

A MONTH IN THE LIFE OF ...

Develop a calendar for one month in the life of the person whose biography you have read.

In this calendar include a variety of things that possibly happened as well as some things that did actually happen.

Biographee: _____

A MONTH IN THE LIFE OF

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

THINKER GRID #5**GET TO KNOW AFRICA**

For each column and row, research and find an appropriate answer that both starts with the letter at the beginning of the row and fits into the category at the top of the column. All answers must be about **Africa**.

	Country- with neighbor	Indigenous Mammal	City with a Population <i>above 500,000</i>	City with a Population <i>under 500,000</i>	Regional Food
A					
F					
R					
I					
C					
A					

*Keep track of the references you use. Jot the names, copyright dates, and authors on the back of this page. Try to use a variety of sources.

AMERICA THE BEAUTIFUL

Neil Waldman has beautifully illustrated the words of Katherine Lee Bates' song, "America the Beautiful." (Atheneum, 1992)

"Oh beautiful, for spacious skies for amber waves of grain,
For purple mountains majesties above the fruited plain
America, America, God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea."

Activity Follow the pattern to **write a second verse** about America. Sing to the tune if "Skip to My Lou." **Example**

We see:

Strong people hurrying to work Mighty rivers winding in and out
Many roads stretching across the land Land of the brave and free.

We see

_____	_____	_____	_____
_____	_____	_____	_____

Land of the brave and free.

Activity Complete this **chant** with adjectives about America.

Sights to see in America

_____ rivers
_____ plains
_____ mountains
_____ coasts
_____ deserts
_____ lakes



These are just a few

_____ states
_____ land
_____ people
_____ freedoms
_____ cities
_____ farms

Sudoku

Each of the nine words must appear once and only once in each row, each column and each 3 by 3 block.

**WORDS OF WISDOM**

			Gettysburg Address		Yankee Doodle			
Declaration of Independence	Bill of Rights		Checks and Balances				Continental Congress	
Yankee Doodle		Continental Congress					Preamble	
		Preamble	Yankee Doodle					
Bill of Rights		Checks and Balances				Preamble		Declaration of Independence
					Declaration of Independence	Checks and Balances		
	Checks and Balances					Constitutional Convention		Bill of Rights
	Articles of Confederation				Bill of Rights		Declaration of Independence	Yankee Doodle
			Constitutional Convention		Articles of Confederation			

Checks and Balances
Bill of Rights
Gettysburg Address

Preamble
Yankee Doodle
Continental Congress

Articles of Confederation
Constitutional Convention
Declaration of Independence

Write a letter of Declaration of Independence to your parents or a Student Bill of Rights for students in your school.

American Indian Tribes and Culture

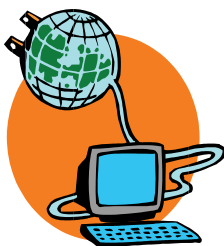
<p>Create a dictionary of words and phrases that had their beginnings in an American Indian language but have since become part of our English vocabulary. Using the Internet as a valuable resource, include the tribe from which the word came, if possible, along with its definition. Type into your search engine <i>"Native American words found in English."</i> Each dictionary entry should include the word or phrase, its meaning, its use in a sentence, and information about its origin.</p> <p>(verbal/linguistic)</p>	<p>Choose an American Indian tribe that your class has studied. Using a large piece of paper, such as bulletin board paper, design and create a mural of a typical village scene illustrating daily life in your chosen tribe. Your mural should show the tribe's dress, shelter/housing, daily activities, the environment in which the tribe lived, and any other information you want to include. Your visuals may be hand-drawn or taken from the Internet or magazines and glued onto the mural (or a combination of both). You must draw the background environment.</p> <p>(visual/spatial)</p>	<p>Assume the role of an American Indian trader from the tribe of your choice. You have learned to speak English. Write a dialogue between yourself and a European trader. Discuss what your tribe has to trade that the Europeans would want and also what your tribe needs from the Europeans. Include in the dialogue whether or not the trade was successful. You will need to research what trade items were important to both sides.</p> <p>(interpersonal)</p>
<p>Choose an American Indian tribe that your class has studied. Design and create a chart that compares and contrasts life in the tribe with life in a European settlement in the same area. Include dress, shelter, protection and weapons, food, religion, and customs in your chart, along with any other areas of interest to you. Display the chart for your classmates to see.</p> <p>(mathematical/logical)</p>	<p>American Indians were experts in using the natural environment to help their tribes survive. After choosing a tribe that your class has studied, research the roles that landforms, bodies of water, weather, and native animals played in the survival of the tribe. Compose a set of instructions that will help an Indian child your age understand how to use these natural elements so that your tribe will survive.</p> <p>(naturalist)</p>	<p>Choose an American Indian tribe that your class has studied. Research the main way the tribe obtained food (hunting, farming, or gathering). Your tribe is having trouble getting food because of a drought, lack of animals, etc. Create a dance to offer to the Great Spirit, asking for help in obtaining food. Perform the dance for your class. You may use a drum to provide rhythm.</p> <p>(bodily/kinesthetic, rhythmic)</p>
<p>Music was very important in the lives of American Indians, especially during their celebrations. Using a tribe that your class has studied, choose a celebration that was important to this tribe, and create a melody appropriate to the celebration. You may hum or sing your melody to the accompaniment of a drumbeat.</p> <p>(musical/rhythmic)</p>	<p>Assume the role of a boy or girl your age living in an American Indian tribe that your class has studied. Compose a journal entry describing one day in your life as a part of this tribe. Include how you feel about being a part of this tribe and the duties given to you. Is your life easy or hard? Explain why in your journal.</p> <p>(intrapersonal)</p>	<p>Assume the role of an American Indian from the tribe of your choice. You speak no English, but are trying to communicate information about your tribe to the European settlers. Design a symbol representing your tribe to show to these settlers. Include as many details about your tribe as possible in the symbol.</p> <p>(visual/spatial, interpersonal)</p>

**Andrew Johnson
Seventeenth President
1865-1869**

Andrew Johnson became president after the assassination of Abraham Lincoln. He was not the strong president that Lincoln was, and while he tried to heal the wounds of war he was not successful. Because he vetoed many harsh laws that Congress wanted to impose on the South, the Congress tried to get him out of office but failed to do so by one vote.

While Johnson was president -

- **He learned to read and write.**
What problems might a president have who could not read?
- **The 13th and 14th amendments to the Constitution were adopted.**
 1. What do these amendments do?
 2. Why were they necessary?
- **The United States bought Alaska from Russia for seven million dollars.**
Do you think Russia has regretted selling Alaska to the United States?
Why or why not?
- **The transcontinental railroad was completed.**
A railroad that ran across the entire country was a dream come true for many people. Name ten people or groups who welcomed the railroad and tell why.
- **New inventions included the first typewriter and the first refrigerator car.**
How can each of these inventions help the people who use them?



Read more about Andrew Johnson at:
www.whitehouse.gov/history/presidents/aj17.html

CD Track 12
Andrew Johnson
Seventeenth President 1865-1869



Tune: He's Got the Whole World In His Hands

He had the whole nation in his hands,
He had a torn-apart nation in his hands.
Upon the death of Lincoln he became
President Seventeen.

Oh, his name was Johnson, yes it was,
His first name was Andrew, yes it was.
He knew he had a big job, yes he did
To walk in Lincoln's shoes.

He tried to heal the nation,
Yes, he did.
And bring the states together,
Yes, he did.
But not many liked him,
Not at all
So they voted to im-peach him.

But they were not successful,
No, they weren't.
Impeachment lost by one vote,
Yes, it did.
So Johnson kept on trying,
Yes, he did
To heal the nation's wounds.



Learning Style

Verbal/Visual

Taxonomy Level

Application, Synthesis

Multiple Intelligence

Verbal/Linguistic; Visual/Spatial

Assessment Mini-Rubric

1. creativity/originality
2. details enhance legend
3. follows Short Story criteria card
4. illustration relates to the story

Project Question

How might ancient people think the Southern Cross constellation was formed?

Questivities™ Thinking Questions

List all the constellations you are familiar with in the Northern hemisphere.

Compare/contrast the Southern Cross and the Big Dipper.

What would happen if you could see the Southern Cross in the northern sky? How could this happen?

Would you rather study constellations or the chemistry of stars? Why?

How would you feel if there were no stars in the sky?

Why did ancient people tell stories about the constellations?

