

DIRECTIONS

1. In a saucepan over low heat, combine the butter and marshmallows. Stir until marshmallows are softened.
2. Add popcorn and candies; mix until evenly coated with marshmallows.
3. Allow to cool enough to touch. Grease hands with butter and form into balls.
Manchester College
Department of Education

Unit Lesson #3- Impacting Indiana (Fine Motor)

Lesson Plan by: Emily Bauman
Lesson: Making Pottery before Modern Technology Length: 45 minutes
Age/Grade Intended: 4th

Academic Standard(s):
SS 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth Century.

Performance Objectives: After reading about life in the pioneer days, students will write a two paragraph reflection comparing old ways of making a bowl and modern ways with at least four facts included.

Prep/Materials: pottery wheel, clay, internet access, textbooks, room for storing bowls while they dry

Plan of Action:
• Explain to students that not only did agriculture changes affect the transformation in Indiana, as we learned in the previous lesson, but the ways in which technology as changed as well.
• Read the chapter in the SS textbook on pioneers and pottery. Ask students what they think it would be like to have to make all of their things as the pioneers did.
• Tell students that they will get that experience today because they will be making a bowl out of clay. Show students how to pinch the soft clay to make special designs. (fine motor)
• Make clay bowls. First watch teacher example.
• Research using the internet and textbook how someone would make a bowl today. What technology would they use? Would it be easier or harder? Explain the terms industry and technology.

Assessment:
• Have student write a two paragraph response that includes at least four facts about the differences between pioneer industry and current industry. Opinions should be included as well.
Lesson Plan by: Emily Bauman

Lesson: Indiana Industry  
Length: 45 minutes

Age/Grade Intended: 4th

Academic Standard(s):

SS 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

SS 4.1.17 Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

Performance Objectives: After reading and discussing Indiana’s growing industries, students will describe the importance of industry in Indiana by creating a chart with 100% accuracy.

Prep/Materials: Paper, pencil, text book, internet access, word search

Plan of Action:

1. Ask students to remember the previous lesson on agriculture in Indiana and how it changed the way we lived. Explain to students that Industries of many kinds have contributed greatly to the changing times.
2. Brainstorm a list of ways you and your family are affected by the Fort Wayne Automobile Industry. Use the GM internet site and its visuals to give your students more ideas.
   http://www.gm.com/corporate/about/
3. Teacher lead discussion: Each group will share through a whip around of their examples and the teacher will create a class list.
4. The teacher will share the mission and vision of General Motors
5. Discuss the science needed in the different technologies used in the manufacturing industries.
6. Briefly discuss the events of the story of The Three Little Pigs. Make sure to mention the science behind the construction of the house and the gravity of the falling parts of the sticks and straw.
7. Say to the class: “I am thinking of the first little pig and all the resources he needed to construct his home out of straw.” Have the students get back into groups and create a chart dividing in three resources: natural, capital (tools, made-made items), and human. Groups will then share their charts to create a class chart.
8. The class will then create a production resource chart classifying those resources as natural, capital, & human.
9. The lesson will conclude with a word search, including definitions of the terminology regarding

Assessment:
Students will be graded on completion of word search and participation during the construction of the chart which will contain 100% accuracy.

Name __________________________ Date ________________________

Industry

I N L C A L O E M T E L N T I O R R N T R M T C
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N A S A G T O L N M U N A C A U C S L E O C E M I
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T M U R A M T O M Y M I P R I N R I Y D G O A R T
I E R E U N T F R L L N T P O T R S T H C O M N

Competition   iron   steel   automobiles
railroad cars   manufacturing   agriculture   technology
Lesson Plan by: Emily Bauman
Lesson: Playing vocabulary basketball Length: 50 minutes
Age/Grade Intended: 4th

Academic Standard(s):
SS 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.
SS 4.1.15 Create and interpret timelines to show relationships among people, events, and movements in the history of Indiana.
ELA 4.1.6 Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables.

Performance Objective:
Each student will write a five line poem and including at least two Indiana vocabulary words about basketball in Indiana history by spelling both correctly.

After a class discussion on the history of basketball in Indiana, students will be able to list at least five facts about the relationships among people in Indiana four out of five times.

Assessment:
Each student will turn in a five line poem of choice that includes at least two Indiana vocabulary words (spelled correctly), one fact, and one opinion about basketball in Indiana history.

