RESOURCE-BASED SOCIAL STUDIES CURRICULUM FOR 5TH GRADE

by

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ABSTRACT

The purpose of the study was to develop a resource-based Social Studies History and Culture curriculum for a 5th grade class at a Native American charter school. The resource-based Social Studies curriculum will incorporate Native American History and Culture, Arizona’s State Essential Skills, and library skills.

The research question addressed was, what is the content of a 5th grade resource-based Social Studies curriculum that incorporates Native American History and Culture? Resource-based instruction may be a quintessential way of using a whole language approach to learning. The whole language method provides the practice of language skills in a meaningful way, and therefore, should be easily integrated into the curriculum.

Resource-based instruction is designed to allow students to gather and synthesize information according to their individual learning style. Resource-based instruction teaches students how to acquire, evaluate, and use information effectively and efficiently, reaches beyond classroom walls and extends into local communities for materials and authoritative information. Resource based Social Studies curriculum is a relevant, real world, authentic experience that connects children with the world past, present, and future, and creates lifelong learners.

The resource-based Social Studies curriculum in this study was constructed to include all of the resources available in the media center, as well as outside the media center, including field trips, Internet connections, and guest
lectures. Students will be given instruction on the use and analysis of print resources, electronic resources, and non-print resources.

Development of resource-based curriculum included collaborating with other librarians that determined the benefits to the students, the skills necessary to teach students to locate, acquire, evaluate, and use information effectively and efficiently, and determined the components incorporated in Native American History and culture, Arizona Essential skills, and tribal educational content standards. The content of the curriculum was gathered from master teachers and is applicable to whole language.

The curriculum should be evaluated and enhanced each year to make it a better program. Other activities, both in and out of the classroom, may be added with ease when desired.
DEDICATION

My profound heartfelt thanks to my quintessential family,
my husband Ralph
and my daughters Tracey, Tina, and Tricia.
You sacrificed much so that I could succeed.

I dedicate this in loving memory of my mom, Dorothy.
She lived solely for her kids and she loved, more than anything,
to brag about us.
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CHAPTER 1  

THE PROBLEM

Introduction

In the real world, problems do not come with multiple-choice answers, nor are solutions found in single, predetermined sources, such as textbooks (Newsbank, 1998, Internet). To be successful students, need to be able to acquire, evaluate, and use information effectively and efficiently. Resource-based Social Studies may be the quintessential media to learn such skills. Having access to an adequate library with books that have an array of reading levels is an important to a successful curriculum. In a whole language school, the library is also an essential part of a successful curriculum.

Development of the Problem

Gila Crossing Community School first opened its doors in 1900 as a federal government school, then later became a Bureau of Indian Affairs school. Under a new administration, the school was transformed into a grant school in 1995, and the following year, 1996, it was chartered under the public law PL100-297. The Gila River Indian Community and the Elected Board of Trustees are now identified as the governing board. The staff, parents, and the Gila River Indian Community willingly and enthusiastically have adopted school reform for the benefit and success of the children. Under the requirements of the charter,
Native American culture and history will be incorporated into the curriculum. Consequently, a resource-based Social Studies curriculum, including Native American history and culture, will satisfy the charter regulations, the Arizona State Essential Skills, and the Tribal Educational Content Standards.

Gila Crossing Community School has adopted the Arizona State essential skills for social studies and Gila River Indian Community educational standards for culture and traditions. The school faculty and administration will review the standards carefully and revise as needed to better reflect the uniqueness of the school’s population. These standards will be implemented through a whole language methodology using resource-based instruction to teach students to become life-long learners.

The objective of this study was to create a resource-based, whole language method Social Studies curriculum with a Native American history and culture component.

Need for the Study

A resource-based Social Studies curriculum is the quintessential way of teaching social studies. It services all learning and processing styles (Plucker, Callahan, Tomchin, 1996). Using the school library as a resource-base allows students the ability to choose from a varied, non-graded collection of materials that reflect their personal needs. Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
Resource-based Social Studies has embedded different learning styles to accommodate all students' learning styles. It is a hands-on approach to Social Studies in which studies have shown that students learn more when they see, hear, speak, and do activities (Czubaj, 1997) (see appendix A).

The Gila Crossing Community School charter requires that cultural studies be integrated into the curriculum. To get tribal funding, the school must adhere to the standards of the tribe. The Gila River Indian Community standards, as well as Arizona's State Essential Skills, require cultural skills be integrated into the curriculum.

The school board, staff, parents, and the Gila River Indian Community willingly and enthusiastically have adopted school reform for the benefit and success of the children. This affirmation means that they accept the whole language methodology and expect success for the children.

In 1996 the principal of the school transformed this school from a textbook-rich Bureau of Indian Affairs school to a progressive whole language school enriched with resources and teachers that are experienced in whole language instruction. In doing so, the principal made certain guarantees to the community. He guaranteed, to the school board and to the community, an excellent education to all students in the school.
Purpose of the Study

The purpose of the study was to develop a resource-based Social Studies History and Culture curriculum for a 5th grade class at a Native American charter school. The resource-based Social Studies curriculum will incorporate Native American history and culture, Arizona’s State Essential Skills, and library skills. This charter school endorses the whole language approach to learning.

This study was designed to create a resource-based Social Studies curriculum that includes an integration of Native American history and culture. The curriculum will attempt to give the students the greatest use of information that the students can search, find, analyze, synthesize, and use. This learning process will help the students to become life-long learners (Ling, 1998). The curriculum will measure up to the Arizona’s State Essential Skills, Pima/Maricopa Indian Community educational content standards, and the wishes of the governing board, staff, parents, and the Gila River Indian Community.

Research Question

What is the content of a 5th grade resource-based Social Studies curriculum that incorporates Native American history and culture?

Definition of Terms

1. Arizona’s State Essential Skills – is a set of standards that the state of Arizona has mandated that specifically states the skills and the grade level at which these skills should be mastered (Arizona State Essential Skills, 1997).
2. Charter Schools – are publicly funded schools operated by a group of parents, teachers, and/or community members under a contract with a local school district board. Charter Schools are essentially, legally independent, innovative, outcome based, public schools (Hilton Head Island, 1998).

3. Resource-based Instruction – is a methodology of curriculum that involves students with all types of resources, both print and non-print media. Books, videos, computers, games, field trips, artifacts, drama, and maps are just some of the media materials used for resource-based instruction. Students have opportunities to choose, explore, and discover, using their choice of media.

4. Whole language – means rich, authentic, developmentally appropriate school experiences. It is learning that is relevant and real (Goodman, Bird, & Goodman, 1991).
CHAPTER 2
THE LITERATURE REVIEW

Introduction

Developing a resource-based social studies curriculum that incorporates Native American history and culture encourages students to become lifelong learners. In a whole language school, resource-based curriculum may be the quintessential way of learning. Resource-based instruction teaches students how to acquire, evaluate, and use information effectively and efficiently. Resource-based instruction allows students to gather and synthesize information according to their individual learning style. Using resource-based instruction allows students to find information in their own way and at their own level. It is the responsibility of the library to supply students with information on a varied reading and skill level.

Incorporating Native American history and culture satisfies the requirements set forth by both the Arizona State Essential Skills, and Gila River Indian Educational Content Standards as well as the desires of the school board, staff, parents, and the Gila River Indian community. Incorporating Native American history and culture into the social studies curriculum is a natural evolution. Keeping Native American history separated creates non-cohesive study in the school. It separates the two entities and the students therefore do not see the significance of the historical parallels.
Whole Language

Gila Crossing Community School has embraced the concepts of whole language and its currently implementing the strategies and methodology in order to integrate Native American history and culture. The school believes that there is a need to create opportunities for all students to excel and achieve. Although no formal assessment of learning style has been conducted on the students, their achievement outcomes over the years have been typically low. Gila Crossing Community School board intervened and voted to introduce the whole language experience. Since the implementation of the whole language curriculum, the teachers readily present lessons in various modalities.

By using a whole language approach, students are able to use aids that will help students who learn and process information differently. Teachers can use such media as slides, videos, pictures, and photos depicting historical events that were being studied. Giles (1991) had the students keep a journal of their reactions to the visuals. She gave feedback to the students about their entries, and noticed that their writing was getting more descriptive and longer (Giles, 1991). She also used encouragement when she commented.

It has been determined that a majority of Native American students are whole language learners. They learn more easily if they see the whole picture first, then learn the details as a part of the whole (Tonemah, 1991). The whole language method is preferable for Native American students as it provides the practice of language skills in a meaningful way and therefore can be easily integrated into the curriculum. It allows students to explore life experiences, then
look at their language in relation to those experiences. Students are actively involved in integrating listening, speaking, reading, and writing skills. Nothing is done in isolation.

Fox and Lafontaine (1997) are Native American whole language authorities. They have a very methodological way of integrating the different modalities to be used. The principles of whole language instruction should include:

1. Student centered learning. Much of the context of instruction comes from the student's own language and experience.

2. Comprehension-centered learning. Aspects of language are learned as part of a "whole" language rather than being learned as isolated parts. For example, words are learned in the contest of meaningful language experiences.

3. Instruction based on active learning, hands-on strategies.

4. Communication skills not taught in isolation. Students learn to read from writing and learn to write from reading.

5. Involvement in planning activities based upon a selected theme for the whole language lessons. (Fox & Lafontaine, 1997 p. 190)

**Resource-Based Learning**

Resource-based learning allows students to choose the mode in which they gather information. It may also allow students the ability to choose the way in which they wish to be taught the information. Green (1998) believes that students should choose their own teaching style. Most everyone learns and processes information differently. Most educators must realize this. No two people learn exactly the same, nor do they process information the same (Green,
1998). This is important because it can become a monumental problem for educators.

Green (1998) believes that teachers must teach in a style that involves a great deal of choice for those students who are capable of learning more independently and yet provides formal instruction for those who need it. Green (1998) has developed five distinct teaching styles:

1. Command – in this style the teacher teaches the objectives step by step and outlines the practice to be completed.

2. Task – this is similar to command but student will demonstrate ability in selecting the amount, kind, and complexity of the practice.

3. Peer partner – students form a partnership with one other student and work together on objectives. They receive no formal instruction unless they ask.

4. Pupil/Teacher contract – especially suited for students who want to work alone but need some structure to keep them focused.

5. Self-directed – for students who make independent decisions, have a good understanding of how they learn and who are self-motivated. (Green, 1998, p. 17)

Allowing students to choose their own teaching style is a great concept and will work well with resource-based social studies. It not only empowers the student to learn according to the needs of that individual student, but it allows the student a choice of how the student wants to learn the information. It also allows the students to test out which teaching style appropriately fits their learning styles. The entire book gives step by step directions and explanation on each teaching style and what the students will be expected to do when they except a specific teaching style.
As a librarian and teacher one has freedom to allow students more freedom of choice both in resources and teaching styles. The librarian plays a key role in the success of resource-based instruction.

The American Association of School Libraries (AASL) and Association for Educational Communication and Technology (AECT) published Information Power: Guidelines for School Library Media Programs (1988). In that book, the library media specialist is a key person in resource-based learning. Information Power lists four responsibilities of a media specialist. They are participating in curriculum design, helping teachers develop instructional activities, providing expertise, and translating curricular needs into library media program goals and objectives (ALA, 1988). A media specialist, as a social studies teacher, has the professional freedom to complete the goals and responsibilities that could far exceed those social studies teachers that do not have a connection to such resources. Because of the extensive professional knowledge of library media specialists, the specialist should provide leadership in assessment, evaluation, and implementation of information and instructional technologies (ALA 1998).

Hancock, author of “Information Literacy for Lifelong Learners,” (1993) shows the importance of getting beyond the basic skills of reading, writing, and arithmetic. She states that the technological tools of the Information-Age—computer networks have put an unprecedented volume of information at our fingertips. Yet how aware are we, when do we use it, and how do we find out about it (Hancock, 1993). Furthermore, Hancock states that Information literacy
is a potential tool of empowerment for all learners reached through a resource-based learning approach. Information literacy is the ability to recognize a need for information, identify and locate appropriate information sources, evaluate the quality of information, organize the information, and use the information effectively (Hancock, 1993).

Resource-based learning serves students well by helping them to become life-long learners. For students to become life-long learners, teachers and students need to access a variety of learning resources. Resource-based learning is identified by the following features:

1. Students actively participate in their learning.

2. Learning experiences are planned based on instructional objectives.

3. Learning strategies and skills are identified and taught with relevant and meaningful units of study.

4. A wide variety of resources is used.

5. Locations for learning vary.

6. Teachers employ many different instructional techniques.

7. Teachers act as facilitators of learning, monitoring and evaluating progress of students.

8. Teachers work together to implement resource-based learning across grade levels and subject areas. (Anne, 1998)

Ling (1998) states that resource-based learning involves knowing that, knowing why, knowing how to, and being able to. Using resource-based instruction, learning may take place through discovery or through direct instruction. Expectations of the student rise with resource-based learning
innovations. Resource-based learning will provide new educational experiences, greater options for student selection of learning activities, extends information resources (Ling, 1998, Internet).