How do astronomers explain star formations?

Active Question

Make a list of questions the North Star would ask the stars in the Southern Cross.

Australia - 8

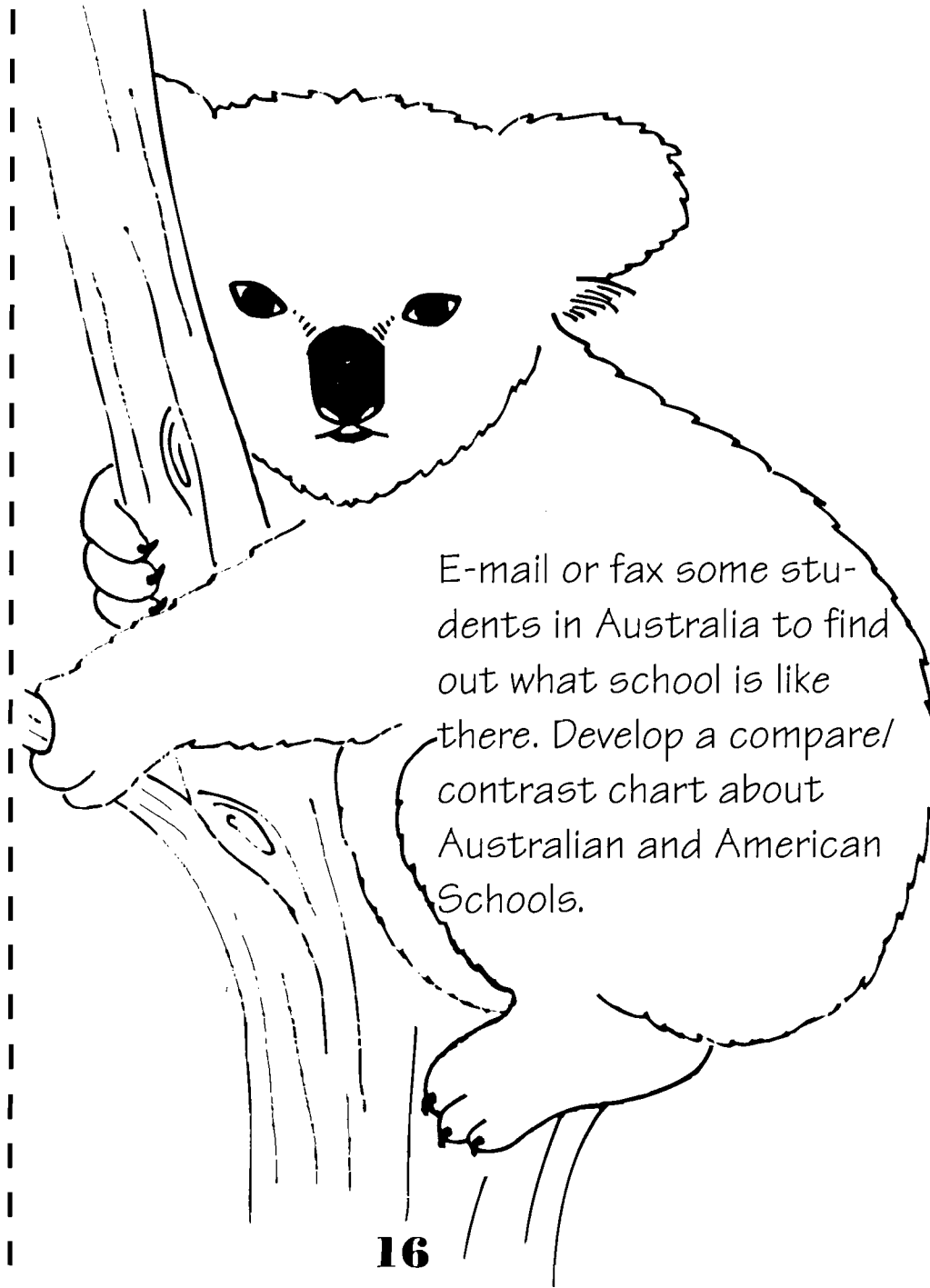
Project Activity





Make a collage of various marsupials found in Australia. Include little known facts about each.

15



E-mail or fax some students in Australia to find out what school is like there. Develop a compare/contrast chart about Australian and American Schools.

16

Matrix Puzzle

Research

CIVIL WAR TRIVIA

Did you know that Union and Confederate Cavalry units dismounted during battles? Since they fought on foot, one fourth of the manpower of cavalry regiments was needed for the job of horse holding. Did you know that the most valuable possession of a regiment was "a stand of colors" or a flag? It was a signal of defeat if the flag was lowered, shot down, or absent from view. This is why the job of the color bearer was one of the most respected positions in the army and one of the most fatal.

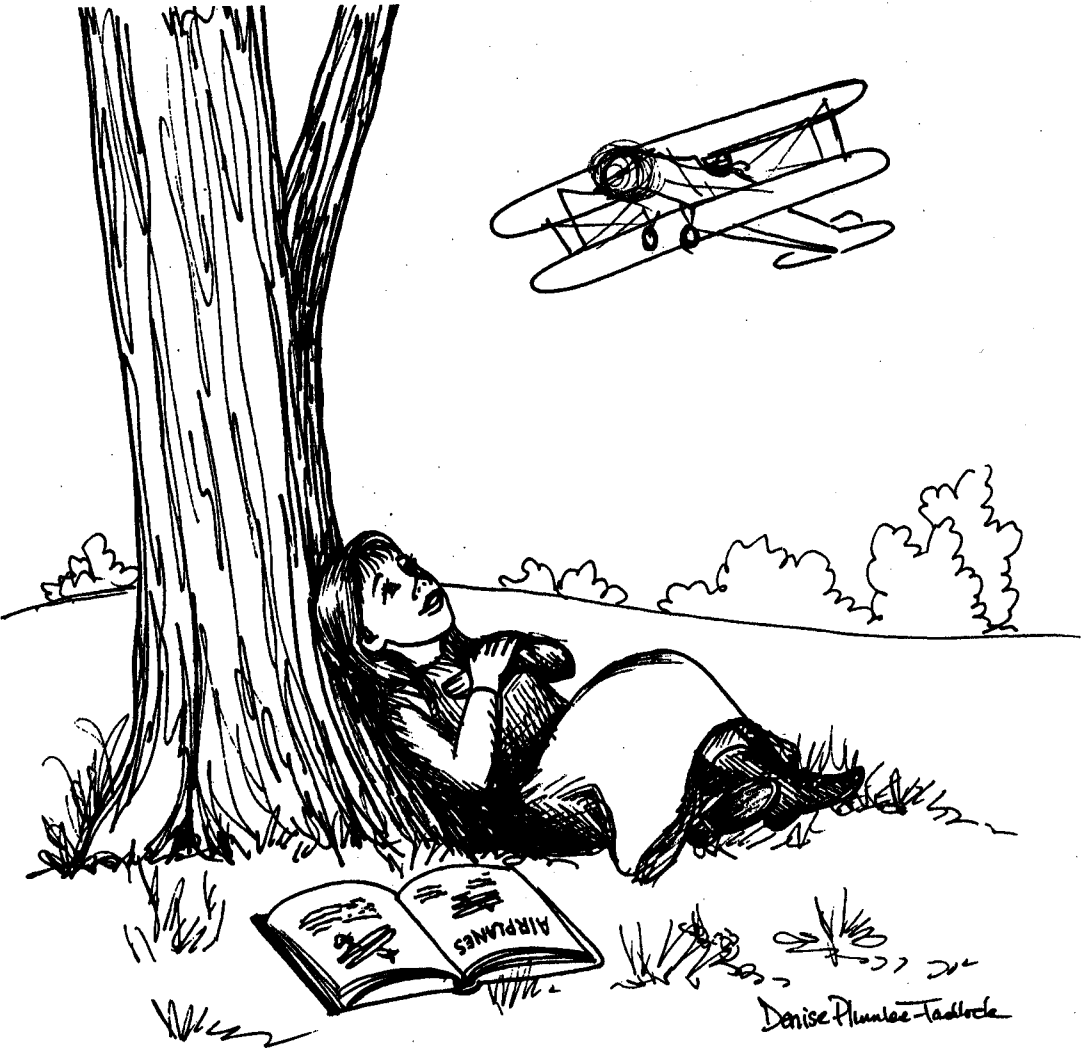
Below are trivia tidbits. You may have to do a little research to match the person with the trivia information.