Advanced Preparation by Teacher:
- Printed rules for Hoosiers
- Picture of Dr. James Naismith
- Dry erase board, Internet access, poem structure resource
- Various books of basketball stars from Indiana (Larry Bird)
- Basketballs, Access to hoops
- Basket full of Indiana spelling words (dunk, Hoosier, basketball, Larry Bird, dribble, pass, orange, hoop)
Procedure

Introduction/Motivation: Last week we learned about Industry in Indiana, but today we will dig into the sport of basketball because this is a major sport people in Indiana have always played on their evenings off from farm work. Have a basketball sitting on your lap as you begin reading page “B” of the book, *H is for Hoosiers.*

“B can be for Basketball, a sport for Hoosiers, short or tall. They pass and play, dribble and dunk into the hoop where the orange ball is sunk.”

(Gardner’s: Verbal/Linguistic) Have a basketball available and pass the ball to students who want to answer the following questions: What do you know about this ball? (Bloom’s: Knowledge) What comes to your mind when you think of basketball? What is a Hoosier? Who is Bob Knight? (Gardner’s: Bodily/Kinesthetic) Write key words on dry erase board. Explain to students that they will be learning about how Indiana and the game of basketball have a tight connection to history!

Step-By-Step Plan:

1. Have students return to their desks to view Hoosier basketball clips from the website [http://www.youtube.com/watch?v=fG3GiZRLg7g&feature=related](http://www.youtube.com/watch?v=fG3GiZRLg7g&feature=related). (Gardner’s: Visual/Spatial) This video will show words such as NCAA (National Collegiate Athletic Association) and Hoosiers. Add these words to the list and define. Ask students to use words in the word “Collegiate” to try and define what it means. The answer should be college.

2. Explain that Indiana is renowned for its basketball tradition. No state has produced more great players, coaches, or heartrending stories of victory and defeat. Hoosiers enthusiastically adopted the game shortly after physical education instructor Dr. James Naismith invented basketball in Springfield, Massachusetts in 1891. Show picture. (Gardner’s: Visual/Spatial) Explain that he wanted to create a fun game so people could play in the winter and the first baskets ever invented were used to hold peaches.

3. The next idea is to give students an overview of Indiana basketball. Explain that Indiana University is in Bloomington, Indiana (mark on interactive bulletin board). Larry Bird is one major player for Indiana that received a basketball scholarship to Indiana University in 1974.

4. The Basketball Hall of Fame in New Castle (mark on bulletin board) captures the magic of “Hoosier Hysteria.” Define what this is (excited fans). A movie was actually created about Indiana Hoosiers! In Indiana, the high school state championship tournament is considered a premier sporting event.
5. Now that students have gained background information about Indiana basketball, they will be able to have a chance to play a game. This game will be called “Hoosier’s” and the rules are similar to “Horse” or “Pig.” A basket of spelling words pertaining to Indiana history will be provided. Divide children into four groups. One person from each group will draw a spelling word. The teacher will model the rules while the entire class watches the first time. Take questions. (Refer to rules at bottom) This game will go until all groups have a winner or until time is allowed. (Gardner’s: Bodily Kinesthetic)

6. Regroup. Bring the children back to the room and explain that they have covered a lot of material about Indiana basketball. Ask, “Do you agree that this is one of Indiana’s favorite sports? (Bloom’s: Evaluation) What ideas could you add to the game we just played? (Bloom’s: Synthesis) How does a game like basketball compare or contrast to farming in Indiana history? (Bloom’s: Analysis)

7. Remember the list of words about basketball? Add any if necessary at this time. Use these words as a guide for the next activity. Now ask the students to use their writing skills and knowledge of Indiana spelling words to create a short five line poem (of any form-this they will know how to do by now) using at least two spelling words, at least one fact, and one opinion about basketball in Indiana. To practice, make one first as a class. (Gardner’s: Linguistic)

Closure: Explain to students that they seemed interested in this lesson and if anyone would like to continue their education in the field of sports history, offer them the chance to read the following books: Let’s Go Hoosier’s, Indiana Pacers, USA Fact book, and, Story of Indiana Pacers. Tell students that basketball is just one thing about Indiana that makes it unique, or different, from other states. Tell them that our culture is shaped by this sport and we will continue to learn about artists and writers that have shaped our culture in lessons to come.