Resource-based learning is only limited by the imagination of the teacher and student. Information is there for the taking. It is, however, the responsibility of the teacher to assure that the information that the students are obtaining is accurate and good quality. One such quality piece of information is a lesson taken from the internet called “Technology Rich Native American Unit.” The objectives of this particular unit is:

1. Develop a healthy respect for Native American heritage and the positive contributions it has offered the world.

2. Appreciate the legends and history that are uniquely Native American.

3. Describe elements of Native American names, games, ceremonies, and cultural symbols. (Ramsey & Coenen 1998, Internet)

In this particular unit the creators allow students to use a multitude of resources, offered a quality list of literature that parallels the flavor of the unit, and developed several hands on activities that are important to all learning styles. This is just one of thousands quality lessons for teachers that are on the Internet. There are, however, just as many lessons that are available that may look like quality information, but contain inaccurate information. It is important to continually and consistently monitor the information given to and found by the students.
Resource-Based Social Studies

In resource-based Social Studies, students reach beyond classroom walls into their local communities for a rich supply of materials and authoritative information. Becoming information literate creates a cataclysmic change and gives untold opportunities. Adapting to a rapidly changing environment may result in multiple chances at more life experiences.

Resource-based Social Studies is being incorporated into Gila Crossing Community School’s whole language curriculum. It should increase student achievement by creatively expanding and improving the curriculum. Efforts are being made to overcome prejudice and recognize the diversity of Native American cultural traditions. Many of the cultural components are integrated into daily lesson plans whenever and wherever possible. The school is optimistic that with the implementation of whole language and integration of Native American history and culture, standardized test scores will improve.

Resource-based Social Studies curriculum is a relevant, real world authentic experience that connects children with the world past, present, and future. It creates lifelong learners. Students build on their own knowledge and experiences, learn new information, and make connections between knowledge and experience. (Voran, 1997)

Sing, Ph.D. (1998) in a lecture at the National Indian Education Association conference, Nashville, stated that resource-based Social Studies embraces mind, body, and spirit. Dr. Sing is the director of the Center for Gifted and Talented Native Hawaiian Children in Hilo Hawaii. He stresses the
importance of culture in designing any Native programs, and how teachers must understand the role culture plays in the education and growth of children. The factors addressed are self, how the students view themselves; family, the notion of having responsibility within the family and that all parts are important to success; and their culture, the history and values. Dr. Sing feels that the world is our classroom, and the more the students get out of the classroom and learn the more real the world becomes to the students (Sing 1998).

Wigginton (1992) advocated learning by sustained exposure and culturally appropriate texts. Wigginton taught English in Rabun Gap, Georgia. Students enrolled in his class were required to study their Appalachian customs and traditions. “These students read books by Appalachian authors, e.g., Thomas Wolfe and James Agee. The quarterly magazine, Foxfire, was produced from interviews with community elders” (Wigginton, 1992, p. 60). His former student, Puckett, wrote, “I never really knew what my heritage was until I got in Foxfire. Seems life I had a lot more in common with these old people than I had thought. It was like something that’s been there, but I never realized it was a part of me” (Puckett, 1989, p. 90).

Encouragement must be given to the novice teacher to get them to be willing to attempt a variety of instructional techniques. Organization is the key for success. Teachers should:

1. Develop an outline for an ideal social studies curriculum.

2. Select a broad topic that the teacher is familiar in social studies.
3. Develop a list of ten local resources that will be useful.

4. Design, sketch, and describe interactive bulletin boards.

5. Cut out two news articles. Plan for using the articles in a lesson. (Pate, 1995, p. 35)

In elementary grades, students are still learning how to learn. They need to know how to acquire information, manipulate the data, construct knowledge, identify a problem, and work individually and in groups (Lindquist, 1997).

“The most precious gift we can give our students is time. How kids learn social studies is as important as what they learn. We need to permit out students to end a unit of study with questions” (p. xviii).

Historical fiction is a good genre that uses hooks to introduce an issue, illuminate a time period, and familiarize students with lifestyles. Blending historical fiction with social studies brings history to life (Lindquist, 1997).

According to Lindquist (1997),

“History is hard for many children. They have no reservoir of analogies to draw from to help them out. Because History is difficult, many visual resources should be used to help the students transform something that is so abstract into something that the students can understand, empathize, and relate to. When kids relate to people in the past, the past doesn’t seem so far away” (p. 3).

Historical fiction promotes multiple perspectives. Students can gain different perspectives on events and people that were once told as single truths. Historical fiction is another interesting and exciting resource for resource-based social studies.
Many students find history boring when learning it from a textbook. They read a chapter and answer the questions or do a worksheet. Resource-based Social Studies opens many doors for teachers and students to make history exciting, interesting, and meaningful. Allen (1994), an English teacher, wrote, “If this is social studies, why isn’t it boring.” In her article she stated that she had overheard conversations like,

“I hate history. Why is it required? If you thought it was boring yesterday, wait until you see the pile of stupid worksheets we had to do today. Allen remembered how her hatred of history turned to fascination. She started reading historical fiction. These books put a face to nameless events and dates. After she shared with these students some of the stories, the students became more interested in the subject” (p. 32).

It wasn’t until Allen, 1994, was an adult that she read Jean Fritz’s autobiography, Homesick. Fritz stated that she skimmed through the pages of a text but couldn’t find any mention of people at all. There were dates, square miles, immigration, movement, but without anyone being scared, or brave, or tired, or sad. There were no mention of babies being born, or people dying.

One sure way to help children make new information meaningful is to connect the new information to their lives. Even though Allen was a language arts teacher, she used historical fiction as part of literature and had the students do activities geared to a specific historical topic. The students learned more than history. They learned that history could have personal meaning for them. They learned that there are lots of ways to find answers to their questions. They also learned that they were valuable parts of their school and home communities.
Allen summed up the main idea that the students learned, "If this is history, why isn't it boring" (Allen, 1994, p. 35)?

There are age and culture appropriate books available to teachers of resource-based social studies. Examples include: *Ways that work: putting social studies standards into practice* (1997), by Tarry Lindquist; *History workshop: Reconstructing the past with elementary students* (1993), by Karen L. Jorgensen; and *The story of ourselves: Teaching history through children's literature* (1993) edited by Michael O. Tunnell and Richard Ammon. These books give teachers a great resource with tried and true lessons, ideas for interactive interesting lessons, and lists and lists of books in a variety of reading levels.

Blos (1993) wrote an article entitled, "Perspectives on Historical Fiction." She tells how she used movies in her history class. She used many books as well, but compared and contrasted books and movies. Using the imagery of the video gave the lesson a face and personality. In books students can then transform the imagery to the character in the books. Later they can read and get a real picture without videos. The students than read and created their own video giving the characters personalities reflective of their impressions.

In that same book, Fisher (1993) in his article, "Historical nonfiction for young artist’s perspective," wrote how he used an artistic approach to history; His visual imagery was in the form of art found in many sources. He would still use literature, mostly non-fiction, but would use art as a visual aid. The students were able to create many art pieces themselves of historical people and events.
The list of available information is seemingly endless. Most resource-based teachers are concerned about how to evaluate the works of the students. Evaluation of resource-based is more difficult than "traditional learning." It requires a frame of reference. Resource-based learning innovations often occur in a context of more than one frame of reference. Ling (1998) states that:

Many mistakes in evaluation of resource-based learning innovations come in attempting to set criteria after the project is complete. An evaluation plan has to emerge as projects move through to trialing. Innovative projects are dynamic and there needs to be room for responsiveness in forms of evaluation.

Evaluation should be used at stages to observe student behavior with elements of the program and to get feedback on attitudes, difficulties and preferences of students. (Ling, 1998, Internet)

Resource-based learning may have a real value to students who need a structured environment and those who are independent learners as well. It offers everyone a plethora of ways that will fit the mode of learning of each individual student.

The goal of resource-based Social Studies is to enable students to identify, analyze, and synthesize information relating to problems and issues by which they are affected as members of a changing and complex society. Students will be able to choose both a source for information as well as a system by which they will learn the information. The resource-based Social Studies with the integration of Native American culture will give the students opportunities to understand their own identity in themselves, their family, community, and their world. Students will use a broad range of instructional strategies such as demonstrations, lecture, videos, research, reports, field trips, guest speakers,
and books. Evaluation will be an ongoing process that includes presentations, completed assignments, oral assessment, creating projects, performance assessment, and self and peer assessments.

**Incorporating Native American History and Culture.**

The importance of Native American history and culture in Gila Crossing Community School (GCCS) is reflected in the school charter’s comprehensive plan. The GCCS Comprehensive Plan mission states, “The staff and parents of Gila Crossing Community School agree that our mission is to recognize the diversity of Pima/Maricopa Cultural traditions and those of other Native American people; ensuring their incorporation into our curriculum” (GCCS Comprehensive Plan, 1998, p. 2). The GCCS Comprehensive Plan further clarified their intent by specifying the goals of the school:

1. Demonstrate knowledge of traditional and modern Pima Tribal Government.
2. Apply cultural teaching and traditional stories to their daily lives,
3. Demonstrate awareness and respect for cultural events, and possess the necessary information to make informed decisions regarding participation in tribal affairs. (GCCS Comprehensive Plan p.3)

The tribal educational content standards are other factors that must be considered. Funding from the tribal government will be directly connected by the success of mastering the skills stated in the tribal educational content standards.

According to the Stanford 9 testing reports, the students at Gila Crossing Community School are lower than the national average. The Stanford 9 testing
report stated “the mean score for 4th, 5th, and 6th grade students both nationally and locally is 50 (Stanford 9 Testing Report, 1997).” The students at Gila Crossing Community School are delayed as compared to other students by approximately 20 to 30 percent in reading, language, and mathematics. Because of the low scores, the school board took an intense look at the educational structure and teaching methods. Arizona State chose the Stanford 9 as the formal standardized test for the entire state. The school board collaborated and decided to change to a whole language methodology. In addition, the school board decided to integrate the Pima culture and language into the new curriculum (Hillis, 1998). The school, as a whole, anticipates that traditional components will give the students an incentive to strive for more knowledge.

Research about Native Americans express how a sense of pride about their cultural heritage causes students to have higher self-esteem. Fox and Lafontaine (1997), Fox is Branch Chief, Bureau of Indian Affairs (BIA). She stated that, whole language is the natural way to teach language and cultural values. It incorporates oral language practice, language experience and the use of culturally relevant materials (Fox & Lafontaine, 1997, p. 192). This cultural pride is exactly what Gila Crossing Community School’s expectations for the students learning process is. If they are taught about their heritage and how it can be adapted to today’s life, the skills can be transferred to other areas (Hillis, 1998). Traditional components will give students incentives to strive for more knowledge.
Summary

Developing a resource-based Social Studies curriculum that incorporates Native American history and culture encourages students to become lifelong learners. Resource-based instruction teaches students how to acquire, evaluate, and use information effectively and efficiently. When teaching Social Studies in a whole language environment, the library is a very important entity. It is the responsibility of the library to supply students with information on a varied reading and skill level.

Resource Based Social Studies empowers students to learn according to the needs of the individual student, and allows the student a choice of the modality of learning and processing information. Resource-based learning allows more freedom of choice both in resources and learning styles. Resource-based learning involves knowing that, knowing why, knowing how to, and being able to (Ling, 1998, Internet).
CHAPTER 3
METHODOLOGY

Purpose
The purpose of the study was to develop a resource-based Social Studies History and Culture curriculum for a 5th grade class at a Native American charter school. The resource-based social studies curriculum will incorporate Native American history and culture, Arizona's State Essential Skills, and library skills. This charter school endorses the whole language approach to learning.

Research Design
The research design for this study is descriptive research. Merriam and Simpson, (1995) in A Guide to Research for Educators and Trainers of Adults states that one of the most commonly used methodologies in the study of adult education and training is descriptive research. Its purpose is to systemically describe the facts and characteristics of a given phenomenon, population, or area of interest.

According to Merriam and Simpson (1995), using the descriptive research design has three advantages or strengths:

1. Its ease of use. It produced data that are accurate and representative. It is not typically as demanding as in experimental studies.

2. It allows the researcher to study relationships or events as they happen in human life situations.

3. Not only can variables be studied that indicate probable cause, but also
additional variables may be discovered. (Merriam & Simpson, 1995)

One disadvantage of the descriptive research method is the lack of predictive power. "The researcher discovers and describes what is, but is unable to predict what will be" (Merriam & Simpson, 1995, p. 72).

Developing a resource-based social studies curriculum should include studying of literature on resource-based learning, social studies curriculum, and Native American history and culture. Through this research, a curriculum will be designed and implemented that will align with the essential skills, reservation standards, and the school's whole language approach to education.