1. A civilian who ran one of the South's most successful hospitals was the only female given a commission in the army.
2. The Confederate leader at the Battle of Antietam or "Sharpsburg" had a horse named Traveler.
3. John Wilkes Booth did not like lemons, was not an amputee, and was often seen riding around Washington on a horse.
4. Stonewall Jackson's Brigade threw rocks when they ran out of ammunition in September 1862, while the James brothers left the Missouri Home Guard, a pro-Confederate force under state control, and became bushwhackers or renegade riders.
5. This Confederate soldier, who disliked fruit, lost his arm at the first battle of Winchester and his foot in a later battle. He served two terms as governor before becoming head of the Mississippi State Supreme Court.

	James brothers	Frank Nichols	General Lee	J.W. Booth	Sally Thompkins	"Stonewall" Jackson
Confederate soldiers						
Double amputee						
Traveler						
One-eyed horse						
Confederate Army Captain						
Loved to suck on lemons						

Find more interesting trivia about the Civil War.

FACT OR FICTION?



Amelia Earhart fell in love with
airplanes at age ten.

from Damsel or Daredevil
CLC0374 Pieces of Learning

Amelia Earhart (1887-1937)

She broke women's aviation records.

The little girl was excited as she skipped from one booth to another at the Iowa State Fair. She spotted a crowd and wanted to see what they were looking at. She peeked between dozens of tall legs. The crowd was looking at an airplane, the first they had ever seen. She thought it was ugly and went back to a booth to buy a pretty paper hat. Her name was Amelia Earhart. She was 10 years old.

When she was 22, Amelia did fall in love with airplanes. She took her first plane ride at an air meet in California. The 10-minute ride convinced her that this was what she wanted to do. She would become a pilot. Three years later Amelia broke the women's altitude record by flying to a height of 14,000 feet.

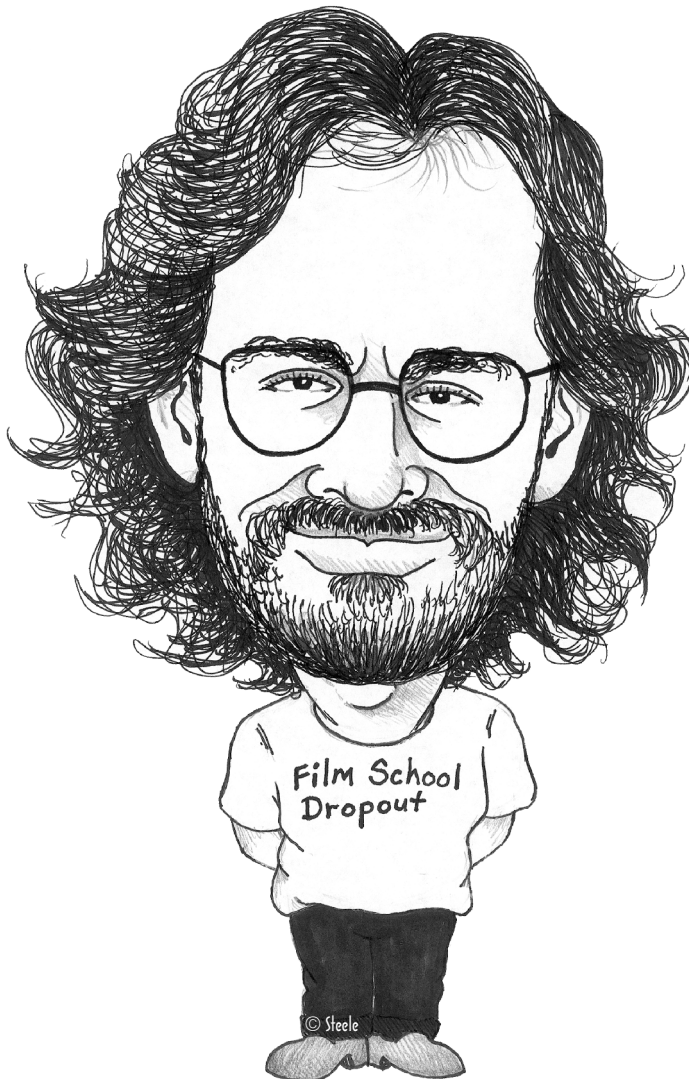
Newspapers ran stories about this daring woman pilot. George Putnam, a New York publisher, read the news stories. He asked Amelia to come and see him. He would furnish the money to make her the first woman to fly across the Atlantic.

Amelia did make the flight, but she did not pilot the plane. Two male pilots flew through bad weather and dense fog to finally land in South Wales. The newspapers went wild. Amelia tried to tell the reporters that she had only been a passenger. She insisted that the credit for the flight should go to the pilots. The reporters didn't listen.

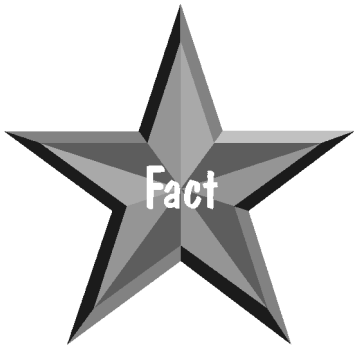
Amelia was a heroine in the U. S. More than ever she was determined to pilot her own plane. She flew alone from one coast to the other. She began the "Powder Puff Derby," a cross-country air race for women. In 1932, Amelia did fly across the Atlantic alone breaking both time and distance records. Other records followed until Amelia felt she was ready for the biggest flight of her career - she would fly around the world!

In 1937, Amelia and her navigator, Fred Noonan, took off on their around-the-world flight. They were never heard from again. Word came that the plane had disappeared somewhere in the Pacific. Search planes were sent out, but no trace of Amelia's plane was found. There are many guesses as to what happened. Did the plane crash in the Pacific Ocean? Did the plane land on an island where the Japanese captured Fred and Amelia?

FACT OR FICTION?



**STEVEN SPIELBERG WAS REJECTED
FROM FILM MAKING SCHOOL**



STEVEN SPIELBERG 1946-

Imagine a little boy who loved to dream. When the teacher was explaining multiplication, the little boy dreamed of the puppet shows he would put on after school. Picture a little boy who loved to draw. When the teacher was explaining nouns and verbs, he drew stages and characters.

That little boy was Steven Spielberg, one of the most respected and important film makers of all time. Yet, because he was a dreamer and a drawer and didn't pay attention in school, his grades were not very good. His dreaming carried through high school, and when he applied for admission to study film making at the University of California, they rejected him.

As a child Steven spent much time alone. His family moved frequently so making friends was hard. To make his dreams come true, Steven made his first movie when he was twelve. It was a three-minute cowboy movie. At age seventeen he made a two and one-half hour film titled *Firelight*. He wanted people to see his film in a real theatre. He was able to talk a friend at a Phoenix theatre into showing it one time.

While Steven did not get into the University of California, he did enroll in college and while there directed a short film. Universal Studios purchased the film, and they hired Steven to direct television shows. It wasn't long before the young director showed that he could do a lot more than dream. His creative work on *Night Gallery*, *Columbo* and other TV shows brought offers to direct full length films including *Sugarland Express*, *Jaws*, *Star Wars*, the *Indiana Jones* films and many more.



Through his extraordinary films, the dreamer had finally found a way to share his dreams with the world.

Learning Style/Modality

Visual

Taxonomy Level

Application

Multiple Intelligences

Visual/Spatial

Assessment Mini-Rubric

1. persuasive quality of poster
2. facts included
3. highlights specific qualities of Japanese Alps
4. follows poster criteria card

Project Question

What motivates people to travel to new places?

Questivities™ Thinking Questions

List reasons people want to travel.

Compare/contrast a traditional Japanese Inn and a modern ski lodge.

What would happen if no one could travel outside his/her own country?

Would you rather ski or ice skate? Why?

How would you feel if you traveled somewhere with lots of snow?

