

**MANCHESTER COLLEGE**  
Education Department

**LESSON PLAN by: Celsie Myers**

**Lesson:** Indiana Travel Guide

**Length:** 45 minutes/ 2-3 days

**Age or Grade Intended:** 4<sup>th</sup> Grade

**Academic Standards:**

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.

4.2.4 Identify major state offices and the duties and powers associated with them – such as governor, lieutenant governor, chief justice, state senators, and state representatives – and how they are chosen, such as by election or appointment.

4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance and theatre. Example: James Whitcomb Riley, Gene Stratton-Porter, T.C. Steele, Janet Scudder, and the Hoosier Group.

**Performance Objectives:**

Given various art supplies, the students will create a travel guide about the state of Indiana with 100% accuracy.

Given a blank map of the state of Indiana, students will label the capital with 100% accuracy.

Given a blank map of the state of Indiana, students will label one major river in the right location with 100% accuracy.

Given a list of state governors, students will be able to circle the Indiana State governor with 100% accuracy.

Given a list of people, students will be able to circle two famous people from Indiana with 100% accuracy.

**Advanced Preparation by Teacher:**

1. White construction paper
2. Scissors
3. Markers, colored pencils, other various art supplies
4. Create a model of the travel guide with the required information
5. Information, Books, Brochures – About Indiana

**Procedure:**

**Introduction/Motivation:** Give students a piece of construction paper and tell them to write the word Indiana in the middle of the paper. The students will make a web diagram based on the information they already know about Indiana individually. The teacher will write the word Indiana on an overhead transparency and create a web diagram based on the information the class knows as a group. Ask the students questions to start their thinking process:

- What are the major cities/capitol of Indiana?
- What are the major rivers that flow through Indiana?

- What is the state flower, bird, tree, etc.?
- Do you know of any famous people residing in Indiana?
- Who is the governor, state representatives, etc.?
- What does the Indiana state flag look like?

**Step-by-Step Plan:** Explain how to make the travel guide by showing the example already made. Hang up the example on the chalkboard for students to refer back to. Talk about the information required in the travel guide and that creativity is one of the key points to this project. Tell the students to check what they already know about Indiana by researching it before putting it onto the travel guide. The students will have time in class to research information and create their travel guide.

**Closure:** Each student will share their travel guide in a group of five students. The students will take turns sharing their pictures, information and exciting aspects of their travel guide. Once the students have shared their information, they will come back together as a group. The students and teacher will list additional information that is not already on the overhead transparency. Students should be adding to their web diagram as well. Copy the class's web diagram to hand out to each student as a review sheet for the test.

**Assessments:**

- Travel Brochure – 50 points
- Pre-test – Web Diagram – 10 points
- Post-Test – Written test – 20 points

**Bloom's Questions:**

**Knowledge:** Who is the governor of Indiana?

**Analysis:** What is unique about your travel brochure?

**Gardner's Multiple Intelligences:**

**Interpersonal intelligence:** Presenting their travel brochure to the group of students

**Intrapersonal intelligence:** Using their creativity to create a brochure about the state of Indiana

**Adaptations/Enrichment:**

Students with disabilities will have a teacher's aid or another student helping them be creative in making their travel guide. They will have a specific list of what information needs to be in the travel guide. Additional time will be given when needed.

The advanced students will have the opportunity to make a big representation of Indiana's state flag from construction paper and markers. The flag will be displayed on one of the walls or bulletin board (depending on size) with the travel guides displayed around the flag.

**Self-Reflection:** What could I do to make this activity more worthwhile for the students? What improvements can I make for next year? Information should be added or deleted from project? How can I encourage the students to want to be able to learn the information about Indiana's history?