Adaptations/Enrichment:

For children who are out in the game- Have them use a basketball to dribble Indiana vocabulary words.
If students finish poem early, challenge them to do a larger poem or allow them to look at the books you have provided for supplemental material.
For student in wheel chair- Shoot paper wads into trash can for their hoop!
Self-Reflection:
Did students really learn about Indiana history from this lesson? Did girls enjoy this activity as much as boys? What went well? What didn’t? What would I do differently next time? Did students have enough time to complete tasks? Was it fun? Did I ask probing questions? Could the students tell I don’t like basketball and really don’t know much about it? Were students able to spell words correctly from practicing in game?

Rules for H-o-o-s-i-e-r’s

1. Create an order for the players. This can be done by alphabetical order or by shooting for the order of play.

2. Call the shot. The player shooting must verbally call out what shot they are going to take before the shot.

3. Shoot the first shot. The first player takes a shot. If the shot is made, the next player has to make the same shot or they are assigned the first letter of the spelling word.

4. Shoot the next shot. If the second player makes the same exact shot then it falls to the next player and so on until the original shooter is up to shoot. At that point the original shooter takes another shot.

5. If a person shooting first misses then they proceed to the back and the player next in line becomes the leader and gets to decide on the shot taken. If that person misses, then control proceeds down the line until it returns back to the original shooter.

6. As each shooter misses he earns the next letter in the word Horse. When a player reaches H-O-R-S-E she is out. This is continued until there is only one player left. That player is the winner.
5 line poem suggestions

ABC
A poem that has five lines that create a mood, picture, or feeling. Lines 1 through 4 are made up of words, phrases or clauses while the first word of each line is in alphabetical order. Line 5 is one sentence long and begins with any letter.

Acrostic
Poetry that certain letters, usually the first in each line form a word or message when read in a sequence.

Cinquain
Poetry with five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has four words that express the feeling, and line 5 has one word which recalls the title.

Free verse (vers libre)
Poetry written in either rhyme or unrhymed lines that have no set fixed metrical pattern.

Haiku
A Japanese poem composed of three unrhymed lines of five, seven, and five morae, usually containing a season word.

Limerick
A short sometimes vulgar, humorous poem consisting of five anapestic lines. Lines 1, 2, and 5 have seven to ten syllables, rhyme and have the same verbal rhythm. The 3rd and 4th lines have five to seven syllables, rhyme and have the same rhythm.

List
A poem that is made up of a list of items or events. It can be any length and rhymed or unrhymed.
Rhyme

A rhyming poem has the repetition of the same or similar sounds of two or more words, often at the end of the line.

Manchester College
Department of Education
Unit Lesson #6-Impacting Indiana (Drama)

Lesson Plan By: Emily Bauman

Lesson: Drama with James Whitcomb Riley   Length: 55 minutes

Age/Grade Intended: 4th

Academic Standards(s):

SS 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.
ELA 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
ELA 4.2.2 Use appropriate strategies when reading for different purposes.

Performance Objectives:
Given a sample reading of a James Whitcomb Riley poem, students will actively participate by reading a poem using fluency, timing, voice changes and expression.

Assessment:
The teacher will mark a rubric for each student checking for active participation and the use of fluency, timing, voice changes and expression while reading.

Advanced Preparation by Teacher:
Rubric for participation
_H is for Hoosier_
Poem sheets for each student
Amish book of pictures

Procedure

Introduction/Motivation: Tell students, “Last week we learned how basketball shaped the culture of Indiana Hoosier's but many writers have too.” Begin reading the poem "The Little Orphan Annie" by James Whitcomb Riley. Make sure to use fluency, timing, voice changes and expression while reading. This will serve as the basis for your lesson. Before
reading make sure to give a brief background of who wrote the poem. After reading, discuss what the poem means. Ask the following questions: Can you name the narrator? Who was the key character? Could this have happened in real life? Which events could have happened? How would you feel if you were Little Orphan Annie? (Bloom’s: Knowledge, Comprehension, Application, Analysis, Evaluation) (Gardner: Verbal/Linguistic/Musical)