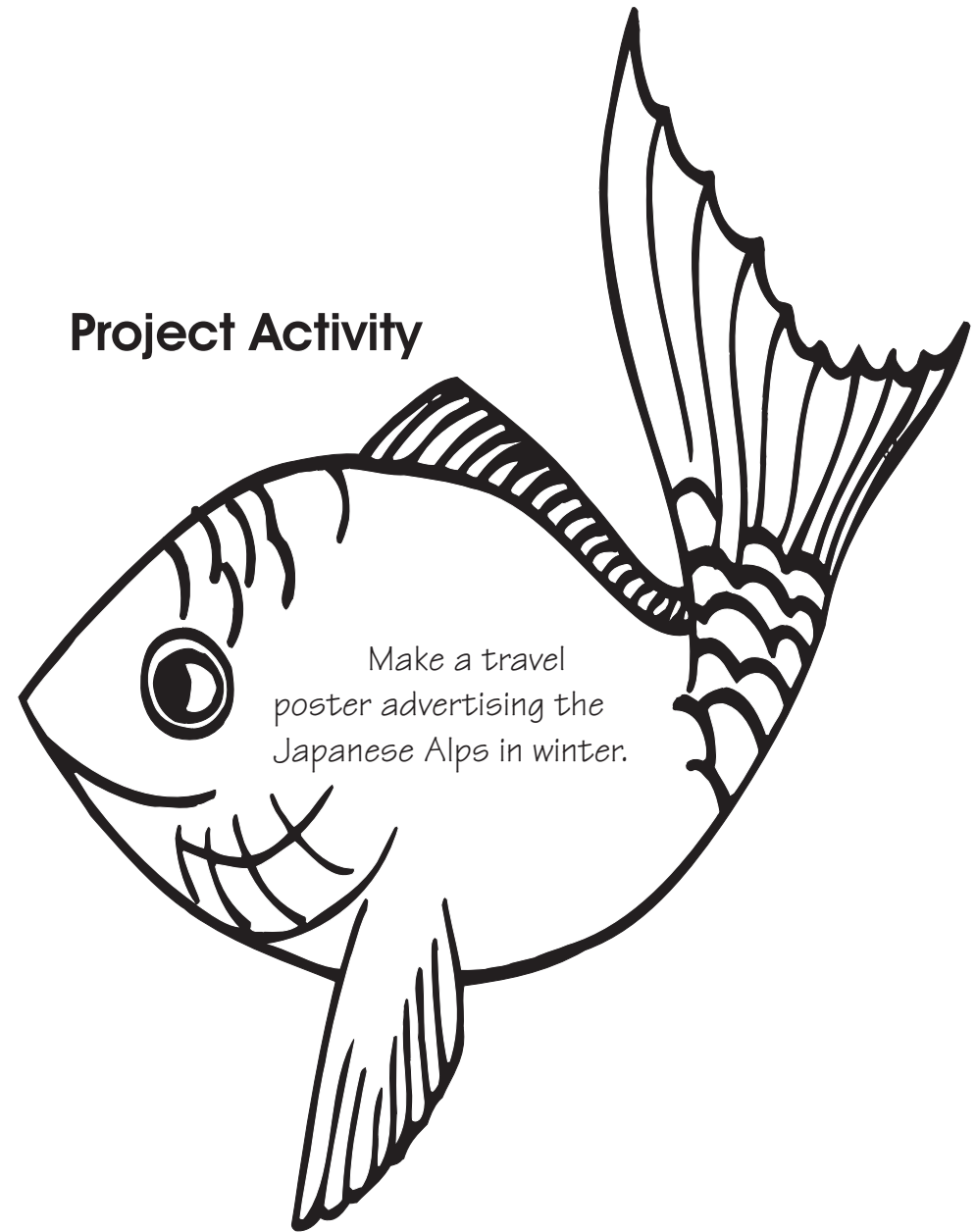
How would an American skier get to Nagano to ski in the Japanese Alps? Write an itinerary and show the route on a map.

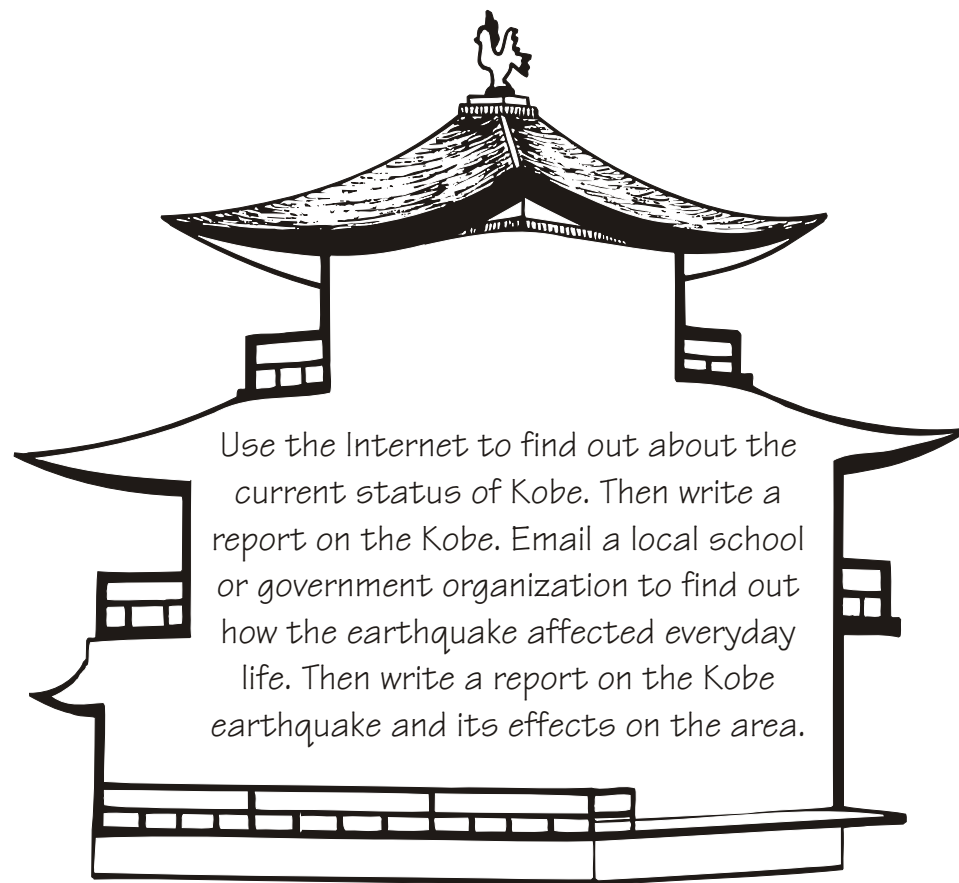
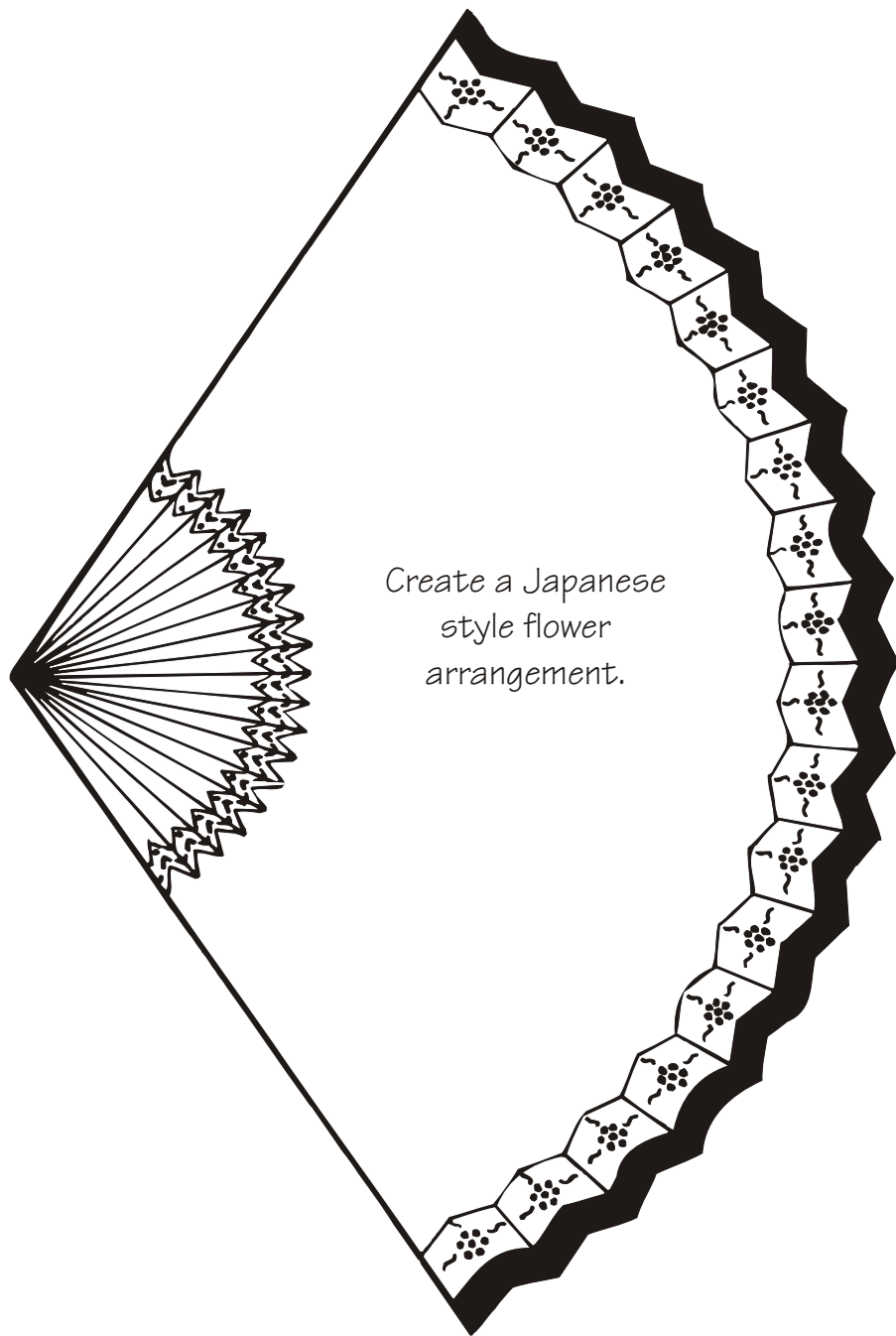
Active Question