Procedure

The development of the resource-based curriculum involved a study of the literature to answer the researcher's question on resource-based instruction. A definition of resource-based learning should have been researched. It is important to determine if resource-based learning is beneficial to the students, more than instruction that comes from textbook and classroom lectures. What skills will be necessary to teach students so they will be able to locate, acquire, evaluate, and use information effectively and efficiently should be the next concern? Finally, what components make up a curriculum that incorporates Native American history and culture, Arizona essential skills, and tribal educational content standards?
Assumptions and Limitations

The researcher is an elementary school teacher/librarian who has been designated to develop a social studies curriculum. A major education goal of the library is to develop lifelong learners. An effective way to develop skills that would create lifelong learners is through resource-based learning.

A major limitation that the researcher had discovered is the lack of resource materials on Native American History. Whole language is a relatively new concept and the success of a program may be determined by the amount of available resources.

Non-Native American literature must also be available in a variety of reading and learning levels. Having a resource-based curriculum requires having enough resources to make the curriculum successful.

Product/Project Design

The social studies resource-based curriculum was constructed to include all of the resources available in the media center as well as outside the media center including field trips, Internet connections, and guest lecturers. Students will be given instruction on the use and analysis of print resources, electronic resources, and non-print resources. Non-print resources include interviews, and guest lecturers.

Students will be instructed on essential library skills such as how to locate, and paraphrase information found in print resources. Navigating through the
endless amount of information available through the Internet will be included as well as how to evaluate web sites.

Because of the need for Native American history and culture to be incorporated, the students will continually compare and contrast Native American history and culture with that of non-Native American history through timelines and calendar sticks. Timelines should be used to see a comparison between events during a period of time.

The students that the researcher services are Akimel Oodham (river people.) They are better known as Pima. Pimas are one of the few Indian tribes that use a calendar stick as a way of keeping history (Russell, 1908). Symbols are used and printed on a stick that is kept by the historian of the tribe. As events happen, the historian would write a symbol for that event on a stick. Although specific dates were not used, archaeologists had some success determining what happened by knowing globally what had happened. An example of this is that historians know that a meteoric shower happened. On the Pima Calendar Stick there were symbols that depicted this event.

Instruction will be given in the media center and other locations depending on where and what information is to be acquired. Because the curriculum will be a whole language curriculum, Math, Science, and Language Arts will be addressed. It will consist of United States history. Many literature books will be used. Activities such as calculating distances, researching scientific inventions, and reading different genres about Social Studies will be incorporated in the
curriculum. As stated earlier, Native American history and culture will be incorporated whenever possible. As historical events are studied, a study of how that event impacted Native Americans will be addressed.

One of the ways in which the curriculum will be assessed is through its use. Each section will be evaluated by the teacher in its ease of use as well as how the students succeeded. The results of the Stanford 9 for this year and subsequent years will also be a good measure of the success of the curriculum. When the percentages of the Stanford 9 has increased and the Arizona State Essential Skills have been mastered, then the researcher will conclude that the curriculum has been successful.
CHAPTER 4
PRESENTATION OF THE CURRICULUM

Outline

Ancient American Cultures: In this unit the students will research an ancient American culture. The student will ascertain information on the kinds of housing, food, tools and weapons, clothing, ceremonies, geographical location, crafts, and contributions found in today's society.

Colonies: The students will describe and explain significant events in the establishment of America as an independent nation. They will relate how difficult life was for the colonists. The students will relate the contributions made to the Colonists by the Native Americans and the contributions made to the Native Americans by the Colonists. The students will describe the impact each had on the other.

Quest for Freedom: The students will relate the contribution made by individuals in their attempt for freedom from England. The students will also relate major events leading up to the Revolution.

The Revolution: The students will detain the events leading up to the Revolution by creating a timeline. In addition, the students will restate knowledge of the battles, and people of the Revolutionary War. The students will have knowledge of the impact that the war had on Native Americans.
Westward Expansion: The students will identify individuals and groups and their contributions to the westward expansion and Manifest Destiny. The students will identify and describe how the westward expansion impacted the lives of Native Americans.

Civil War: The students will relate the circumstances leading up to the Civil War, the major battles of the war, the Emancipation Proclamation, and the surrender of the south.

The Reconstruction and the Gilded Age: The students will identify and describe social issues that were part of the post civil war, and how people worked together to address them and attempt to rebuild the south. The students will recognize individuals and issues of the Industrial Era in the late 1800's.

Decades of the Twentieth Century: The students will identify event and people and their contributions to the United States as a nation. The students will choose a decade from 1900 through 1999 and report on the historical events, fashions, music, people, inventions that were important during that decade.

Geography of the United States: The students will recite the 50 states and their capitals. The student will recognize and illustrate the location of each of the 50 states. The students will recognize the geographical features found in the United States.

Constitution: The students will be able to recite the Preamble to the Constitution and demonstrate knowledge of the Bill of Rights, three branches of government and their functions, and the contents of the Constitution.
Local History and Culture: The students will demonstrate the knowledge of the local history by interpreting the calendar stick. By the use of elders in the community the students will learn to make baskets and pottery. In addition, the students will demonstrate knowledge of tribal government by studying the tribal constitution.

See appendix B for complete curriculum activities and assessments.

Demographics

This Social Studies Curriculum was developed for a Native American Charter School. The school is located in a rural area on the Gila River Indian Reservation. The school population is nearly 250 students ranging from pre-kindergarten through 6th grades. There are approximately 25 students that will be using this curriculum this year and expected growth may double within the next 3 years. The entire school population at this time are Native Americans.

The Library Media Specialist is the Key facilitator in this resource-based curriculum. The Social Studies teacher, in this instance is the Library Media Specialist, however, as the population of the school increases, a separate Social Studies teacher may be involved. Other teachers such as the Language Arts teacher, Fine Arts teacher and other teachers may be involved in the process of this curriculum.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The data has been compiled to produce a 5th Grade curriculum. The purpose of the study was to develop a resource-based Social Studies History and Culture curriculum for a 5th grade class at a Native American charter school. The resource-based social studies curriculum will incorporate Native American history and culture, Arizona’s State Essential Skills, and library skills.

Developing a Social Studies history and culture curriculum satisfies the requirements of the charter that has been mandated for Gila Crossing Community School. This curriculum will also meet the essential skills requirements as directed by the state of Arizona. The research created this curriculum to give the students the greatest use of information that the students can search, find, analyze, synthesize, and use. This learning process will help the students to become life-long learners.

It is anticipated that the new curriculum will enhance and expand the knowledge base of the students to more appreciate the integrating of Native American culture in United States society. It is also anticipated that the new curriculum will enhance the students’ knowledge of how our government works and how the government works on the reservation. The students will also gain knowledge about the geography and geographical features of the United States.
Developing a resource-based social studies curriculum that incorporates Native American history and culture encourages students to become lifelong learners. Resource-based instruction allows students to gather and synthesize information according to their individual learning style.

Studies have shown that the majority of Native American students are whole language learners. They learn more easily if they see the whole picture first, then learn the details as a part of the whole (Tonemah, 1991). The whole language method is preferable for Native American students as it provides the practice of language skills in a meaningful way and therefore can be easily integrated into the curriculum.

Resource-based learning not only allow students the ability to choose the mode in which they gather information, it may also allow student the ability to choose the way in which they wish to be taught the information.

The library and the librarian plays an essential role in resource-based instruction. The librarian should be a participant in curriculum design, help teachers develop instructional activities, provide expertise, and translate curricular needs into library media program goals and objectives.

Resource-based Social Studies is being incorporated into the schools’ whole language curriculum. It should increase student achievement by creatively expanding and improving the curriculum. Efforts are being made to overcome prejudice and recognize the diversity of Native American cultural traditions.
The social studies resource-based curriculum will be constructed to include all of the resources available in the media center as well as outside the media center including field trips, internet connections, and guest lectures. Students will be given instruction on the use and analysis of print resources, electronic resources, and non-print resources. Non-print resources include interviews, and guest lectures.

Because of the need for Native American History and Culture to be incorporated, the students will be continually comparing and contrasting Native American History and culture with that of Anglo history through timelines and calendar sticks.

Conclusion

Conclusions are minimal as this study has not been implemented into the curriculum. At the end of the year and during the course of the year, the curriculum will be evaluated and adjusted.

Recommendations

The researcher strongly recommends the curriculum be evaluated and enhanced each year to make it a better program. There are many activities both in and out of the classroom that were not used and may at a later date be added with ease. Continual evaluation and enhancement is highly recommended by the researcher.
REFERENCE LIST


Allen, J. (1994). If this is social studies, why isn’t it boring. *If this is social studies, why isn’t it boring.* New York: Stenhouse Publishers.


(Accessed 10/98)


Average Retention Rate

5% Lecture

10% Reading

20% Audio-Visual

30% Demonstration

50% Discussion Group

75% Practice by Doing

90% Teach Others / Immediate Use of Learning

LEARNING PYRAMID

SOURCE UNKNOWN
WE TEND TO REMEMBER...

OUR LEVEL OF INVOLVEMENT

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- 90% of what we both say and do

Verbal Receiving
Visual Receiving
Receiving and Participating
Doing

PASSIVE
ACTIVE

Reading
Hearing Words
Looking at Pictures
Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location
Participating in Discussion
Giving a Talk
Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

SOURCE UNKNOWN

I hear, I forget
I see, I remember
I do, I understand

We lecture, they forget
We display, they remember
We model, they understand
5th Grade Sub-Topics

- Ancient cultures in the Americas.
- Early European exploration and colonization, and the resulting cultural and ecological interactions.
- Causes of American Revolution, ideas and interests behind the revolutionary movement, and reasons for the American victory.
- US territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
- How the Industrial Revolution, Slavery is rapid growth and westward expansion changed American lives and led to regional tensions.
- Causes for the Civil War.
- The civil war’s course and its effects on Americans.
- How emerging big business, industry and mechanized farming affected Americans.
- The American labor movements rise, and how political issues reflected economic and social changes.
- Federal Indian Policies and US foreign policy after the civil war.
- How progressives and others addressed problems of industrial capitalism, urbanization and political corruption.
- The Great Depression’s causes and how it affected Americans.
- How the New Deal addressed the Great Depression, changed American Federalism.
- World War II origins and course, the war’s character at home and abroad, and its affects on the US role in world affairs.
- Postwar American’s economic surge and social transformation.
- The Cold War and the Korean and Vietnam conflicts.
- Struggles for racial and gender equality and for the extension of civil liberties.
- Political system in the United States, and identify representative leaders from various levels and branches of government
- Ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- Purpose of government and how its powers are acquired, used and justified.
YEAR AT A GLANCE
Fifth Grade
Social Studies
1st Quarter
Ancient Civilizations in the United States

Essential Skills

Identify individuals and groups and the contributions they made to our nation.

Identify and describe American artifacts, customs, traditions and documents which are based on or have been inherited from other cultures.

Explain how the geographical features of a country or region influence its settlements and culture, and its utilization of natural resources.

Identify and describe ideas, customs, religions, and inventions in our society that have been transmitted or adapted from other cultures.

Cultural Strand

Compare similarities and differences in the ways groups, societies, and cultures meet the human needs and concerns.

Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilization, or the development of transportation system.

Explain and give examples of how language, literature, and the arts, architecture, artifacts, traditions, beliefs, and behaviors contribute to the development of a culture.