Step-By-Step Plan:
1. Students need to gain knowledge on the author James Whitcomb Riley. Explain that he is originally from Greenfield, Indiana, born in 1849. (Mark on the interactive map) (Gardner: Visual/Spatial) Tell them that Riley wrote poems about his childhood memories in Hoosier dialect, which means accents, with cheerful, fun-loving humor. He was so famous in Indiana and the states that he gained the name "The Hoosier Poet." Explain that when reading Riley's poems it is important to use fluency, timing, voice changes and expression while reading or the effect the poet meant will not show through the reading.
2. Read pages "R" of H is for Hoosier. Page "R" is an extension about Riley. Explain the following to students:
   Riley's father, being a frontier politician and lawyer, named his son after an Indiana governor, James Whitcomb. Riley's mother was, of course, a homemaker, and she also wrote poetry. Riley had a difficult time academically, but possessed a talent for language, especially that of his own people. His father wanted him to become a lawyer, but Riley did not apply himself to law. For a time he traveled the American Midwest as a sign painter. He also traveled with a medicine salesman, and drew crowds by playing songs and performing impersonations of people he had met in his travels. (from wikepedia.com)
3. Read page "A" of H is for Hoosier. This is about the Amish who live in Indiana, in which Riley was surrounded by. Read this information out loud to children. Ask if they have ever seen Amish, or are a part of their culture. Takes comments and questions. Answer accordingly. Show pictures from Amish picture book. (Gardner: Intrapersonal)
4. Pass out the poem. Explain to the students that they will be pantomiming the poem "The Raggedy Man" by James Whitcomb Riley.
   a. First, draw sticks to read the words to the story. Much guidance will be needed during this because the words are written in Hoosier dialect.
   b. Give examples throughout the reading of how to say words such as An-nen. (Sounds like and-then). The goal of this reading is to learn the content of the poem and to discuss how to read dialect.
   c. Ask the following questions about the poem? Who is the author? How is this similar to Riley’s other poem I shared? Do you believe the information in this poem? How would you feel as the Raggedy Man? (Gardner: Knowledge, Analysis, Evaluation [2]) Discuss poem.
   d. When students start to use dialect—they will be ready for the next step. (this is the time to go over the rubric and explain what well practiced readers do-model the differences between a one and a four)
5. Now for the fun part! Students will be divided into 8 groups. (Gardner: Interpersonal) Each group will be given the poem and assigned one stanza. The stanza will be practiced as a group. Memorizing the stanza is not necessary but it should be read fluently, using expression and voice changes. The group members should equally divide up the stanza and take part in reading it.

6. The teacher will be expected to join the groups to monitor progress and make sure there are no questions.

7. Give fifteen to twenty minutes to practice. Students will sit around a circle in their groups and read the poem in order using fluency, voice changes and expression. Practice as a whole group several times. (Gardner: Interpersonal, Linguistic, Musical)

8. When the teacher decides that students are practiced enough, make sure to ask students to give their best shot and will now be evaluated on their reading. The teacher will mark a rubric for each child.

**Closure:** Ask students if they enjoyed this exercise. Tell students that this poet contributes greatly to the Indiana culture. Tell students that they will be learning about many more artists that influenced Indiana in later lessons.

**Adaptations/Enrichments:**
For students who read proficiently: have them add movements to their stanza
For student with ADHD: Have them help pass out papers
For student with vision impairment: Enlarge the stanza and poem for them

**Self-Reflection**
What went well? Did students enjoy this poet? Were they able to read the dialect? Should I use a different poem by the author? Could children relate to the writing? Did I teach the lesson effectively? Did I show enthusiasm? How was the reading of my original poem? Did I give enough examples? How did the students do on the rubric?

<table>
<thead>
<tr>
<th>Name________________</th>
<th>1pt</th>
<th>2pt</th>
<th>3pt</th>
<th>4pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Student is not practiced</td>
<td>Student has only put forth little effort</td>
<td>Student is fluent but stumbles on three or more words</td>
<td>Student has practiced and is fluent with 1 or less errors</td>
</tr>
<tr>
<td>Expression</td>
<td>Student reads robot style</td>
<td>Student only expresses one line</td>
<td>Student expresses several lines</td>
<td>Student is very expressive and uses body language</td>
</tr>
<tr>
<td>Voice changes</td>
<td>Uses one voice the whole time</td>
<td>Uses mostly one voice</td>
<td>Uses varied tones</td>
<td>Always uses appropriate voice</td>
</tr>
<tr>
<td>Participation</td>
<td>Does not participate</td>
<td>Rarely participates</td>
<td>Minimally participates</td>
<td>Participates at all times</td>
</tr>
</tbody>
</table>
The Raggedy Man by James Whitcomb Riley (read by students)

O the Raggedy Man! He works fer Pa;
An' he's the goodest man ever you saw!