Make a list of questions a Japanese innkeeper in Nagano might ask a tourist from Norway.

Japan - 1

Project Activity

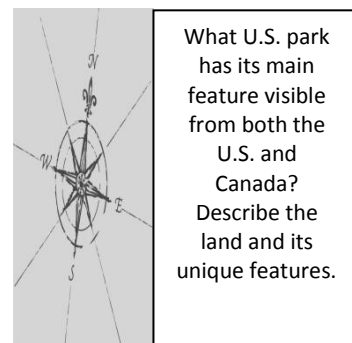
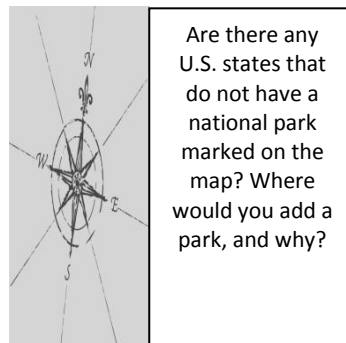
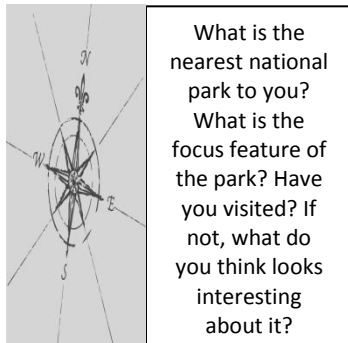
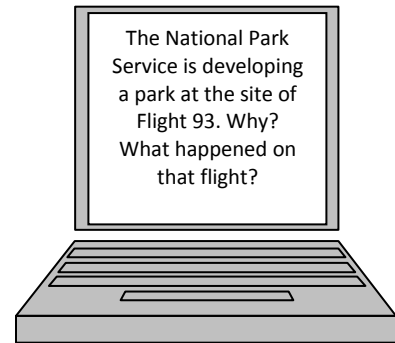
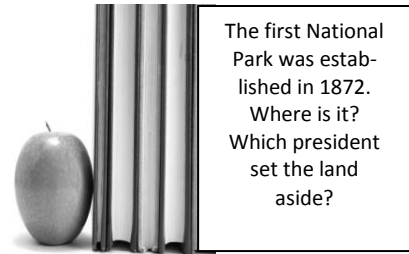
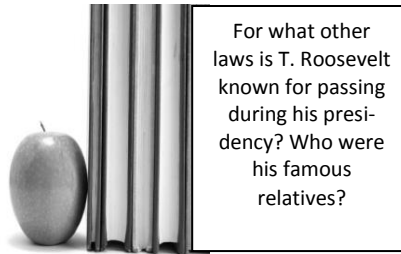
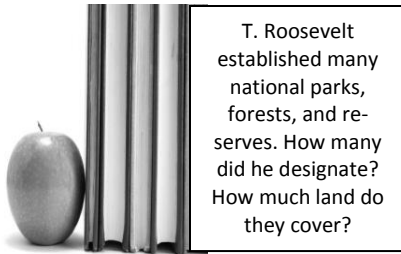




Tic-Tac-Tools

National Park Study: I am researching United States National Parks.

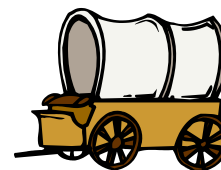
Tic-Tac-Tools use similar rules to the familiar Tic Tac Toe activity. To complete this activity, use the appropriate research tools. You must choose **ONE book** (encyclopedia or non-fiction text) choice, **ONE internet** choice, and **ONE atlas** choice.



Record your references. Remember: Book or URL title, author, copyright date, publisher, and publisher city closest to you.

Hidden Message

Circle the words in the puzzle that are listed below. Then use the remaining letters to fill in the blanks to make a phrase. There are two extra letters at the end of the puzzle.

**NATIVE AMERICANS**

S T N A I C T A C D L I W H C A
 E E A P C L H H E R O S S K H D
 M E V A E S L I M I L I E Y O I
 I E A C F O A I P R C O Q R C R
 N E J H D L M A N P R U U O T O
 O C O E A H W A S O E X O T A L
 L K N B O W K N A S I W Y I W F
 E T A H E T W R S A I S A R L O
 F M T E A R A A A O S A H R L M
 A K E E R C H L U K O L B E U P
 O S T O N E K O K L F O U T R T
 H O F T H E C E C A H E R N O K
 G E O R G I A C E H E D I A E D
 F R O M D I L S S O E A S I E H
 U N G E R A B O N M D H A D R S
 J O H N R O S S H A W E A N T H
 M I S S I S S I P P I E R I U U

Review the case of
 Worcester v. Georgia.
 Create headlines for
 articles in the
Cherokee Phoenix on
 events leading to President
 Jackson's refusal to
 uphold the Court's
 decision. What are
 possible headlines for the
 American settlers'
 newspapers?

ALABAMA
 APACHE
 BLACK HAWK
 CHIPPEWA
 CHOCTAW

CREEK
 FLORIDA
 GEORGIA
 ILLINOIS
 INDIAN TERRITORY

JOHN ROSS
 MISSISSIPPI
 NAVAJO
 OKLAHOMA
 OSCEOLA

PUEBLO
 SAUK
 SEMINOLE
 SEQUOYAH
 SIOUX

WILD CAT

_____ ' 800 _____

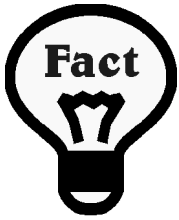
 18,000 _____,
 _____,

FACT OR FICTION?

A defeated general led to the
invention of chewing gum.



Tom Adams was under great stress
As he worked with a rubbery mess
Till a package of chicle
He sold for a nickle
His gum was an instant success!



A defeated general led to the invention of chewing gum.

Thomas Adams (1818-1905)
The Chewing Gum Man

Nearly everyone has heard of the Battle of the Alamo where a small group of brave defenders held out for 11 days against 4,000 troops of General Santa Anna. While the General claimed victory at the Alamo, he was defeated in a later battle and left Mexico for Staten Island, New York. There he stayed in the home of Thomas Adams.

As an inventor, Thomas tinkered with lots of ideas but did not have the money to carry them out. Santa Anna suggested that cheap and plentiful chicle from Mexico might make good rubber. A cheaper, stronger, more durable rubber would make Adams a fortune.

Thomas thought this was a great idea. Santa Anna still had friends in Mexico. He arranged for a large quantity of chicle to be shipped to Thomas Adams.

Thomas rented a warehouse to store the chicle. He worked day and night to come up with a cheaper kind of rubber. He tried making toys, and boots, and bicycle tires. Nothing worked. The rubber split and came apart. It would not keep its shape. After months of work Adams decided the best place for all that chicle was at the bottom of the East River.