Library Research Skill

Recognize Resource

How to peruse a source

Note Taking:
  Interviews
  Books
  Lectures

Paraphrasing
<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Cultural Strand</th>
<th>Library Research Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and explain significant events in the establishment of American as an independent nation.</td>
<td>Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical changes and continuity.</td>
<td>Citing sources</td>
</tr>
<tr>
<td>Identify individuals and groups and the contributions they made to our nation.</td>
<td>Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilization, and the development of transportation systems.</td>
<td>Evaluating sources</td>
</tr>
<tr>
<td>Explain how the geographical features of a country or region influence its settlement and culture, and its utilization of natural resources.</td>
<td></td>
<td>Note Taking</td>
</tr>
<tr>
<td>Name and describe the contents of national documents from which American democratic rights, freedoms, and ideals are derived.</td>
<td>Identify and use process important to reconstructing and reinterpreting the past, such as using a variety of sources, and searching for causality.</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td></td>
<td>Compare, chronicle, and explain events in American Indian history that parallel events in other parts of the United States.</td>
<td>Bibliography</td>
</tr>
<tr>
<td>Essential Skills</td>
<td>Cultural Strand</td>
<td>Library Research Skill</td>
</tr>
<tr>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>Describe and explain significant events in the establishment of America as an</td>
<td>Compare similarities and differences in the ways groups, societies, and cultures</td>
<td>Citing sources</td>
</tr>
<tr>
<td>independent nation</td>
<td>that meet human needs and concerns.</td>
<td>Evaluating sources</td>
</tr>
<tr>
<td>Identify individuals and groups and the contributions they made to our nation.</td>
<td>Identify and use key concepts such as chronology, causality, change, conflict,</td>
<td>Note taking</td>
</tr>
<tr>
<td>Explain how the geographical location of the United States contributes to their</td>
<td>and complexity to explain, analyze, and show connections among the pattern of</td>
<td>Interviews, Books, Lectures</td>
</tr>
<tr>
<td>position and influence in world trade and affairs.</td>
<td>historical change and continuity.</td>
<td>Bibliography</td>
</tr>
<tr>
<td>Identify and/or describe the contents scarcity, opportunity cost, supply and</td>
<td>Identify and describe selected historical periods and patterns of change within</td>
<td></td>
</tr>
<tr>
<td>demand, land, labor, and capital.</td>
<td>and across cultures.</td>
<td></td>
</tr>
<tr>
<td>Identify and describe social issues that are important in the nation, and how</td>
<td>Compare, chronicle, and explain events in American Indian history that parallel</td>
<td></td>
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<tr>
<td>people work together to address them.</td>
<td>events in history in other parts of the United States.</td>
<td></td>
</tr>
<tr>
<td>Research and identify issues that require social action and take part in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Skills</td>
<td>Cultural Strand</td>
<td>Library Research Skill</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Name and describe the contents of national documents from which American</td>
<td>Demonstrate respect for each person as a unique and valued individual and how our</td>
<td>Interview Skills</td>
</tr>
<tr>
<td>democratic rights, freedoms, and ideals are derived.</td>
<td>nation is a multicultural population.</td>
<td>Evaluating Skills</td>
</tr>
<tr>
<td>Identify the rights of the individuals in our democratic society and explain</td>
<td>Identify and describe American Indian government and how it works.</td>
<td>Note Taking</td>
</tr>
<tr>
<td>how these rights guide public and private decision making.</td>
<td></td>
<td>Interviews</td>
</tr>
<tr>
<td>Describe how laws and the election process policies are adapted to meet</td>
<td>Identify and describe examples of tensions between belief systems and government</td>
<td>Books</td>
</tr>
<tr>
<td>changing needs of the society.</td>
<td>policies and law.</td>
<td>Lectures</td>
</tr>
<tr>
<td>Identify responsibilities people have to American democratic society; assume a</td>
<td></td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>responsible role in classroom or school activities.</td>
<td></td>
<td>Bibliography</td>
</tr>
<tr>
<td>Demonstrate skills of persuasion and debate by taking a controversial issue and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work toward reasoned solutions.</td>
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<td></td>
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</table>
ANCIENT AMERICAN CULTURES
ANCIENT AMERICAN CULTURES

PROJECTS:
During the first 9 week period, a research project will be created. It will consist of a written paper, oral presentation, and a manipulative project. Students will be expected to do their very best. All projects will be critiqued by both student and teacher. Students will self-evaluate their project, consult with teachers and adjust accordingly.

Student Objectives: BRIDGING, THINKING, PROCESS SKILLS, CONTENT

1. To study effective research
2. To expand the definition of “resource”
3. To expand the definition of an ‘adequate product as the result
4. To achieve high levels of thinking
5. To build on prior knowledge and experiences
6. To bridge new learning with prior knowledge and experiences
7. To perform “real world” tasks
8. To use, manipulate, adapt, scrutinize, analyze, synthesize, evaluate information
9. To use writing process, invention techniques, and research
10. To use patience with process

Essential Skills:
The students will:

1. Identify groups and the contributions they made to our nation.
2. Identify and describe American artifacts, customs, traditions which have been inherited from the culture that they are researching.
3. Explain how the geographical features of a country or region influences its settlements and culture and its utilization of natural resources.
4. Identify and describe ideas, customs, religions, and inventions.

Cultural Strand:
The students will:

1. Compare similarities and differences in the ways groups, societies, and cultures meet the human needs and concerns.
2. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of a civilization.
Teacher Objectives:

1. To facilitate, not provide knowledge of specifics on student projects
2. To teach information of process and all pertinent steps
3. To effectively monitor and adjust to students’ needs
4. To assess students’ growth at various intervals through various means, including tangible testing.
5. To endorse and encourage healthy questioning and thinking before writing.

Measurable Projects:

1. Subject Paper – synthesis of topic information
2. Project – Synthesis of topic element. (manipulative)
3. Student Oral report

Materials

1. Lined paper
2. Binder
3. Subject: tabs
4. Highlighter
5. Post-it notes
6. Project materials – dependent on the project.

Requirements:

Project essays must be:

1. Typed in a 12 point professional font
2. No more than 5 pages
3. Double spaced
4. Include a title page
5. Include a work-cited page

Content of Subject Paper must contain information on the following:

1. Housing
2. Food
3. Tools and weapons
4. Clothing
5. Ceremonies
6. Geographical location
7. Crafts, (baskets, bowls, vases, etc.) If any.
8. What did they do or have that we use today. All subject papers must include information from each of the topics above, but not limited to those topics. The purpose of the subject paper is to explore.

Project: (Manipulative): The project must be something that you created, and it must be tangible. It should complement the subject paper. That is, it must represent the topic of your research paper.

The End:
A complete project includes one subject paper, an oral presentation and a manipulative project.

See rubric for explanation of the points possible.

<table>
<thead>
<tr>
<th>Subject Paper</th>
<th>50 points (maximum)</th>
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</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>50 points (maximum)</td>
</tr>
<tr>
<td>Manipulative project</td>
<td>50 points (maximum)</td>
</tr>
</tbody>
</table>

Late papers must be turned in no later than ________ and for every 2 days late, 10 points will be deducted from the paper. All projects must be completed no later than 3:15 p.m. ______________.

Process:
1. Creation of personal objectives (thesis: what do I want to learn from this)
2. Elements of research
3. Analysis of product
4. Research/choosing critical information – Clinic
5. Note-taking/Outlining – Clinic
6. Thesis Statement/pre-writing – Clinic
7. Research reliability – Clinic
8. Citations/Work Cited pages – Clinic
9. Writing/re-writing
10. Self-critique
11. Synthesis of manipulative

The project will be scripted and pre-organized. Each student will have a manipulative that is pre-determined as described below:
ADAPTATIONS FOR SPECIAL NEEDS:
Help find sources, and information for students.
Highlight pertinent information.
Write dictated (from student) information
Help students organize information for oral presentation
Help students create a manipulative

NOTES:

______________________________________________________________________________________________

Classroom Teacher

______________________________________________________________________________________________

Special Needs Teacher

EVALUATION:
RESOURCE LIST
Ancient American Cultures

Robert L. Humphrey  Mary E. Chamber.
Ancient Washington: Indian Cultures of the Potomac Valley

Mira Bartok,With Christine Ronan.
Indians of the Southeast: Ancient and Living Cultures. 1995

Mira Bartok,With Christine Ronan.

Mira Bartok,Christine Ronan.

Mira Bartok,With Christine Ronan.

Mira Bartok,With Christine Ronan.

Charles Clark Willoughby.

Joey Tanner,Stephany Grassinger.
Archaeology: Studying Ancient Lives and Cultures

Joy Hakim.
THE COLONIES
OBJECTIVES:
The students will restate essential issues and events in the Colonization and subsequent events leading to the independence of America.

ESSENTIAL SKILL/S:
The students will describe and explain significant events in the establishment of America as an independent nation.

ACTIVITIES:
Watch the video “William Bradford.” Read King George, Why Can’t You Make Them Behave?”

Write a letter to King George III stating that we, the colonists, deserve and demand their independence from British rule and why.

ADAPTATIONS:
Discuss the important issues stated in both the video and the book. Have the students dictate the letter.

MATERIALS:
Paper
Pencils
Video (stated above)
Book (stated above)

NOTES:

Classroom Teacher

Special Needs Teacher
Assessment: Maximum Points 25

The letter must consist of a minimum of 5 important issues described in the book and why those issues are important. 5 points will be given for each issue discussed.

Extra credit of 5 points for each additional issue that is stated and discussed. (Maximum extra credit is 10 points).

TIMELINE: This activity will span 7 school days.

EVALUATION:
OBJECTIVES:
The students will relate how difficult life was for the colonists. The students will also state the hardship of living in a primitive new land. The students will relate the contributions made to the Colonists by the American Indians, and the contributions made to the Indians by the Colonists. The Students will describe the impact each had on the other.

ESSENTIAL SKILLS:
Identify individuals and groups and their contributions to our nation. Explain how the geographical features of a country or region influence its settlement and culture, and its utilization of natural resources. Identify and describe American artifacts, customs, traditions and documents which are based on or have been inherited from other cultures.

CULTURAL STRAND:
Compare similarities and differences in the ways groups, societies, and cultures meet the human needs and concerns. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations. Explain and give examples of how language, literature, and the arts, architecture, artifacts, traditions, beliefs, and behaviors contribute to the development of culture.

ACTIVITIES:
Read any of the books on Colonial Life. Read any book about Squanto or the prolog to Revolutionary War.

Choose One:
1. Re-write and illustrate any one of the stories about the Colonial life. Explain how natural resources were used. Include any geographical features that influenced the settlement and culture.

2. Create a diorama depicting one of the following events in colonial life:
   a. Colonial Life
   b. Landing at Plymouth
   c. Any other event of that time period (ie Boston Tea Party)
Imagine that you are an American Indian on the east coast during the colonization. Keep a journal with a minimum of 5 entries about how the Europeans have impacted your life. Include both positive and negative impacts. Discuss issues such as housing, tools, farming, illnesses, etc.

ADAPTATION:
Have the students read any book at their reading level that discuss the Colonial life, and their beginning quest for freedom. Discuss how difficult life was. Discuss that the Colonists had to make everything that they needed. That includes houses, tools, furniture, weapons, etc. Have the students read a book at their reading level about Squanto. Discuss the impact that the Colonists had on American Indians and the impact that American Indians had on the Colonists.

Have the students dictate information for either their book or journal.

MATERIALS:
(for Diorama)
Construction Paper
White paper
Books
Markers
Crayons
Scissors
Glue

(for book)
Formatted book
Pencil
Markers
Crayons

(for journal)
Journal
Pencil
Colored Pencils

NOTES:

Classroom Teacher

Special Needs Teacher
ASSESSMENT:

The book must chronicle the events that are taken from the book that the student chooses to read. It must relate to the story, explain pertinent situations and events, and the solution or the conclusion. The book must be illustrated.

Maximum points 25

Or

Diorama must be an illustration depicting one of the events during the colonization. It can either be a picture of colonial life or landing at Plymouth Rock or any other event of that era ie the Boston Tea Party.

It must be creative, three dimensional, and labeled.

Maximum points 25

And

Journal must include 5 important events, inventions, situations that impacted American Indians during the Colonization. 5 points for each event, invention, and situation and how it impacted American Indians (Maximum 25 points).

Extra Credit: 5 points extra credit for each additional event, invention, and situation described. (Maximum 10 points.)

TIMELINE: This activity should span 2 weeks.

EVALUATION:
QUEST FOR FREEDOM
OBJECTIVES:
The students will express their knowledge of important people and their contributions to the fight for freedom.

ESSENTIAL SKILLS:
Identify individuals and groups and the contributions they made to our nation.

ACTIVITIES:
See attached activity plans. There are several activities that are arranged into centers. Each center is an activity.

ADAPTATIONS:
Read stories to students or make available easy readers of the people that is being studied. Discuss and chronicle the important points with the students.

TIMELINE: This activity will expand 4 weeks.

NOTES:
At least one of the activities must be a book. The others may be the other activities.
SAM ADAMS

ACTIVITY:
Read at least one book about Sam Adams then choose one:

a. Make a wanted poster. Include the following information:
   1. Name of person wanted.
   2. Picture of that person
   3. Reward amount
   4. 5 Reasons why he is wanted by the King of England

OR

b. Re-write and illustrate a story about Sam Adams. Use the mini-book template.

MATERIALS:

For wanted poster
11 X 17 Paper
Markers
Colored pencils

For Book
Book Template
Computer
Markers
Colored pencils
Scissors

NOTES:

______________________________  ________________________________
Classroom Teacher              Special Needs Teacher
PAUL REVERE

ACTIVITY:
Read at least one book about Paul Revere then choose one:

a. Trace the route that Paul Revere took when he went on his famous journey to warn the minutemen that the “British are coming.” Label at least 10 stops along the way.

OR

b. Re-write and illustrate the story of Paul Revere.

MATERIALS:

For Paul Revere’s route
Map of the colonies (1776)
Marker, pen or pencil

For Book
Template for mini book
Computer
Marker
Colored pencils

NOTES:

Classroom Teacher

Special Needs Teacher
ACTIVITIES:
Read the book *Phoebe the Spy*, then choose one:

a. Imagine that you are Phoebe, living in General Washington's house. Write a letter to your father telling him what you have found out about who is Mr. T, and how was he planning to kill the general.