He comes to our house every day,
An' waters the horses, an' feeds 'em hay;
An' he opens the shed -- an' we all ist laugh

When he drives out our little old wobble-ly calf;
An' nen -- ef our hired girl says he can --

He milks the cow fer 'Lizabuth Ann. --

Ain't he a' awful good Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

W'y, The Raggedy Man -- he's ist so good,
He splits the kindlin' an' chops the wood;

An' nen he spades in our garden, too,
An' does most things 'at boys can't do. --

He clumbed clean up in our big tree
An' shooked a' apple down fer me --

An' 'nother 'n', too, fer 'Lizabuth Ann --
An' 'nother 'n', too, fer The Raggedy Man. --

Ain't he a' awful kind Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man one time say he
Pick' roast' rambos from a' orchurd-tree,

An' et 'em -- all ist roast' an' hot! --
An' it's so, too! -- 'cause a corn-crib got

Afire one time an' all burn' down

On "The Smoot Farm," 'bout four mile from town --
On "The Smoot Farm"! Yes -- an' the hired han'
'At worked there nen 'uz The Raggedy Man! --

Ain't he the beatin'est Raggedy Man?
Raggedy! Raggedy! Raggedy Man!
The Raggedy Man's so good an' kind
He'll be our "horsey," an' "haw" an' mind
Ever'thing 'at you make him do --
An' won't run off -- 'less you want him to!
I drived him wunst way down our lane
An' he got skeered, when it 'menced to rain,
An' ist rared up an' squealed and run
Purt' nigh away! -- an' it's all in fun!
Nen he skeered ag'in at a' old tin can ...
Whoa! y' old runaway Raggedy Man!
Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man, he knows most rhymes,
An' tells 'em, ef I be good, sometimes:
Knows 'bout Giunts, an' Griffuns, an' Elves,
An' the Squidgicum-Squees 'at swallers the'rselves:
An', wite by the pump in our pasture-lot,
He showed me the hole 'at the Wunks is got,
'At lives 'way deep in the ground, an' can
Turn into me, er 'Lizabuth Ann!
Er Ma, er Pa, er The Raggedy Man!
Ain't he a funny old Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

An' wunst, when The Raggedy Man come late,
An' pigs ist root' thue the garden-gate,
He 'tend like the pigs 'uz bears an' said,
"Old Bear-shooter'll shoot 'em dead!"
An' race' an' chase' 'em, an' they'd ist run
When he pint his hoe at 'em like it's a gun
An' go "Bang! -- Bang!" nen 'tend he stan'
An' load up his gun ag'in! Raggedy Man!
He's an old Bear-shooter Raggedy Man!
Raggedy! Raggedy! Raggedy Man!

An' sometimes The Raggedy Man lets on
We're little prince-children, an' old King's gone
To git more money, an' lef' us there --
And Robbers is thick ever'where;
An' nen -- ef we all won't cry, fer shore --
The Raggedy Man he'll come and "splore
The Castul-halls," an' steal the "gold" --
An' steal us, too, an' grab an' hold
An' pack us off to his old "Cave"! -- An'
Haymow's the "cave" o' The Raggedy Man! --
Raggedy! Raggedy! Raggedy Man!

The Raggedy Man -- one time, when he
Wuz makin' a little bow-'n'-orry fer me,
Says "When you're big like your Pa is,
Air you go' to keep a fine store like his --
An' be a rich merchant -- an' wear fine clothes? --
Er what air you go' to be, goodness knows?"
An' nen he laughed at 'Lizabuth Ann,
An' I says "'M go' to be a Raggedy Man! --
I'm ist go' to be a nice Raggedy Man!"
Raggedy! Raggedy! Raggedy Man!

The Little Orphan Annie (read by teacher)
by
James Whitcomb Riley

Little Orphan Annie's come to my house to stay.
To wash the cups and saucers up and brush the crumbs away.
To shoo the chickens from the porch and dust the hearth and sweep,
and make the fire and bake the bread to earn her board and keep.
While all us other children, when the supper things is done,
we sit around the kitchen fire and has the mostest fun,
a listening to the witch tales that Annie tells about
and the goblins will get ya if ya don't watch out!
Once there was a little boy who wouldn't say his prayers,
and when he went to bed at night away up stairs,
his mammy heard him holler and his daddy heard him bawl,
and when they turned the covers down,
he wasn't there at all!
They searched him in the attic room
and cubby hole and press
and even up the chimney flu and every wheres, I guess,
but all they ever found of him was just his pants and round-about
and the goblins will get ya if ya don't watch out!!