Many inventions come from accidental discoveries. Wondering what to do with all the chicle in the warehouse, Thomas broke off a piece and popped it in his mouth. He enjoyed chewing the chicle. Maybe other people would enjoy it, too. Adams told his sons about his idea. They made up boxes of the chicle gum. A local druggist agreed to sell the gum. It was a hit!

Two years later Thomas invented a machine to make the gum and opened the first chewing gum factory in the country. Before long factory workers were adding different flavors to the gum, and it became popular throughout the nation. Adams had finally found success as an inventor, thanks to a defeated general.

Critical Thinking Skills



- How was Lewis and Clark's exploration of the Louisiana Purchase lands essential to future events in westward expansion? Would history be different if they hadn't gone?
- How did Sam Houston play an important role in the fight for freedom for Texas? What was the cause of the Mexican-American War, and what were the effects?
- What was Manifest Destiny? Was it justified?
- Why were the California Gold Rush and the Transcontinental Railroad significant developments in westward expansion?
- Why do you think the Native American Indians were seen as a threat to westward expansion? What is your opinion of the Indian Removal Act and the Trail of Tears?
- What rights do Native American Indians have today which they did not have during this time period?
- Research an important female character that did not appear in this play, and write a short paragraph about her.
- Find an Internet site that relates to this play: <http://>_____
- Make a list of questions you would ask General George Custer in an interview.
- Design a boat or a wagon for Lewis and Clark on their journey.
- Write a letter home from someone on the Lewis and Clark Expedition describing a typical day.
- Pretend to be a newspaper reporter in 1836 and write a story about the Battle of the Alamo.
- Put yourself in the Westward Expansion time period. Give yourself a name, tell about your family, and write a letter to the president explaining your views about Westward Expansion. (Write a narrative.)

Vocabulary

Pair two words and use them in a topic sentence. Then write 3 paragraphs about your topic.

Removal
Reservation

Manifest Destiny
Americanize

Canal
Transcontinental

Iron-horse
Agreement

CALIFORNIA

Using each of these reference books once, answer the following questions.

Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days

American Place Names

Cambridge Dictionary of American Biography

*Cambridge Gazetteer of the United States and
Canada*

*Index to Poetry for Children and Young People,
1982-1987*

Junior Worldmark Encyclopedia of the States

*Major Authors and Illustrators for Children and Young
Adults*

Prominent Women of the 20th Century

Rand McNally Premier World Atlas

State Names, Seals, Flags, and Symbols, 2002 ed.

20th Century Day by Day

World Almanac and Book of Facts, 2003

-
-
1. Where was Paul Fleischman born? Even though he writes in a variety of genres, they are all unified by his intense attention to what? From whom did he first learn the importance of that?
 2. How did You Bet, California, get its name and when?
 3. What is the zip code of Imperial, California?
 4. Jedediah Strong Smith started in the fur trade with whom and when? What is he credited with doing first?
 5. Who wrote the poem "The Lion for Real"? In what book can the poem be found?
 6. California celebrates Veterans' Day every year. When was Veterans' Day established as a federal holiday and tell two other names it has been called in the United States.
 7. Dianne Feinstein was elected to serve on what in 1969? What position was she elected to in 1979? How long did she serve in that office? What was she elected to in 1992?
 8. The Ishi Wilderness in California was the homeland of what Indian tribe? When did Ishi emerge from it? Into what city did he wander?
 9. What is the state bird of California? When and by whom was it so designated?
 10. On March 18, 1910, an announcement was made about an oil well having erupted in California. Name the well, tell its location, and how many barrels a day it was producing.
 11. In 1998, how many tons of cargo were handled at the port at Long Beach? How many at Los Angeles?

12. Locate and label the following cities on this map of California:

Imperial
Long Beach
Monterey
Oroville
San Francisco

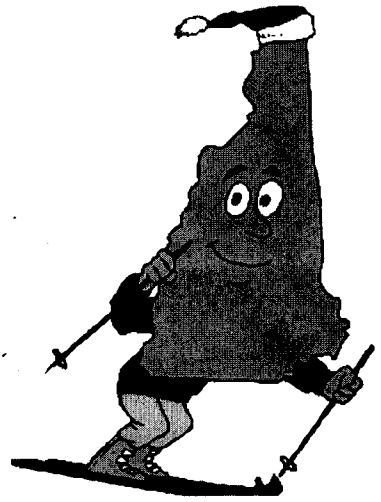
_____ (Your location)



History - Advanced Organizer

1. Ancient History: Discuss the physical appearance of your chosen area before man arrived.

Notes: _____



Ancient History Paragraph

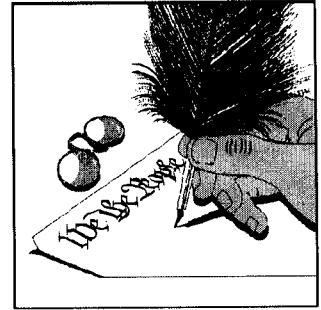
2. Early Inhabitants: Describe the early inhabitants of your chosen area. Notes:

Early Inhabitants Paragraph

3. Explorers: Choose an explorer from your area. Tell when and where that person explored and how that exploration was important to the area. Notes:

History

Visitors enjoy learning about the history of where they are traveling. Using books, web sites, and other resources, choose and record eight dates and events that were important to this location. Then complete the information for numbers 1 - 5.



(Earliest date)

1. Date: _____ Event: _____

(1st Explorer)

2. Date: _____ Event: _____

(Another Explorer)

3. Date: _____ Event: _____

(1700's)

4. Date: _____ Event: _____

(1800 - 1850)

5. Date: _____ Event: _____

(1850 - 1900)

6. Date: _____ Event: _____

(1900 - 1950)

7. Date: _____ Event: _____

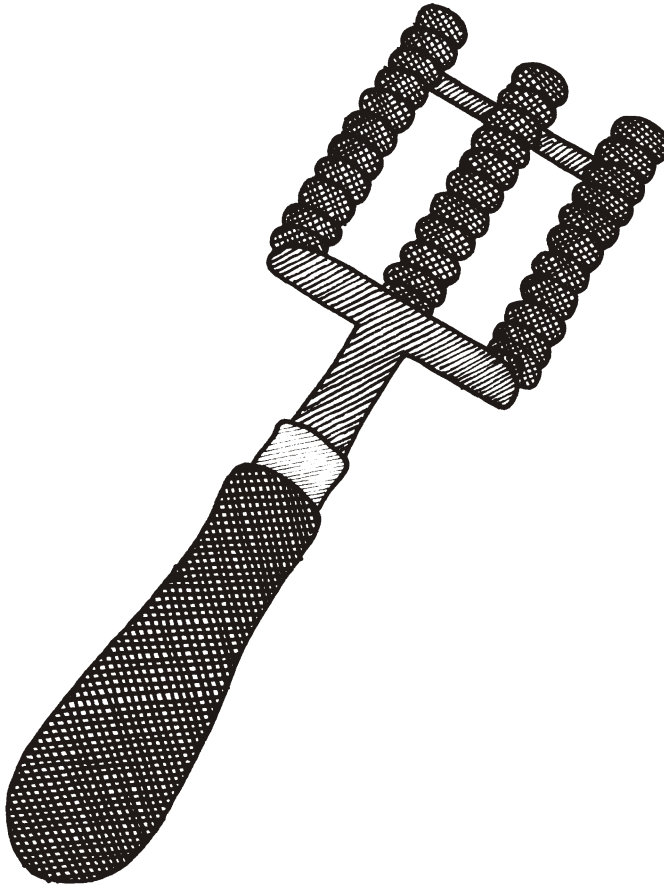
(1950 - present)

8. Date: _____ Event: _____

1. Ancient History Discuss the physical appearance of your chosen area before man arrived. _____

2. Early Inhabitants Describe the early inhabitants of your chosen area.

WHAT IS THIS THING?



- A. A small abacus to compute numbers
- B. A meat tenderizer
- C. A comb for extra thick hair

B. A MEAT TENDERIZER



A tough piece of deer meat could be made quite tasty after being pounded and rolled with the meat tenderizer.

Of course, to pound and roll hard enough to get the meat tender, fingers could get in the way and be tenderized as well!



Tracking Ohio's Past

Creating a Visual Time Line of Ohio's 200 Years

Purpose

To give students the opportunity to learn about Ohio's past while creating a visual sequence of important events in Ohio history.