OR

b. Re-write and illustrate a story about Phoebe the spy.

MATERIALS:

For the letter
Paper
Pencil or pen

For Book
Book template for mini books
Computer
Markers
Colored pencils

NOTES:

_________________________  __________________________
Classroom Teacher          Special Needs Teacher
ACTIVITIES:

Read at least one book about Benjamin Franklin then choose one of the following:

a. Choose a partner. Select one to be a reporter and the other Benjamin Franklin. The reporter must create and ask questions that will invoke responses about important issues and circumstances that are essential to the life and contributions of Benjamin Franklin. The person portraying Ben Franklin must be knowledgeable in the life and contributions of Ben Franklin and be able to answer the questions. (hint: the two together should create the questions and answers)

The interviewer must ask a minimum of 7 questions. On completion of the interview, a newspaper article must be written by the reporter, revised by Ben Franklin, and edited by both. The article must include the answers to all of the questions asked in the interview.

OR


MATERIALS:

For interview
Note pad
Pencil
Computer

For Book
Template for mini book
Computer
Markers
Colored pencils

NOTES:

Classroom Teacher

Special Needs Teacher
Assessment for Quest for Freedom: Each “Center” has a maximum of 25 points.

**SAM ADAMS:**
Book: Chronicle the events of the book, Why don’t you get a horse, Sam Adams. Include a minimum of 5 important issues or events. The book must be illustrated. 5 points for each issue or event described and discussed. (Maximum 25 points.)

Extra Credit for book. For an additional 10 points students may describe and discuss 2 more events or issues. (Maximum 10 points)

Wanted Poster: Must include 5 reasons that Sam Adams would be wanted. Include a reward that is logical for the time and offences that are suspected. 3 points for each reason (15 points), 5 points for the picture and reward, and 5 points for creativity and design. Maximum 25 points.

**Paul Revere:**
Book: Chronicle the events of any of the books about Paul Revere. Include a minimum of 5 important issues or events. The book must be illustrated. 5 points for each issue or event described and discussed. (Maximum 25 points)

Extra Credit for book: For an additional 10 points, students may describe and discuss 2 more events or issues. (Maximum 10 points)

Using a map of the area, trace the route that Paul Revere took warning the minutemen that the “British are Coming.” (label a minimum of 10 stops or towns that he rode to.) (Maximum 25 points)

**Phoebe the Spy:**
Book: Chronicle the story of Phoebe the Spy. Discuss the events that lead up to the assassination attempt of General Washington. Include who was the perpetrator, how she found out about it, and what she did to save the general’s life. The book must be illustrated. (Maximum 25 points)

Extra Credit for book: Include an epilog, that is expand the story to include what happened to Phoebe as a result of her saving General Washington. (Maximum 10 points)
Letter: The letter should chronicle the events leading up to the assassination attempt of General Washington. Include the discovery and subsequent apprehension of the perpetrator. (Maximum 25 points)

Benjamin Franklin

Book: Chronicle any book about Benjamin Franklin. Identify and discuss at least 5 important events, people, or contribution (made by Franklin) that you read about in the book. (Maximum 25 points)

Extra Credit for book: Identify and discuss an additional 2 contributions made by Franklin. (Maximum 10 points)

Reporter: The newspaper article must include comprehensive answers to all 7 questions. Written, revised, and edited by both students. (Maximum 25 points)

EVALUATION:
OBJECTIVES:
The students will describe the impact that Europeans had on the lives of Native Americans.

ACTIVITIES:
Read the prolog to The American Revolution in Indian Country and books about Squanto. Discuss the important issues both positive and negative about the European Migration.

<table>
<thead>
<tr>
<th>Some important positive facts</th>
<th>Some important negative facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>illnesses</td>
</tr>
<tr>
<td>Tools</td>
<td>alcohol</td>
</tr>
<tr>
<td>Medicine</td>
<td>extortion</td>
</tr>
<tr>
<td>Wagons</td>
<td>treatment</td>
</tr>
<tr>
<td>Food</td>
<td>land robbing</td>
</tr>
</tbody>
</table>

Imagine that you are an Indian that lived on the East Coast in the late 1600's. Keep a journal. Use a piece of construction paper folded in half. Fold 3 pieces of white paper in half. Put the white paper inside the construction and staple it in the middle. That is your journal. Write a minimum of 5 journal entries about how life was for you and your family.

ADAPTATION:
Have the students dictate information that they learned in the form of a journal entry. Transcribe the information for them. Be sure that it is their own work.

MATERIALS:
Construction Paper
Pencil
White paper.

NOTES:

_________________________  _______________________
Classroom Teacher          Special Needs Teacher
ASSESSMENT:
Each journal entry is worth 25 points. Maximum 25 points.

EVALUATION:
RESOURCE LIST
Colonization

Jack P. Greene (Editor) 1975.
Colonies to Nation, 1763-1789: A Documentary History of the American Revolution

Modern Curriculum (Editor) 1997
The Colonies

Colonies and Democracy: Color and Race
W. E. B. Du Bois

Little House by Boston Bay
Melissa Wiley, Dan Andreasen 1999

The Secret of Sarah Revere
Sarah Rinaldi 1995

From Colonies to Country: 1710-1791
Joy Hakim 1998

George Washington's Socks
Elvira Woodruff 1993

A Making Thirteen Colonies
Joy Hakim 1993

A Making Thirteen Colonies, Vol. 2
Joy Hakim 1998

The Journal of William Thomas Emerson, a Revolutionary War Patriot
Barry Denenberg 1998

A Long Way to a New Land
Joan Sandin 1986

The Fifth of March: A Story of the Boston Massacre
Ann Rinaldi 1993

The New Nation: 1789-1850
Joy Hakim 1998
Liberty for All?: 1800 - 1860,  
Joy Hakim 1998

If You Were There When They Signed the Constitution  
Elizabeth Levy, Joan Holub 1992

Shh! We're Writing the Constitution  
Jean Fritz 1998

Paul Revere: Boston Patriot  
Augusta Stevenson 1984

Land of Hope  
Joan Lowery Nixon 1993

U.S. History and Government  
Tom Meltzer, Princeton Review 1998

Where Was Patrick Henry on the 29th of May?  
Jean Fritz, 1997

Children of the Wild West  
Russell Freedman 1991

Who's That Stepping on Plymouth Rock  
Jean Fritz, J. 1998

Boston Tea Party: Rebellion in the Colonies  
James E. Knight, 1998

Why Don't You Get a Horse, Sam Adams?  
Jean Fritz, 1996

The Landing of the Pilgrims  
James Daugherty 1981

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl  
Kate Waters, 1993

Colonial Times from A to Z  
Bobbie D. Kalman 1997
A From Colonies to Country
   Joy Hakim  1993

The First Thanksgiving:
   Linda Hayward, 1990

The Boston Tea Party
   Richard Conrad Stein, 1998

Colonial Kids: An Activity Guide to Life in the New World
   Laurie M. Carlson  1997

The Thirteen Colonies: A New True Book
   Dennis Brindell Fradin 1991

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy
   Kate Waters, 1996

Eating the Plates: A Pilgrim Book of Food and Manners
   Lucille Recht Penner, Dragonwagon Crescent (Editor)  1997

Homes in the Wilderness: A Pilgrim's Journal of Plymouth Plantation in 1620, by
   William Bradford
   Margaret Wise Brown (Editor), 1988

Stranded at Plimoth Plantation 1626
   Gary Bowen, 1998

Cornerstones of Freedom: Pilgrims
   Richard Conrad Stein, 1996

A Colonial Town: Williamsburg
   Bobbie D. Kalman  1995

A History of Us,
   Joy Hakim  1995

Hand in Hand: An American History through Poetry
   Lee Bennett Hopkins, 1994

The Winter at Valley Forge: Survival and Victory
   James E. Knight, 1999
The Story of the Pilgrims
Katharine Ross, 1995

N.C. Wyeth's Pilgrims
Robert D. San 1991

Annie Henry and the Birth of Liberty,
Susan Olasky 1996

Colonial Days: Discover the past with Fun Projects, Games, Activities, and Recipes
David C. King, 1997

Across the Wide Dark Sea: The Mayflower Journey
Jean Van Leeuwen, 1995

Food and Recipes of the Pilgrims
George Erdosh 1997

Pilgrim Voices : Our First Year in the New World
Connie Roop, Peter Roop (Editor), 1999

Blue Feather's Vision: The Dawn of Colonial America
James E. Knight, 1998

Squanto and the First Thanksgiving
Teresa Noel Celsi, 1992

Three Young Pilgrims
Cheryl Harness 1992

The Pilgrims of Plimoth
Marcia Sewall 1989

A Secret Party in Boston Harbor
Kris Hemphill, 1998

The American Revolution in Indian Country: Crisis and Diversity in Native American Community.
Colin G. Calloway
THE REVOLUTION
OBJECTIVES:
The students will describe and explain significant events in the establishment of America as an independent nation by demonstrating their understanding of the causes of the American Revolution.

The students will identify individuals and groups and the contributions they made to our nation by reconstructing the arguments among the Patriots and the Loyalists about independence.

ESSENTIAL SKILLS:
Describe and explain significant events in the establishment of America as an independent nation.

CULTURAL STRAND:
Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical changes and continuity.

Compare, chronicle, and explain events in Native American History that parallel events in Anglo history.

ACTIVITIES:
Read a number of books and articles relating to the Revolution. (see attached list of books.)

There will be 3 centers (activities) that the students will complete. See Attached activities and assessments.

ADAPTATIONS:
Read stories to students or make available easy readers of the people and events being studied. Have available stories on tape that the students can listen to. Discuss and chronicle the important points with the students.

TIMELINE:
This activity will expand 3 weeks.

NOTES:
TIMELINE OF THE REVOLUTION

ACTIVITIES:

Read a book or article related to events leading to the Revolution.
Give each student a long piece of adding machine tape. (approximately 10 feet long).
Students will chronicle the leading critical events leading to the outbreak of armed conflict between the American colonies and England.
Students will then write a short summary of each event listed on the timeline.
There should be a minimum of 10 events listed on the timeline.

Or

Re-write and illustrate a story about one of the events leading up to the Revolutionary War.

MATERIALS:

For timeline and summary:
Adding machine tape
Pen
Markers
Paper

For Book
Book Template
Computer
Markers
Colored Pencils
Scissors

NOTES:

____________________________________________________________________
Classroom Teacher

____________________________________________________________________
Special Needs Teacher
REVOLUTIONARY WAR

ACTIVITIES:

Write a newspaper article about an important person or event in the Revolutionary War. Each student must choose a different topic. The teacher will collect each article, and create a newspaper depicting the student’s articles. Each article must be at least 2 typewritten (double space) pages. Each article must include at least 5 important characteristics of that event or person.

MATERIALS:

Newsprint
Paper
Computer
Word Processor
Note Cards
Pen

NOTES:

__________    ____________
Classroom Teacher  Special Needs Teacher
NATIVE AMERICANS AND THE REVOLUTION

ACTIVITY:
Read any of the books listed under the heading Native Americans and the Revolution.
Write at least a 2-page paper summarizing the story, include the impact that the Revolution had on Native Americans.

Or

Write an historical fictional story using the facts found in the book or article chosen. Write a story depicting the impact that the Revolution had on the character in your story.

MATERIALS:

For the paper:
Paper
Pen

For the Book:
Book template
Computer
Markers
Colored Pencils

NOTES:

Classroom Teacher
Special Needs Teacher
ASSESSMENT for American Revolution. Each “Center” has a maximum 25 points.

Timeline of the Revolution

15 points maximum for a minimum of 10 entries.
10 points maximum for a summary of 10 entries.

Possible 5 points extra credit for a summary and entry of an additional 5 entries.

Book

25 points maximum for writing and illustrating a children’s book about an event leading up to the Revolutionary War. The book must contain at least five characteristics or issues about the event.

Revolutionary War

25 points possible for a news article describing and summarizing an event or a person in the Revolution. The article must include 5 points of interest regarding the event.

Native Americans and the Revolution

25 points maximum for a 2 page paper (double space) containing a summary and discussion of the impact that the Revolutionary War had on Native Americans.

25 points maximum for an historical fiction story depicting facts taken from the book or article that you have read. Included must be a description of the impact that the Revolution has had on your character.

EVALUATION:
Resource List
The Revolutionary War


Fritz, Jean. Traitor: The Case of Benedict Arnold.

Grote, Joanne A. The American Revolution

Fast, Howard. Seven Days in June: A novel of the American Revolution


Electronic Resources:


Resource List
Native Americans and the Revolution

Hatley, Thomas. The Dividing Paths: Cherokees and South Carolinians through the Era of Revolution.

Graymont, Barbara. The Iroquois in the American Revolution


Calloway, Colin G. the American Revolution in Indian Country: Crisis and Diversity in Native American Communities.