Once there was a little girl who always laughed and grinned
and made fun of everyone, of all her blood and kin,
and once when there was company and old folks was there,
she mocked them and she shocked them and said, she didn't care.
And just as she turned on her heels and to go and run and hide,
there was two great big black things a standing by her side.
They snatched her through the ceiling fore she knew what shes about,
and the goblins will get ya if ya don't watch out!!
When the night is dark and scary,
and the moon is full and creatures are a flying and the wind goes Whooooooowoo,
you better mind your parents and your teachers fond and dear,
and cherish them that loves ya, and dry the orphans tears
and help the poor and needy ones that cluster all about,
or the goblins will get ya if ya don't watch out!!!

Manchester College
Department of Education
Unit Lesson #7-Impacting Indiana (Art)

Lesson Plan by: Emily Bauman

Lesson: Traveling through Indiana Length: 1 hr.

Age/Grade Intended: 4th

Academic Standard(s):
SS 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.
SS 4.1.17 Research using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.

Performance Objectives:
After exploring and researching the state of Indiana, students will create a travel guide about the state of Indiana including its capital, major rivers, governors and two famous people from the state.

Assessment:
Teacher will collect travel guide including Indiana state capital, major rivers, governors and two famous people from the state.

Advanced Preparation by Teacher:
- Internet access
- Resource books about Indiana
- Paper, markers, scissors, glue
- Examples of travel guides

Procedure

Introduction/Motivation: Ask students to remember James Whitcomb Riley from yesterday’s lesson. Why would he want to write about Indiana? He liked it! Ask the students where in the world they would want to travel. Take comments and questions about the area. Ask why students would want to visit. What is the meaning of the brochure? (Bloom’s: Knowledge) Compare restaurants in sample travel guide and those
in Indiana. (Bloom’s: Comprehension). What would there be to do in the place? Explain to the students that today they will be using information from previous lessons about Indiana and applying it to a travel guide that they will create to show people that Indiana is a wonderful place to visit. (Gardner: Intrapersonal/Spatial)

**Step-By-Step Plan:**

1. Begin the lesson by showing students a few examples of the travel brochures you have collected on vacations and trips. Read several parts to them and ask if they are intrigued by the captions, pictures and information. (Gardner: Visual/Spatial)

2. After much discussion about what the students like about the brochures create a list on the blackboard about what elements are essential in creating a travel brochure. For example this will include captions, pictures, destinations, travel information, weather patterns, etc. These elements will need to be included in the brochures. (Bloom’s: Application/Analysis)

3. Tell students that they will be making a brochure about Indiana. The will need the previous elements but must include the state capital, major rivers and at least two important people from the state of Indiana. Throw out a few names such as Michael Jackson, Orville Wells, Larry Bird, James Whitcomb Riley, etc. Any name past or present may be used.

4. Students will now independently research the facts needed to complete the brochures using internet or resource books. Review how to use proper search engines and reliable sources such as .edu and .gov. (Gardner: Intrapersonal)

5. After information is collected from internet have students take down important notes that will be necessary in making the brochures.

6. Pass out art supplies and allow students to create brochures providing a checklist for information that is needed. (below)

**Closure:** When students are finished with brochures have them get into groups of four and share travel guides with peers. (Gardner: Interpersonal/Linguistic) Collect brochures when finished for grading purposes (should be assessed using checklist).

**Adaptations/Enrichment:**

Student with ADHD: Have student write list of essentials on the board.
Student with Visual Impairment: Use enlargement software on computer.
Student with Autism: Pre-warn student of room change as not to upset them with unfamiliar schedule.

**Self-Reflection:**
Did students take the topic seriously? What went well? What didn’t? What would I do differently next time? Did students have enough time to successfully complete the project? Did the students enjoy the artwork portion? Were their pictures relevant? How did I handle a backseat role as a teacher during this child centered activity? Did the students really learn?
<table>
<thead>
<tr>
<th>Name__________________ Travel Guide</th>
<th>1pt</th>
<th>2pt</th>
<th>3pt</th>
<th>4pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana capital</td>
<td>Not included</td>
<td>------</td>
<td>------</td>
<td>Included</td>
</tr>
<tr>
<td>At least three major rivers</td>
<td>Names no rivers</td>
<td>Names one river</td>
<td>Names two rivers</td>
<td>Names three rivers</td>
</tr>
<tr>
<td>Names the Governor of Indiana</td>
<td>Not included</td>
<td>------</td>
<td>Included and not accurate</td>
<td>Included and accurate</td>
</tr>
<tr>
<td>Names and describes 2 famous people from Indiana</td>
<td>Names one famous person and does not describe</td>
<td>Names two famous people and do not describe</td>
<td>Names one famous person and describes</td>
<td>Names two famous people and describes</td>
</tr>
<tr>
<td>Turned in on time</td>
<td>Late</td>
<td>------</td>
<td>------</td>
<td>On time</td>
</tr>
</tbody>
</table>
Lesson Plan by Emily Bauman

Lesson: On the Road Again  
Length: 50 minutes

Age/Grade Intended: 4th

Academic Standard(s):

SS. 4.3.10 Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.