Proficiency Learning Outcomes

Fourth Grade, Citizenship

1. Demonstrate knowledge of and ability to think about the relationship among events by:
 - a. identifying sequence of events in history;
 - b. grouping events by broad historical eras on a time line;
 - c. recognizing that change occurs in history; or
 - d. identifying cause and effect relationships.
2. Identify and use sources of information about a given topic in the history of Ohio and the United States.

Sixth Grade, Citizenship

3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

Materials Needed

Banner paper or a roll of narrow paper
Markers
Crayons
Tape
Class set of the Time Line Information Worksheet
3 copies per student of the Time Line Picture Master
Research materials

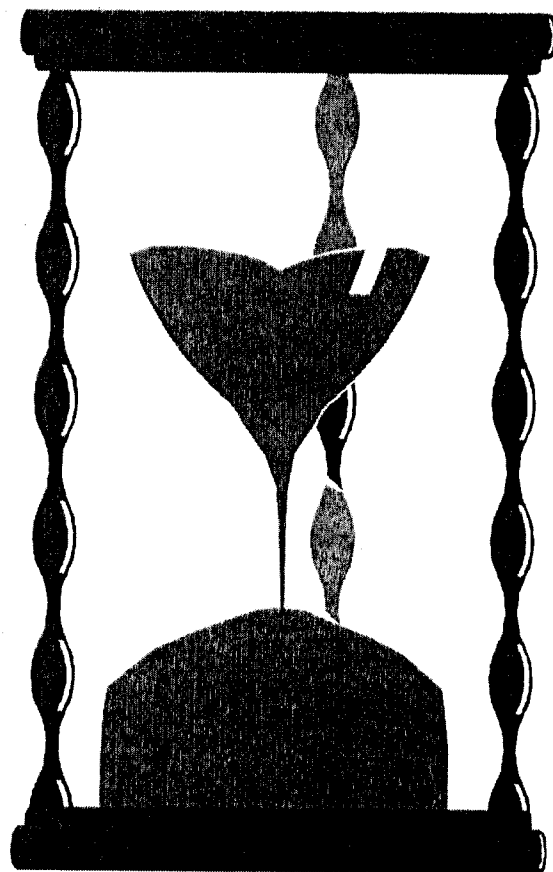
Activity

1. Before class, divide the banner paper into decades starting with 1803 through 2003. Label each decade with a large black marker. Leave enough space between decades for three Time Line Picture Masters.
2. Begin the activity by reminding students that throughout the year the class will be doing activities to celebrate Ohio. One way to celebrate is by looking at one's past. In this activity, students will be constructing a visual time line of Ohio's 200 years of existence.
3. Assign each student a decade. Explain that each student will be responsible for researching three important events, people, or contributions made during that decade that affected Ohio. Students will return to class prepared with the dates of those three pieces of information as well as additional

supporting facts for each. Students may use the Time Line Information Worksheet to help organize their information. Younger students might only be required to have one sentence explaining each piece of information, while older students might be required to have one paragraph for each piece of information.



4. Once the historical information has been gathered, give students three copies of the Time Line Picture Master. Have students draw pictorial representations of their events in the circles. Place under each picture the date and a brief explanation of the event (more or less can be required depending on the age and capabilities of students). Ask students to cut out each Time Line Picture Master for display on the class time line.
5. When students have completed their decade pictures, display the time line banners. As each decade comes up on the time line, students can bring up their pictures, briefly share the information they gathered with the class, and tape their pictures on the time line in the order in which they occur.
6. Use the pictorial time line throughout the year as a reference for further activities and/or a visual representation of Ohio's 200 years of statehood.



Legends and Lore



Exploring Legends and Lore from Ohio's Oral History

Purpose

The student will explore Ohio's oral history by retelling one of Ohio's many folktales or legends.

Proficiency Learning Outcomes

Fourth Grade, Reading

3. Given text, learners will demonstrate an understanding of language and elements of fiction/poetry by responding to items in which they:
 - c. demonstrate an understanding of text by retelling the story or poem, in writing, in own words.

Materials Needed

A sample of legends and folktales from Ohio (see page 18)
Overhead projector
Glass pie pan
Water
Food coloring

Activity

1. Legends and folktales are a piece of history because they are often passed down from generation to generation. Ohio has numerous stories derived from such oral history. One that many students will know is the story of Johnny Appleseed. Each county in Ohio has various stories from a famous cheese man's secret to the tale of a protective wolflet orphan.
2. Begin the activity with a short discussion of legends and folktales. Students might brainstorm some familiar characters and stories (Example: George Washington and the cherry tree). Question students about why they think such legends and lore are important to the history of any particular area. Before reading an example of Ohio lore to the class, question students about why such storytelling was used throughout Ohio history (Examples: no TV, many people didn't know how to write, etc.) and how they think such stories were told. Read an example of an Ohio legend or lore. Be sure to model as you want your students to read.
3. Have students select a different Ohio legend or folktale to retell in their own words to the class in an oral presentation. Choose the legend or story from the bibliography at the end of this activity or give students the option to interview some older Ohioans who might recall a legend particular to the student's county or town. Offering the second option depends on how much time you dedicate to this activity.

from

Was It Possible?

THE COLONIES

Was it possible that one of the signers of the Mayflower Compact signed with an "X"?



Was it possible that one of the signers of the *Mayflower Compact* signed with an "X"?

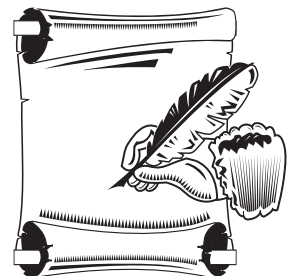
Yes. All male settlers, even servants, whether or not they could spell their names, were encouraged to sign the document.

The Rest of the Story. . .

The settlers who came to Plymouth did so to create a new world where they could pursue their beliefs and ideas. Part of these ideas and beliefs was that of a strong government that operated with its foundation deep within the "Consent of the Governed." It was important that those who settled agreed that not only would they form a government, but they would also be bound by the rules of the government. It was important to these early settlers that everyone abide by the rules established by the government that they formed.

EXPAND YOUR THOUGHTS

The *Mayflower Compact* is sometimes called "America's first constitution." **Read** the *Mayflower Compact*. **Restate** in your own words the meaning of the document. If you were a Plymouth settler, would you have agreed with the importance of the components of the document? Why or why not? What would you have added? Deleted?



THE CONSTITUTION

Was it possible that a series of compromises was needed to form our government?



from

Was It Possible?

Was it possible that a series of compromises was needed to form our government?

Yes. The delegates agreed to compromises that allowed our Constitution to be written.

The Rest of the Story. . .

The first was the Virginia Plan that agreed the constitution needed to be written. This plan, written for the most part by Virginian James Madison, introduced the system of checks and balances and outlined the three-branch government that we have today. This plan went through many revisions before finalization.



But perhaps the most profound compromise was the *Connecticut Compromise*, or the "Great Compromise." This compromise looked at the extremely important issues of representation and slavery. It allowed for two houses in Congress. The House of Representatives would be based on population. The Senate would have equal representation.

At the time the issue of slavery was addressed, it was feared that Southern states and those states with a large population of slaves would be given more representation in the House. To address this concern, it was agreed that every five slaves would be counted as three. This part of the *Connecticut Compromise* is known as the *Three-Fifths Compromise*. The *Connecticut Compromise* also gave control of legislation having to do with raising money to the House.

EXPAND YOUR THOUGHTS

Which **do you think** is fairer - equal representation, or representation based on population? Why?

The Constitution

Biography of Thomas Jefferson

Thomas Jefferson, the President of the United States and author of the Declaration of Independence, was born April 13, 1743, in Virginia. When Jefferson was fourteen years old, his father died leaving the entire estate to Jefferson.

He lived on a large estate in Virginia with six sisters and one brother. After the family tragedy, Jefferson entered the school of James Marry near Charlottesville, Virginia. He then attended the college of William and Mary in Virginia. Upon completing college in 1762, Jefferson studied law.



Jefferson went on to become a successful lawyer; however, political issues began to concern him. He was particularly interested in America gaining its independence from Great Britain. In 1776, he was asked to author the Declaration of Independence. Thus was the beginning of a political career that would include being elected Governor of Virginia and then President of the United States.

Beyond his political career, Thomas Jefferson was an architect and inventor. He designed his own home, Monticello, and his home included many of his inventions.

Jefferson died July 4, 1826, fifty years after the signing of the Declaration of Independence.