Lobdell, John Jared C. ed. Indian Warfare in Western Pa and North Wv at the Time of the American Revolution: Including the Narrative of Indian and Tory Depredations.


Johansen, Bruce E. Forgotten Founders: Benjamin Franklin, the Iroquois, and the Rationale for the American Revolution.

Penrose, Maryly Barton. Indian Affairs Papers, American Revolution.


WESTWARD EXPANSION
OBJECTIVES:
The students will identify individuals and groups and their contributions to the westward expansion, Manifest Destiny, and the settlement of the west by researching, reporting, and taking notes about these individuals and groups as they expanded to the west.

ESSENTIAL SKILLS:
Identify individuals and groups and the contributions they made to our nation.

Explain how the geographical features of a country or region influence its settlement and culture, and its utilization of natural resources.

ACTIVITIES:
Discuss with the students the most important expansion and tails that led to the westward settlement. Lewis and Clark, Oregon Trail, Santa Fe Trail, Pony Express, Fremont expedition, Mormon Trail, Butterfield Overland Stage Coach, and the Gold Rush.

Show the map, (see attached) have the students find the routes listed above. Divide the class into pairs or groups of threes. Tell them to select one of the above topics and research it. Each student will be responsible for a one page paper. As a group, you are responsible for a 5 minute presentation on your research. The presentation must include tracing the route taken by the people that you selected for your research. Show the geographical features that made it difficult or better for the travel and why. Tell the problems that the people faced on their journey. The other students are responsible for taking notes and learning from the other students.

An exam will be given at the end of the research and discussion. The questions on the exam will be formulated from the students’ presentation and those discussed in class.

ADAPTATIONS FOR SPECIAL NEEDS:
Help the students find the trails on the map, connect them up with a group that will enhance their understanding.

MATERIALS:

| Computer | Internet |
| Books    | Poster board |
| Markers  | Map |
NOTES: For exam, as the students do their presentations, choose 2 or 3 questions from each presentation. Stress those questions. You could even tell the students which questions will be on the exam. After you have completed creating the test, assign a point value to each question. Tell the students the maximum number of points. Give a bonus question for extra credit.

Classroom teacher

Special Needs Teacher
ASSESSMENT:
  The paper is worth 25 points.
  The presentation is worth 25 points with a 5 point bonus for visuals.

The paper must tell the date, show the route, tell the difficulties they faced, tell the geographical features that helped or hindered the journey, and the purpose for the travel.

The presentation should consist of all of the above information.

This activity should span 7 days.

EVALUATION:
OBJECTIVES:
The Students will describe and explain significant events in the establishment of America as an independent nation by discussing the impact that the western movement had on the pioneers. They will be able to state the importance of pioneers settling throughout the mid-west and west. Identify individuals and groups and the contributions they made to our nation as the pioneers settled areas west of the Mississippi River.

ESSENTIAL SKILLS:
Describe and explain significant events in the establishment of America as an independent nation. Identify individuals and groups and the contributions they made to our nation.

ACTIVITIES:
Have the students then read stories about the westward pioneers. Have the students watch a video concerning the westward movement, such as an episode of Little House on the Prairie, The Oregon Trail, A Wind Rocks the Wagon, etc. After watching the video, have the students make a list of the characteristics of the time period. Discuss the similarities and differences found. Discuss such questions as: What were the wagons pulled by? Or During the long journey, did the families ride on the wagons, or did they walk with the wagons?

Choose one of the following:

Construct a model of a covered wagon similar to the ones used during the time of the western movement. Include models of tools and accessories they needed that they hung or tied to the wagon. (fry pan, flour sack, water barrel, etc.)

OR

Build a model of the kind of houses that one would live in on a mid-western prairie or the planes. Include replicas of some of the tools used and maybe some of the foods grown.

OR
Recreate the scene of a Native American dwelling that represents the kinds of dwellings found on the prairie lands, and in the west. Include models of the kinds of tools and necessities that they used.

**MATERIALS:**

<table>
<thead>
<tr>
<th>Covered Wagon</th>
<th>House</th>
<th>Dwelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muslin</td>
<td>Miniature Logs</td>
<td>Paper Bag</td>
</tr>
<tr>
<td>Wood</td>
<td>Glue</td>
<td>Pieces of leather</td>
</tr>
<tr>
<td>Cardboard</td>
<td>Aluminum Foil</td>
<td>Glue</td>
</tr>
<tr>
<td>Aluminum foil</td>
<td>Other materials</td>
<td>Aluminum Foil</td>
</tr>
<tr>
<td>Other materials</td>
<td>as needed</td>
<td>Miniature Logs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other materials</td>
</tr>
</tbody>
</table>

**NOTES:**

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Classroom Teacher

Special Needs Teacher
ASSESSMENT:

50 points maximum. Use judgement. The more detailed the display is the more points the students will receive.

Example:

50 points would include a wood house perhaps with a sod roof and wooden shutters that would close over the windows. It would include a stove pipe coming out of the roof. There may be a replica of an ax, plow, pump for water, barn, corn or wheat, wash tub, porch with wooden chairs, etc.

40 points would include the same type of house with a few tools but not so detailed.

30 points would include some type of house with very few details. Maybe with windows but no shutters or stovepipe.

EVALUATION:
...If You Traveled West in a Covered Wagon
  Ellen Levine, 1988

California Gold Rush: Search for Treasure
  Catherine E. Chambers, 1998

Cowboys of the Wild West
  Russell Freeman, 1991

The Pioneers
  James Fenimore Cooper 1976

The Pioneers Go West
  George R. Stewart 1997

The West
  Dayton Duncan, 1996

My Name Is York
  Elizabeth Van 1997

Wagon Train,
  Sydelle A. Kramer, 1997

The Story of Women Who Shaped the West
  Mary Virginia Fox 1991

The Prairie
  James Fenimore Cooper, 1987

Gold Rush Women
  Claire Rudolph Murphy, With Jane G. Haigh 1997

Gold Rush Prodigal
  Brock Thoene, Bodie Thoene 1991

Digger: The Tragic Fate of California Indians from the Missions to the Gold Rush
  Jerry Stanley

Frontier Lady (Lone Star Legacy Trilogy #1)
  Judith Pella 1994
Striking It Available Rich: The Story of the California Gold Rush
Stephen Krensky, 1996

They're off!: The Story of the Pony Express
Cheryl Harness

Electronic Resources:

To the Western Ocean: Planning the Lewis and Clark Expedition

The American West.
Available: http://www.americanwest.com

Historical Atlas Resources – North America
Available: http://darkwing.uoregon.edu/~atlas/america/maps.html

Living History Museum.

The Oregon Trail.

Gallery of the Open Frontier.
Available: http://www.unl.edu/UP/gof/gof-list.htm

The American West Online.

The Great American Gold Rush
Available: http://pwa.acusd.edu/~jross/goldrush.html

VIDEOS

Sarah Plain and Tall

The Spirit of Pioneer Women

As the Wind Rocks the Wagon

The Oregon Trail

The Way West
OBJECTIVE:

The students will compare, chronicle, and explain events in American Indian History that parallel events of European settlements and expansion in the United States.

The students will identify and describe how the westward expansion impacted the lives of American Indians. They will use chronology, causality, change, conflicts and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Cultural Strand:

Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilization.

Compare, chronicle, and explain events in American Indian History that parallel events in other parts of the United States.

ACTIVITIES:

Choose one of the following to research and report. Discuss with the group the impact on American Indians. Write a letter to the newly formed United States Government. Recount the facts about the chosen topic and state the impact on American Indians. Explain to the government why your topic is not good for Native Americans and the reasons why.

1. Dawes Act
2. Trail of Tears
3. Organization of the Bureau of Indian Affairs
4. Indian Removal Act
5. Treaty of Guadalupe Hidalgo
6. Gadsden Purchase
7. Kansas – Nebraska Act
8. Homestead Act

MATERIALS:

Computer
Books
CD ROMS
ASSESSMENT:

Maximum points 50. Each point of interest that is stated and discussed is worth 5 points. There must be at least 10 points of interest including your assessment of the topic.

10 Points extra credit for an additional 3 points of interest.

EVALUATION:
Resource List
Westward Expansion in Native America Country

Buffalo Hunter
   Charles M. Robinson

   Elliot West

Fort Laramie and the Sioux
   Remi A. Nadeau

Scalp Dance: Indian Warfare on the High Plains.
   Thomas Goodrich

Indian Wars
   S. L. A. Marshal
CIVIL WAR
Civil War

OBJECTIVES:
The students will describe and explain significant events in the establishment of America as an independent nation through a series of activities that range from slavery through the Civil War to the Emancipation Proclamation.

In these activities the students will identify individuals and groups and the contributions they made to our nation by reporting on individuals and events and the impact on the people of that time.

The students will name and describe the contents of the Emancipation Proclamation, the Dred Scott Decision, and the surrender of the southern states. These documents demonstrate the democratic rights, freedoms, and ideals of the United States as a free nation.

ESSENTIAL SKILLS:
Describe and explain significant events in the establishment of American as an independent nation.
Identify individuals and groups and the contributions they made to our nation.
Name and describe the contents of national documents from which American democratic rights, freedoms, and ideals are derived.

ACTIVITIES:
See attached activity plans. There are 5 activities that are arranged into centers. Each center is an activity.

ADAPTATIONS:
Read stories to students or make available books on tape and books that are lower reading levels. Discuss and chronicle the important points with the students.

Timeline: This activity should span 3 weeks.

NOTES:

EVALUATION:
THE UNDERGROUND RAILROAD

ACTIVITY:
Read any number of books about the underground railroad or Harriet Tubman. Watch videos regarding the underground railroad or Harriet Tubman or research either on the internet. Imagine that you are a runaway slave, and you are a “passenger” on the underground railroad. Keep a journal and write entries about what life was like as a slave, what the underground railroad is and how you feel running away and being on the underground railroad, and what life will be like as a free person.

OR

Re-write one of the videos, internet article, or books read into a book written for children. The book must include what life was as a slave, what life is like on the underground railroad, and what life will be like as a free person.

If you choose a book about Harriet Tubman, you must describe what her life was like as a slave, what her life was like when she was on the underground railroad, and how she became an important person to the other slaves.

MATERIALS:
For Journal
Construction paper
Lined paper
Pencil or Pen
Book
Video
Internet

For Book
Book template
Computer
Video
Book
Markers
Other illustration materials

NOTES:
THE DRED SCOTT DECISION

ACTIVITIES:
Read the decision of the Supreme Court on Dred Scott. Summarize and analyze the reasons the judges gave for their decision. Write your own opinion.

MATERIALS:
Computer
Paper
Book and or article on Dred Scott Decision

NOTES:
Battles of the Civil War

ACTIVITIES:
Create a diorama of a civil war battle and give a one page summary of the battle. Include the name of the battle, where the battle is located, how long did the battle last, who were the leaders of the battle, how many were injured and how many were killed on each side. Who won the battle.

MATERIALS:
Paper
Colored paper
Construction Paper
Paint, markers, or crayons
Glue
Box
Pen or computer

NOTES:
HISTORICAL FICTION OF THE CIVIL WAR

ACTIVITIES:
Read any number of historical fiction books about the civil war. Use one of the plots or create your own and write a short historical fiction book for children about a slave, northern soldier, southern soldier, or a civilian who's life has been affected by the Civil War. Illustrate the story by drawing pictures, scanning pictures, or importing them from the internet.

MATERIALS:
- Historical Fiction Book
- Computer
- Paper
- Scanner
- Internet
- Markers, crayons, other materials needed for illustrations

NOTES:
NEWS REPORTER OF THE CIVIL WAR

ACTIVITIES:
You are a Northern news reporter in 1850. The editor of your paper wants you to report on the evils of slavery. Use the evidence you find from readings about slavery, the underground railroad, and books written about particular slaves (ie: Harriet Tubman).

MATERIALS:
Newsprint paper
Pen
Computer
Books and articles about slavery, slaves, or the underground railroad.

NOTES:
INDIVIDUAL STATES IN THE CIVIL WAR

ACTIVITIES:
Have each student or group of students choose one of the states that are involved in the Civil War. Make a report to congress on the battles, dates, vital statistics, and who won those particular battles that occurred in the state that you have chosen during the Civil War.

MATERIALS:
Computer
Paper
Internet

NOTES:

Classroom Teacher

Special Needs Teacher
LINCOLN FREED THE SLAVES

ACTIVITIES:

Before Lincoln signed the Emancipation Proclamation there were many debates on the issue of slavery. You must try to convince President Lincoln either one way or the other that slavery is either good or evil. To do this you must complete the following activity.

In a bag there will be slips of paper that designates whether you are a southerner or northerner. If you are a southerner you are pro-slavery. If you are a northerner you are anti-slavery. Choose a paper without looking at them first. If you are a northerner write a one page points of debate against slavery. If you choose the slip of paper that states you are a southerner, write a one page points of debate for slavery.