Math 4.6.3 Summarize and display the results of probability experiments in a clear and organized way.

Performance Objectives: After interpreting thematic maps to acquire information about Indiana highways, students will calculate how many acres of Indiana are covered by highways by solving the equation with 100% accuracy.

Prep/Materials:
- Various trade books about Indiana highway development and cultures
- Tape measures, internet access

Plan of action:

- The teacher will discuss Early Settlement routes and methods, changes in Indiana over time and getting around in Indiana in the past and present by introducing various trade books and using the textbook as a resource. This discussion should connect to previously learned information about travel in Indiana.
- Discuss railroads, automobiles, highways and waterways.
- Find out how many miles of highways there are in Indiana. Take the class outside with a long measuring tape, and estimate the width of an average highway. Use this information to calculate how many acres are covered by highways in Indiana. Estimate how many more acres may be covered by smaller streets and roads.
- Have students brainstorm an equation to solve the problem first and act as a guide. Start with a simpler problem first. (Example: Highway is 10 feet times that by 100 miles of highway and divide by how many acres in one mile.)
- Tell students that this information will be used in the coming lessons, especially during the Civil War.

Assessment: Students will be responsible during the lesson to participate in discussion of social studies standard. Students will turn in math paper displaying their work and the correct answer to the math problem of at least 85% accuracy.
Lesson Plan by: Emily Bauman
Lesson: Civil War in Indiana
Age/Grade Intended: 4th
Academic Standard(s):
SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early 20th century.

Performance Objectives: After listening to the tune "When Johnny Comes Marching Home," students will correctly identify at least 3 important figures during the Civil War.

Prep/Materials:
Internet access, CD of the song "When Johnny comes Marching Home," social studies textbook, Civil War trade books

Action Plan
- Remind students about last week’s lesson in travel throughout Indiana’s history. Explain that soldiers during the Civil War mostly traveled by foot and by horse. Pass out lyric to the song "When Johnny Comes Marching Home." Students will listen once through paying close attention to the words. They will then listen once again and sing.
- Read several trade books to build knowledge about the song and the Civil War
- Discuss findings and both sides of the war and slavery. Talk about Hoosiers’ participation in the war.
- Re-listen to song and see if any new information has been gained.
- Review important figures during the Civil War and discuss.

Take written assessment and tell students that tomorrow they will be reading letters written during the Civil War.

Assessment:
Students will take a written assessment that will be collected by the teacher. This will list at least two important figures during the Civil War.

Written assessment

Name:______________________________________ Date:____________________

1. Who is Johnny?
   a. Soldier
   b. Baker
   c. Newspaper editor
   d. Drummer boy

2. Name two sides of the Civil War

   ____________________________________________  ______________________________________

3. What were two reasons slaves wanted freedom.

   ____________________________________________  ______________________________________

4. List and describe two important people during the Civil War.
When Johnny Comes Marching Home

When Johnny comes marching home again,
  Hurrah! Hurrah!
We’ll give him a hearty welcome then
  Hurrah! Hurrah!
The men will cheer and the boys will shout
  The ladies they will all turn out
And we’ll all feel gay when Johnny comes marching home.

The old church bell will peal with joy
  Hurrah! Hurrah!
To welcome home our darling boy,
  Hurrah! Hurrah!
The village lads and lassies say
  With roses they will strew the way,
And we’ll all feel gay when Johnny comes marching home.

Get ready for the Jubilee,
  Hurrah! Hurrah!
We’ll give the hero three times three,
  Hurrah! Hurrah!
The laurel wreath is ready now
  To place upon his loyal brow
And we’ll all feel gay when Johnny comes marching home.