Thomas Jefferson

Goal of Scene

To recognize the accomplishments of Thomas Jefferson

Description of Scene

The scene takes place at Jefferson's Monticello home. The year in which the scene takes place is not particularly important. The scene showcases the accomplishments of Thomas Jefferson.

Clues and Other Items in Scene

Included Clues

- See page 23

Optional Clues

- Desk
- Feather Pen
- Ink Bottle

Setting up the Scene

Place all items on a desk or another hard surface.

Higher Level Thinking Activities

Discussion / research questions

- How do you know Thomas Jefferson was a man of many talents?
- What would America be like had Jefferson not been the author of the Declaration of Independence?
- What does it tell you about Jefferson that he authored the Declaration of Independence and designed his own home?
- What were the effects of the Declaration of Independence?

Follow-up Activities

- Create a clue that may have appeared in this scene. (see page 10 for help)
- In the spirit of Jefferson, have students design an illustration of their dream home complete with secret passages and inventions.
- Have students re-write the Declaration of Independence substituting the King or "He" and other words for something or someone who desires independence.

Investigating The Scene

1. Your big questions:

a. To whom do these clues belong?

b. Why are they important?

2. Mark approximate time period on the time line below.



3. List the clues you see in the scene. List important items about each clue (see page 10 ***How to Investigate Historical Clues*** for help).

4. What is your hypothesis about what is going on in the scene?

5. What do you need to know about each clue? List your smaller questions to help you answer the bigger questions.

6. Research your final answer to the big questions. Use the ***Think About It*** page to help you. Hint: The answers to your smaller questions will help you answer the bigger questions.

7. Was your hypothesis correct?

8. What else do you want to know? List other questions you have about this historical topic.

Think About It

It could be ...

Circle One:

- Thomas Jefferson
- Abraham Lincoln
- George Washington

... because ...

Mark the box matching the reasons
WHY.

- ☐ The person was a President
- ☐ The person lived during the dates listed on the clue
- ☐ The person was in the military
- ☐ The person wrote the Declaration of Independence
- ☐ The person wrote the Emancipation Proclamation

It could NOT be ...

Circle Two:

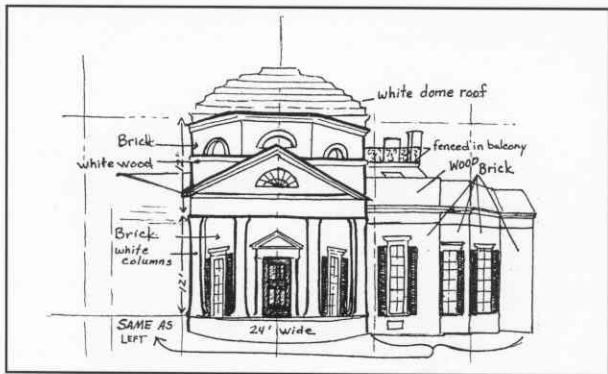
- Thomas Jefferson
- Abraham Lincoln
- George Washington

... because ...

Mark the box matching the reasons
WHY NOT.

- ☐ The person was not an inventor/architect
- ☐ The person did not live during this time
- ☐ The person was not in the military
- ☐ The person did not write the Declaration of Independence
- ☐ The person did not write the Emancipation Proclamation

Provided Clues – Thomas Jefferson



Cut Here

July 4, 1776

When in the course of human events
it becomes necessary for one people to
dissolve the political bands which have
connected them with

Tiered Lesson Plan: Westward Movement - Pioneer Life

Objectives or Standards

1. Students will understand reasons for the westward movement and some of the problems pioneers faced.
2. Students will know the various means of transportation used during the westward movement.
3. Students will be able to explain aspects of the social and economic impact of the westward movement.
4. Students will understand what life was like for pioneer families.
5. Students will discuss an historical novel and compare it to other information about the same time period.

Whole Class Activities

1. Read and discuss the book Sarah, Plain and Tall (or another similar book set in pioneer times).
2. View the video of the same story.
3. Brainstorm a list of similarities and differences between the video and the book. Discuss the advantages and disadvantages of books and videos as ways to tell a story.
4. Discuss what has been learned about pioneer life and the Westward Movement from reading this book.
5. Read background information about this topic from textbook or other sources.

Assessment

- ☐ All students read book and watch video.
- ☐ As desired, oral discussion, written questions or notes can be used to assess understanding.
- ☐ List has similarities and differences.
- ☐ All participate in discussion.
- ☐ Notes or outline of basic information.
- ☐ Accuracy of information.

Level I

Assessment

1. Each student will create a poster advertising a trip west and telling why people should go.
2. Each student will make a model of a Conestoga wagon, label important parts and write a description of how it was used to transport families to the west.



- ☐ Follows Poster criteria card.
- ☐ Clearly shows reasons for going west.
- ☐ Uses persuasive language.



- ☐ Follows Model criteria card.
- ☐ Important parts labeled.
- ☐ Historically accurate.
- ☐ Description is clear.
- ☐ Explains use of wagon.

from

Activities & Assessments for the
Differentiated Classroom by Carolyn Coil

Assessment

Level II

1. Each student will write an editorial explaining at least three reasons why people should move west.
2. Each student will make a diorama depicting some form of transportation used during the westward movement. Include details regarding dates, how the land looked and the location depicted in the diorama.



- ☐ Reasons are logical.
- ☐ Uses persuasive language.
- ☐ Correct spelling.
- ☐ Punctuation and grammar.



- ☐ Follows Diorama criteria card.
- ☐ Type of transportation clearly shown.
- ☐ Includes accurate dates, scenery and location.

Assessment

Level III

1. Students will work in pairs to research three problems experienced by the pioneers moving west. They will make a chart listing Problem, Cause, and Possible Solution.
2. Each student will make a map showing one of the routes used by the pioneers as they traveled from the east to the west. Each will research to find out the various forms of transportation used on this route, and include this information on the map using a different symbol for each type.



- ☐ Follows Chart criteria card.
- ☐ Historically accurate.
- ☐ Shows good reasoning.
- ☐ Indicates problem, cause and solutions.



- ☐ Map is neatly drawn.
- ☐ Route and types of transport are historically accurate.
- ☐ Symbols show types of transportation used.

Whole Class Culminating Activities

1. Each student will write a journal of a trip west, pretending to be a pioneer sometime during the years 1865-1900. Each journal will have a map and at least ten different entries.
2. In heterogeneous groups of four, students will read their journals to each other and discuss different viewpoints of pioneer life.
3. Using information from the journals and other information learned in the unit, each group will write and illustrate a 10 page book about pioneer life to be read to a kindergarten or first grade class.



- ☐ Journal has 10 entries.
- ☐ Is historically accurate.
- ☐ Includes details of pioneer life.
- ☐ Written in first person.



- ☐ Group discussion and cooperation.



- ☐ Follows Illustrated Booklet criteria card.
- ☐ Details of pioneer life are shown.
- ☐ Accurate information.

from

Activities & Assessments for the
Differentiated Classroom by Carolyn Coil

Matrix Puzzle

Research

MOTHERS OF INVENTIONS

Below are a few inventions that came to be through the hard work and imaginations of some very creative women. Use the clues to find one way that each woman has contributed to society. You will need to do some research to solve this puzzle.

1. A material 5 times stronger than steel was invented by Stephanie Louise Kuolek and the CPR mannequin was invented by Diane Croteau.
2. Mary Anderson, Josephine Garis Cochran, and Sarah Mather all lived in the 1800s and their inventions all have connections to water.
3. Betty Nesmith Graham and Ruth Handler's inventions probably come home from the store in Margaret Knight's invention.
4. Ann Tsukamoto's process has led to much controversy.
5. Cleaning the air coming from smoke stacks was a concern of Mary Walton's during the Industrial Revolution.
6. Carol Wior's and Mary Phillips Jacobs' inventions helped women feel and look better.

	Mary Phelps Jacobs	Ann Tsukamoto	Mary Anderson	Margaret Knight	Mary Walton	Kristina Holly	Josephine Garis Cochran	Sarah Mathers	Carol Wior	Diane Croteau	Betty Nesmith Graham	Ruth Handler	Batsy Sherman	Stephanie Louis Kuolek
Windshield wipers														
Dishwasher														
Actar 911														
White Out														
Bra														
Visual Voice														
Scotchgard														
Kevlar														
Isolated stem cells														
Antipollution device														
Slimsuit														
Square bottom paper bags														
Submarine telescope														
Barbie Doll														