MATERIALS:

- Paper Bag
- Names either southerner or northerner
- Computer
- Paper

NOTES:

Classroom Teacher ___________________  Special Needs Teacher _______
ASSESSMENT:

Each Center has a maximum of 25 points.

**Underground Railroad:**

The journal must include 3 journal entries on each of the topics; how life is as a slave, on the run, and as a free person. The journal entries must be detailed as well as what impact does it have on the slave.

**Book:**

The book must include detailed description of how life was as a slave, as a runaway, and how life will be or is as a free person.

**Dred Scott Decision**

Must include a summary of their findings, analysis of their findings, and your analysis of the decision.

**Battles of the Civil War**

The diorama must include both the north and the south, flags, weapons, maybe a cannon, wagons, etc. name of the battle, and a one page summary of that battle.

**Historical Fiction**

This short story must be an historical fiction about a slave, northern soldier, southern soldier, or civilian who’s life has been impacted by the civil war. Use illustrations created by yourself, or ones from the internet or pictures scanned into the computer by another source.

**News Reporter**

The news article must include at least 5 important facts about the ills of slavery. It can include a photo of slaves. It must also include some form of editorialization by you that tells of the emotional and physical abuses of slavery.

**Report from the State**

The report from the state to the Federal government must include the battles fought in that state, how many were injured and killed, the dates of the battles, and who won.
Emancipation Proclamation

The points of debate must include a minimum of 5 important issues on the topic of slavery either for or against.

10 points extra credit will be given in each center for additional 3 points of interest or 3 more clear details.

EVALUATION:
CULMINATING ACTIVITY FOR THE CIVIL WAR

ACTIVITIES:
Have the students pick a story or article of the end of the war. Either as a teacher script the story or have the students script it into a readers theatre, giving each of the students a part to play. For examples have the generals who were present at the signing of the surrender. Or have the generals speaking with President Lincoln, or to the troops after the war, or maybe to the slaves that are now free.

Serve the kind of foods that the soldiers had to eat when they were away from camp. (hard tack and Vicksburg Pie)

MATERIALS:
For Readers Theatre:

Book(s) or article(s) that you want to script
Computer
Paper
Props if desired (maybe civil war hats, or Abe Lincoln Hat etc.)

For Meal:
See attached recipe.

NOTES:
No assessment. This is mostly for fun.
Johnny Tremain
Esther Forbes 1999

I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl
Joyce Hansen 1997

When Will This Cruel War Be over?: The Civil War Diary of Emma Simpson
Barry Denenberg 1996

Meet Addy: An American Girl
Connie Rose Porter, 1993

The Journal of James Edmond Pease, a Civil War Union Soldier
Jim Murphy 1998

If You Lived at the Time of the Civil War
Kay Moore, 1994

Shades of Gray
Carolyn Reeder 1991

Everything You Need to Know about American History Homework
Anne Zeman, With Kate Kelly 1994

Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy
Seymour Reit 1991

...If You Traveled On The Underground Railroad
Ellen Levine, 1988

The Boys War: Confederate and Union Soldiers Talk about the Civil War
Jim Murphy 1993

War, Terrible War
Joy Hakim 1994

Book of the American Civil War
Howard Egger-Bovet, Marlene Smith-Baranzini, James J. Rawls (Editor)
1998
Civil War: A Library of Congress Book
Martin W. Sandler, 1996

Thunder at Gettysburg
Patricia Lee Gaugh, Patricia L. Gauch 1991

A Ballad of the Civil War
Mary Stolz, 1998

Thunder on the Tennessee
G. Clifton Wisler 1995

Civil War Trivia and Fact Book
Webb B. Garrison 1992

Civil War Medicine, 1861-1865
C. Keith Wilbur 1998

A Liberty for All?
Joy Hakim 1993

Get on Board: The Story of the Underground Railroad
James S. Haskins 1994

Civil War Almanac
Justin 1997

A Yankee Girl at Gettysburg
Alice Turner Curtis, 1999

Yankee Doodle
Steven Kellogg 1996

First Battles: SourceBook in the Civil War
Library of Congress, Carter Smith (Editor) 1995

A Separate Battle: Women and the Civil War
Ina Chang 1996

Abraham's Battle: A Novel of Gettysburg
Sara Harrell Banks, 1999
Behind the Blue and Gray: The Soldier's Life in the Civil War
Delia Ray 1991

The Gallant Boys of Gettysburg
Gilbert B. Morris 1996

Never Were Men So Brave: The Irish Brigade During the Civil War
Susan Provost Beller

With Lee in Virginia: A Story of the American Civil War
G. A. Henty, 1997

A Yankee Girl at Fort Sumter
Alice Turner Curtis, Isabel W. Caley 1999

Unconditional Surrender: U.S. Grant and the Civil War
Albert Marrin 1994

Civil War Fashions Coloring Book
Tom Tierney 1997

Frederick Douglass, Freedom Fighter
Garnet N. Jackson, 1992

Jeb Stuart: Confederate Cavalry General
Lynda 1998

Marching toward Freedom: Blacks in the Civil War, 1861-1865
James M. McPherson 1991

Start Exploring the Civil War
Blake A. Magner, 1997

Stranger in Williamsburg
Wanda Luttrel 1994

The Underground Railroad: Life on the Road to Freedom
Ellen Hansen (Editor) 1993

The Blue and the Gray
Eve Bunting, 1996
Commander in Chief: Abraham Lincoln and the Civil War
Albert 1997

Escape to Freedom: A Play about Young Frederick Douglass
Ossie Davis 1990

A Nation Torn: The Story of how the Civil War Began
Delia Ray 1996

Walking the Road to Freedom: A Story about Sojourner Truth
Jeri Ferris, 1991

Freedom Train North: Stories of the Underground Railroad in Wisconsin
Julia Pferdehirt, 1997
RECONSTRUCTION AND THE GILDED AGE
OBJECTIVES:
The students will identify and describe the scarcity, opportunity cost, supply and demand of the south after the Civil War.
The students will identify and describe social issues that are important in the nation, and how people work together to address them to rebuild the south after the devastation to the cities and towns and countryside of the south.

ESSENTIAL SKILLS:
Identify and describe the contents scarcity, opportunity cost, supply and demand, land, labor, and capital.
Identify and describe social issues that are important in the nation, and how people work together to address them.

ACTIVITIES:
Have the students read Lincoln’s Plan for reconstruction.
Discuss the animosity among the north and the south. The destruction in the south was very devastating. The south still felt that they should be allowed to have their slaves. The north is becoming an industrialized area but is starting to have problems of overcrowding with the new immigrants and people from the south.

Have the students analyze the plan and write a short report on the good points and the bad points. Re-write it with your suggestions.

ADAPTATIONS:
Read the Plan onto a cassette so that the student can listen while reading.
Discuss the points above with the student so that they understand the circumstances.

MATERIALS
Computer
Lincoln’s plan for reconstruction.

NOTES:
ASSESSMENT:

Maximum 25 points. 5 points for each point of the plan that is stated and analyzed.

10 points extra credit for an additional 3 points stated and analyzed.

EVALUATION:
OBJECTIVES:
The students will take part in a situation that require social action and take part in the solution by recreating what it is like to be either a carpetbagger, scalawag, or freedmen's bureau. They will recount the philosophy of their chosen group, and discuss their value or lack of value to the south.

ESSENTIAL SKILLS:
Research and identify issues that require social action and take part in the solution.
Identify and/or describe the contents scarcity, opportunity cost, supply and demand, land, labor, and capital.

ACTIVITIES:
Divide the class into 3 groups. One group are Carpetbaggers, another group are Scalawags, and the third group the Freedmen's Bureau.
Each group is responsible to research and find what their assigned groups were, what their function was, did they help or hinder the reconstruction of the south. The students must present their findings to the class in the form of a short play, acting out an incident involving southerners and members of their assigned groups. (ie southerners and Scalawags) They may also choose to present their information in the form of a demonstration with visual aids to teach the rest of the class. (ie posters with pictures and text depiction the philosophy, function, and value to the south. The students may choose to do a speech as one would give to a government agency defending their group by telling the philosophy, function, and value of the group. This must also include visual aids.

ADAPTATIONS:
Read to the students specifically about the groups they are in. Have them dictate the information to you and write it for them. Help them design or develop their role in the group.

MATERIALS
For Play
Props designated by the group
For the Presentation
Poster Board
Photographs or pictures
Markers
Glue

For the Speech
Poster Board
Markers
Glue
Photos or pictures

NOTES:
ASSESSMENT:

Maximum points 50. 10 points for each important fact that has been rationalized discussed, or presented.

15 points extra credit for an additional 3 points.

EVALUATION:
ILLUSTRATED DICTIONARY OF THE RECONSTRUCTION

OBJECTIVES:
The students will generate an illustrated dictionary of words and terms that are familiar to the Reconstruction.

ACTIVITIES:
The students will research, write, and illustrate the following terms and formulate them into an illustrated dictionary.

1. Reconstruction  
2. Black Codes  
3. Radical Republicans  
4. 13th amendment  
5. Literacy Tests  
6. 14th amendment  
7. 15th amendment  
8. Ku Klux Klan  
9. Scalawags  
10. Jim Crow Laws  
11. Carpetbaggers  
12. Freedman's Bureau  
13. Poll Tax  
14. Lynchings  
15. Compromise

ADAPTATION:
Read and discuss the meaning of each of the terms to the student. Have the student restate the meaning to assure that the student knows the meaning of the term. Have the student dictate the meaning. Write it down. Have the students put these words in alphabetical order.

MATERIALS:
Internet  
Books  
Dictionary  
Paper  
Pen or pencil  
Computer

NOTES:

_________________________    ___________________________
Classroom Teacher        Special needs Teacher
ASSESSMENT:
This activity can be done as a group prior to any of the other activities and no points given. It can be used as a pre teaching tool or an overview of the Lesson.

EVALUATION:
RESOURCE LIST FOR RECONSTRUCTION

Constitutional Amendments
Barbara Silberdick Feinberg

A Reconstruction and Reform
Joy Hakim

The Truth about the Ku Klux Klan.
Milton Meltzer

Reconstruction: America After the Civil War
Zak Mettger

The American Nation: Reconstruction to the Present Annotated Teacher's Edition.
Lewis Paul Todd, and Merle Curti

Reconstruction: The Great Expectation
Allen W. Trelease

Electronic sources

World Book Multimedia Encyclopedia CD-ROM.

A Hypertext on American History: from the colonial period to Modern Times.
Available: http://grid.let.rug.nl/%7Ewilling/usa

Outlines of American History
OBJECTIVES:
The students will identify individuals and groups and the contributions they made to our nation by reading and reporting on one prominent individual and the contributions made by that individual during the late 1800's.

The students will research and identify issues that require social action and take part in the solution by selecting one of the following social issues and describing, analyzing, and creating possible solutions for them.

ESSENTIAL SKILLS:
Identify individuals and groups and the contributions they made to our nation.
Research and identify issues that require social action and take part in the solution.

CULTURAL STRAND:
Identify and describe selected historical periods and patterns of change within and across cultures.
Compare, chronicle, and explain events in Native American history that parallel events in history in other parts of the United States.

ACTIVITIES:
The students will choose one of the following people to research and report on. The students will prepare a poster portrait of the person listing the accomplishments that this person has given to the nation.

1. Jane Addams
2. Julie Lathrop
3. Jacob Riis
4. John Dewey
5. Clara Barton
6. Edward Bellamy
7. Mark Twain
8. Walt Whitman

The students will choose one of the following social issues briefly state the facts and offer a possible solution.

1. American Red Cross
2. Industrialization
3. Burlesque
4. Tenements
5. Hull House

Each student will choose one of the following tribes. Find Information about how life was in that tribe during the late 1800's. Write a one page paper comparing and contrasting their life with the life in the city during that same period.

1. Iroquois
2. Lakota
3. Cherokee
4. Cree
5. Choose one of your own and get it OK'd by the teacher.

ADAPTATION:
Choose books or articles that are level appropriate. Read to the students or read on cassette so that the students can listen and read. Have the students dictate information so that the teacher understands how much of the information the student understands.

MATERIALS:
Internet
Books
Computer
Poster board
Markers
Pens and pencils

NOTES:

__________________________  ____________________________
Classroom Teacher           Special Needs Teacher
ASSESSMENT:

Each section is worth 25 points. 5 points for each point of interest and analysis whenever requested.

10 points extra credit for an additional 3 points of interest.