Let love and friendship on that day,
  Hurrah, hurrah!
Their choicest pleasures then display,
  Hurrah, hurrah!
And let each one perform some part,
  To fill with joy the warrior’s heart,
And we’ll all feel gay when Johnny comes marching home.
Manchester College  
Department of Education  
Unit Lesson Plan #10- Impacting Indiana (writing)

Lesson Plan by: Emily Bauman  
Lesson: Letters during the Civil War  
Academic Standard(s):

SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early 20th century.  
ELA 4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.  
ELA 4.5.5 Use varied word choices to make writing interesting.

Performance Objectives: After reading letters from the Civil War time period, students will describe the importance of the civil war movement by writing at least a three paragraph paper.

Prep/Materials:  
teacher created rubric for assessment, trade books about civil war, letters from Union and Confederate Soldiers, letters from slaves, pencil and paper

Action Plan

- The teacher will discuss what the students learned the day before about the Civil War songs. Students will get into groups of two and read a letter from one of the three categories of letters: Union, Confederate, Slaves.
- Students will write down observations about their letters. Do they agree?
- Students will find another pair with a different letter and compare and contrast viewpoints.
- Students will join as a group and discuss findings. Students will then take time to write a well formed three paragraph paper describing the importance of the Civil War.
- Explain to students that tomorrow they will be learning about scientific findings during the Civil War.

Assessment: Students three paragraph papers describing the importance of the civil war will be collected and assessed for correct content.

<table>
<thead>
<tr>
<th>Civil War writing Name</th>
<th>1pt</th>
<th>2pt</th>
<th>3pt</th>
<th>4pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>Few details</td>
<td>Some details</td>
<td>Many details</td>
<td>Details are well developed and insightful</td>
</tr>
<tr>
<td>Varied sentence structure</td>
<td>Starts every sentence same way</td>
<td>Some variation</td>
<td>Sentences vary</td>
<td>Sentences vary and paper is interesting because of it</td>
</tr>
<tr>
<td>Neat writing</td>
<td>Not legible</td>
<td>Sloppy</td>
<td>Writing is neat with few errors</td>
<td>No errors and neat</td>
</tr>
<tr>
<td>Accuracy of topic</td>
<td>Inaccurate Information</td>
<td>Some errors</td>
<td>Few errors</td>
<td>No errors</td>
</tr>
</tbody>
</table>
Manchester College
Department of Education
Unit Lesson #11 - Impacting Indiana (Story-Telling)

Lesson Plan by: Emily Bauman
Lesson: Telling stories about the Civil War Length: 50 minutes
Age/Grade Intended: 4th

Academic Standard(s):
SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
ELA 4.2.2 Use appropriate strategies when reading for different purposes.
ELA 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice and expression.

Performance Objectives:
After researching a battle during the Civil War, students will read aloud a story they found intriguing using expression 100% of the time.

Prep/Materials: Internet access, textbook, grade-level appropriate readings (found by students)

Plan of Action:
• Remind students of the letters they read last week between the different groups during the Civil War. Tell them today they will be learning about several battles and important people during the war.
• Ask students to independently read “The Civil War in Indiana” section of the text book. Have them form a line and sign up for the various battles, people and facts surrounding the Civil War in Indiana.
• Students will research topic and collectively find an article, story or biography of someone from the topic. This could be a soldier, slave, Abe Lincoln. The person must be connected to the Civil War.
• The students will then pair up with another group and take turns reading the excerpt as a team to the other team.
• When all groups are finished, discuss the multiple perspectives of the different groups during the Civil War. Multiple perspectives should arise. Discuss these in detail.

Assessment: Students will be assessed by participation during the entire project. The teacher will be checking off participation and use of expression during the lesson.
Lesson Plan By: Emily Bauman
Lesson: Indiana Review
Age/Grade Intended: 4th
Academic Standard(s):
SS 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Performance Objective: After completing all eleven lessons on the Impacting Indiana Unit, students will play a Jeopardy type game identifying different events and movements that changed life in Indiana with 100% participation.

Prep/Materials: Jeopardy program. Projector and monitor paper for students to formulate ideas

Plan of action:
• Explain that today students will be practicing all previous learned information about Indiana to prepare them for next week’s test.
• Have students get into groups of five this way there is more chance for participation.
• Have students give themselves a team name.
• Students will play the game by one team member selecting the category. Who ever answers correctly first gets that number of points. If it is incorrect the number is subtracted. In this game students may not get negative points. (stop at zero)
• When all questions are completed count all points and award the winner’s one piece of candy.
• Go around to each student and ask a questions individually, if they do not know the answer have them look it up in their notes or book.

Assessment: Teacher will observe students for active participation.