EVALUATION:
Resource List for the Gilded Age

Flower Fables
Little Women
Good Wives
   Louisa May Alcott

The Cash Boy
   Horatio Alger

Paul the Peddler, or the Fortunes of a Young Street Merchant
   Horatio Alger

The Wonderful Wizard of Oz
   Frank L. Baum

Wealth
   Andrew Carnegie

The Blue Hotel
   Stephen Crane

The Conduct of Life
   Ralph Waldo Emerson

The History of Historical Writing in America
   Henry James

The Beginnings of Ownership
The Instinct of Workmanship and the Irksomeness of Labor
The Theory of the Leisure Class
Why is Economics not an Evolutionary Science
   Thorstein Veblen

The School Days of an Indian Girl
   Zitkala-SA

America in the Gilded Age
   Elbert Hubbard
DECADES OF THE TWENTIETH CENTURY
DECADES OF THE TWENTIETH CENTURY

PROJECTS:
During the first 4 week period of the last quarter, a research project will be created. It will consist of a written paper, oral presentation, and a manipulative project. Students will be expected to do their very best. All projects will be critiqued by both student and teacher. Students will self-evaluate their project, consult with teachers and adjust accordingly.

Student Objectives: BRIDGING, THINKING, PROCESS SKILLS, CONTENT

1. To study effective research
2. To expand the definition of “resource”
3. To expand the definition of an ‘adequate product as the result
4. To achieve high levels of thinking
5. To build on prior knowledge and experiences
6. To bridge new learning with prior knowledge and experiences
7. To perform “real world” tasks
8. To use, manipulate, adapt, scrutinize, analyze, synthesize, evaluate information
9. To use writing process, invention techniques, and research
10. To use patience with process

Essential Skills:

1. Describe and explain significant events in the establishment of America as an independent nation.
2. Identify individuals and groups and the contributions they made to our nation.
3. Identify and describe social issues that are important in the nation, and how people work together to address them.

Teacher Objectives:

1. To facilitate, not provide knowledge of specifics on student projects
2. To teach information of process and all pertinent steps
3. To effectively monitor and adjust to students’ needs
4. To assess students’ growth at various intervals through various means, including tangible testing.
5. To endorse and encourage healthy questioning and thinking before writing.

Measurable Projects:
1. Subject Paper – synthesis of topic information
2. Project – Synthesis of topic element. (manipulative)
3. Student Oral report

Materials

Lined paper
Project materials – dependent on the project.
Pens and pencils
Markers
Computer
Internet
Books
CD-ROM
Videos

Requirements:
Project essays must be:

Typed in a 12 point professional font
Double spaced
Include a title page
Include a work-cited page

Content of Subject Paper must contain information on the following:

Historical Events
People
Music
Fashions
Inventions

All subject papers must include information from each of the topics above, and its impact on the nation, but not limited to those topics.

Project: (Manipulative): The project must be something that you created, and it must be tangible. It should complement the subject paper. That is, it must represent the topic of your research paper.

The End:
A complete project includes one subject paper, an oral presentation and a manipulative project.
See Assessment for explanation of the points possible.

Subject Paper 50 points (maximum)
Oral Presentation 50 points (maximum)
Manipulative project 50 points (maximum)

Late papers must be turned in no later than _______ and for every 2 days late, 10 points will be deducted from the paper. All projects must be completed no later than 3:15 p.m. ______________.

1. Research/choosing critical information – Clinic
2. Note-taking/Outlining – Clinic
3. Thesis Statement/pre-writing – Clinic
4. Research reliability – Clinic
5. Citations/Work Cited pages – Clinic
6. Writing/re-writing
7. Self-critique
8. Synthesis of manipulative

ADAPTATIONS FOR SPECIAL NEEDS:
Help find sources, and information for students. Highlight pertinent information.
Write dictated (from student) information
Help students organize information for oral presentation
Help students create a manipulative

NOTES:
Have each student or pair of students choose a decade to research and report on. The decade must be from 1900 through 1999 (1900-1909, 1910-1919, etc.). Be sure that each decade is represented. As the teacher you may also assign decades to students.

Have each student or pair of students research the events, inventions, music, fashion, people who contributed something to our nation during the particular decade starting from 1900.

To begin the research, have the students look up some kind of timeline about major events and people, etc., during the decade that they have chosen. Have the students write a minimum of 10 points or topics that they will be reporting on. The students will use these 10 points as an outline.

The report must include at least one of the following, historical events, people, music, inventions, and fashion.
ASSESSMENT:

Written Project:
The written project must include a 10 point outline. The paper must include a description of each of the 10 points listed on the outline. The paper must also include the impact that the event had on the nation when applicable.

Oral Project:
The Oral project must include a summary of the 10 point outline and the impact of an event had on the nation when applicable. The students must have visuals. (Manipulative project may serve as a visual)

Manipulative:
Must have some form of representative of all 10 points listed on the outline.

EVALUATION:
GEOGRAPHY OF THE UNITED STATES OF AMERICA
OBJECTIVES:
The students will recite all 50 states and their capitals.

ACTIVITIES:
Singing may be a very effective way to learn the 50 states and their capitals.
Teach the students the song or songs from the cassette "States and Capitals."

ADAPTATIONS:
Give the students a copy of the cassette so that they will practice during down times either at school or at home. Listening and reading reinforces the learning process.

MATERIALS:
Cassette "States and Capitals."

NOTES:
ASSESSMENT:

There will be no assessment for this exercise. It will be an ongoing exercise.

EVALUATION:
OBJECTIVES:
The students will illustrate their knowledge of the geography of each of the states.
The students will demonstrate their knowledge of geographical features such as mountains, islands, mesas, etc.

ESSENTIAL SKILLS:
Explain how the geographical features of a country or region influence its settlement and culture, and its utilization of natural resources.

ACTIVITIES:
Each student will be given a map that has listed all 50 states, split the map into sections for the students to study. Each section as they learn will come together somewhat like a puzzle. Ask the students to label as many of the states that they possibly can. Then go over the list using an overhead projector and a transparency of the United States. The students will tell you the names of the states that they know. Each student will know some states that the other students do not know. Fill in the section of the map that the students are studying, until it is complete. Have the students practice at home, practice the same way in the classroom again. At the end of the week give the students the maps again and ask them to again fill in the states that they know. The students will fill in many more than they did before. By the end of the last section, the students will probably know most if not all of the states.

With Clay have the students research and make a replica of different geographical features. Discuss with the students the significance of the geographical features of the country or region and how it may result in settlement and how it is used for cultural life. Discuss how we use the resources in a particular area to live.

ADAPTATIONS:
Give the students more practice time. Instead of giving the student the entire section of the United States, give the student a smaller piece the map so that these students will study. It will come together somewhat like a puzzle.

MATERIALS:
For Map
Map
Pen or pencil
Markers if requested
ASSESSMENT:
For the Map:
The maximum points for the map is 50. At the end of the lesson, a blank map will be given to the students. 1 point for each state labeled on the blank map.

For the Clay Project:
1 point for each correct geographic feature. One each from each student. For example; 1 mountain, 1 island, 1 mesa, etc.

EVALUATION:
THE CONSTITUTION
OBJECTIVES:
The students will be able to recite the Preamble to the Constitution, demonstrate knowledge of the Bill of Rights, three branches of government and their functions, and the contents of the Constitution.

ESSENTIAL SKILLS:
Name and describe the contents of national documents from which American democratic rights, freedoms, and ideals are derived.
Identify the rights of the individuals in our democratic society and explain how these rights guide public and private decision making.
Describe how laws and the election process policies are adapted to meet changing needs of the society.

ACTIVITIES:
Read through the Constitution. As an introduction, talk about the Bill of rights, the forms of government and how they are laid out in the constitution.
Show the video America Rocks. Each song is about how America was made.
Teach the students the song that has the preamble to the constitution in it. They will learn the preamble.
Have each student create a poster that details the process that it takes for an idea to become a law. Include all 10 steps:
1. Get an Idea
2. Write or telephone your congressmen
3. The congressman writes up your idea
4. The congressman introduces it to congress, it becomes a bill.
5. Goes to House of Representatives’ committee
6. Goes to the entire House for a vote.
7. Goes to Senate committee
8. Goes to the entire Senate for a vote
9. Goes to the President (President either signs or vetos)
10. It becomes a law.

Have the students create a small play that depicts how an idea becomes a law. The play must go through the process of introducing it to congress, going through committees, congress, and the president to become a law. Describe words like veto, pocket veto, bill, and law in the presentation.

ADAPTATIONS:
Give these students less complex roles in the play. Have them take the song and music home to practice.
MATERIALS:
America Rock Video
Poster Board
Markers
Photos
Pictures
Pen or pencils
Props if desired

NOTES:
ASSESSMENT:
50 points possible for poster. 5 points for each of the 10 steps that it takes for an idea to become a law.
100 points for successfully acting in the play.

EVALUATION:
CULMINATING ACTIVITY

OBJECTIVES:
The students will demonstrate their knowledge of history in the form of a performance from the colonial times to present day.

ACTIVITIES:
Teach the students as many songs as possible from the video America Rocks. Either have the students or yourself script history from the colonial days to present using songs from America Rocks. Create a presentation for the community, complete with props. Either a readers theater type presentation mixed with songs, or several acts that are scenes from important events in history. The students may better understand the sequence of American history doing this in the form of a timeline.

ADAPTATIONS:
Give the songs on cassette for the students to learn. Give them more time and less complex text to learn.

MATERIALS:
America Rocks Video
Computer
Paper
Pen or pencil
Props if desired

NOTES:
ASSESSMENT:

Probably no assessment for this presentation. This should be a culminating activity from the entire year. It should be fun, and exciting.

EVALUATION:
LOCAL HISTORY AND CULTURE
CULTURAL EXPERIENCES

OBJECTIVES:
The students will demonstrate the knowledge of their cultural history by interpreting the calendar stick.

ACTIVITIES:
The Akimiel Oodham people kept track of historical facts with symbols etched on a stick. An interpretation of one of the history sticks is written in a book written by Russell Hayes, named The Pima Indians. Have the students recreate the symbols on their own stick, with a marker or paint, while discussing the events and the impact that it had on the tribe as a whole.

ADAPTATIONS:
Discuss with the students the symbols, what they represent, and the impact on the tribe. Have the students repeat the information to be assured that they understand the information.

MATERIALS:
Stick about 5 feet long.
Marker or paint
Copy of the interpretation of the Calendar stick.

NOTES:
ASSESSMENT:

25 points possible for the recreation of the calendar stick. 1 point for each of the 25 events

EVALUATION:
LOCAL HISTORY

OBJECTIVE:
The students will demonstrate their knowledge of sequencing history by creating their own local or family history by using a Calendar Stick.

ACTIVITIES:
Either give the students a stick or better, take them on a field trip where they can find their own stick. Have the students clean and dry their stick.

Give the students a sheet of paper and have them list 10 important events that happened to them in their lifetime. (birth, sisters, school, vacation, etc.)

Next to each event have the students create a symbol that would represent the event. Be sure to reiterate to the students that when they create the symbol they must remember the significance of each of the symbols.

Suggest to the students that they can keep their history on the stick for years to come. They can use it to tell their children and grandchildren about the history of their young days. They could even pass the stick on to others to keep a local history.

ADAPTATIONS:
Have the students dictate the events in their lives. Write them down for them. Help them select a symbol that they can remember.

MATERIALS:
Stick
Marker
Paint
Paper
Pen or pencils

NOTES:
ASSESSMENT:
50 points possible. 5 points for each event, symbol, and finished calendar stick.

EVALUATION:
BASKETRY AND POTTERY

OBJECTIVES:
The students will demonstrate knowledge of the tribe’s cultural past by making a basket and pottery the way that their ancestors did hundred’s of years before.

ACTIVITIES:
Have an elder who is a master basket or pottery maker come to the school and teach the students techniques. The students will use the techniques of their elders to create their own basket and pottery. The students will do the entire process from the mining of the rocks, grinding them into powder, mixing the powder, forming the pot, painting it, and firing it.

The students will collect the arrow weed, and yucca stems. They will make a basket with the help of the instructor.

MATERIALS:
For Pottery
Clay
Water
Paint
Grinding stone

For Basket
Arrow weed
Tool for making holes
Yucca leaves

NOTES:
ASSESSMENT:

A completed basket or piece pottery for their own to keep should not be given a graded value.

EVALUATION:
OBJECTIVES:
The students will describe the way the tribal government works by studying the tribal constitution.

ACTIVITIES:
Give the students a copy of the Tribal Constitution. Read the constitution with the students and discuss the function of the tribal government and how it works.

Have a “Round Table Discussion” to discuss the similarities and differences between the tribal constitution and the United States Constitution. Discussion on how an idea becomes a law both on the reservation and the United States government.

ADAPTATIONS:
Discuss the facts with the students, have the students retell the events of how an idea becomes a law. This will ensure that the student knows the information.

MATERIALS:
Copy of the Tribal Constitution
Copy of the United States Constitution

NOTES:
ASSESSMENT:

25 points possible for active participation in the discussion of the differences and similarities between the Tribal Constitution and the United States Constitution.

EVALUATION: