



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

MacKenzie  
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### Chapter : Eleven Activity # One

**Topic:** Women's Rights

**Content Objective:**

As a result of this activity, the learner will:

- Research about the women that fought for equal rights when Kennedy was president. (understanding).

**Language Objective:**

As a result of this activity, the learner will:

- Create a presentation on the woman that they researched about and give five facts about what they did and how they fought for woman's rights, three interesting facts, and why they think that they are important (creating).

**Teacher Materials:**

- Laptops

**Student Materials:**

- Pencils
- Paper

**Indiana Academic Standards:**

Social Studies:

- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

Language arts:

- 4.W.5 Conduct short research on a topic.

**Procedures:**

1. Ask the students if women had equal rights back in the 1800's? What about in the 1900's? 2000's? And what about now?
2. Tell the students that they are going to be researching women that lived during the 1800's.
3. Have them get out a pencil, piece of paper and a laptop.
4. Ask them to Google women that lived during the 1800's and pick one woman that they want to research.
5. When researching about their person they need to include who she is, when she was born and when she passed away, what she is famous for, two interesting facts, and what they think about her.



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### **Closure:**

1. When everyone is finished, separate them into groups and have each one of them talk about the person that they researched.
2. After everyone has gone, ask them to come back as whole class.
3. Ask for volunteers to read about the person that they researched. Select three or four people to go.
4. Say, “What did you learn about women and equal rights in the 1800’s?”

### **Pre-Vocab Words List:**

The words to discuss with the class before the lesson are: suffrage, protest, law, and vote. The four-corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Partner groups: for interaction among the students.
- Four corner vocab: for learning vocabulary

### **Culturally Responsive Teaching Explained:**

This activity is integrated with language arts and fosters creative writing as well as thinking. The students have to choose a woman to research and then use critical thinking to decide what is best to put in the research. It is centered on interpersonal and intrapersonal skills so that the students are able to work by themselves and then communicate with a group about what they learned and researched.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.  
Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Kelly Ricks

### Chapter 11 : Women from Indiana

### Activity # 2

**Topic:** Women's Suffrage

**Content Objective:**

As a result of this activity, the learner will:

- Research famous or well-known women from Indiana who have made a difference in history or have responsible jobs. (understanding)

**Language Objective:**

As a result of this activity, the learner will:

- Write a brief report about the person they have researched describing what that woman does, where she is from, and how she has impacted the state, country, or world and the people in it. (creating)

**Teacher Materials:**

- List of women from Indiana who student's will do research over
- The prompt, rubric, and worksheet for the report
- iPads or computers for each student

**Student Materials:**

- Pencil

**Indiana Academic Standards:**

Social Studies:

- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century. Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

Language arts:

- 4.W.5 Conduct short research on a topic.
- 4.W.3.2 Write informative compositions on a variety of topics

**Procedures:**

1. As a class we will discuss what women's suffrage is, when it happened in Indiana, and how we over came it. We will read passages from the book by popcorn reading.
  - a. Page 291: Read the "Women and Equality" section
  - b. Page 307-310: Read section 11.3
2. After we have read, we will discuss the short research project the students will be conducting. They will each get matched up with a famous woman from Indiana and



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write a short report about her (see rubric). They will then present their person to a small group of students from class.

3. I will pick the students' names from a box and match them up with a famous woman from Indiana. I will also hand out the rubric, worksheet, and prompt to each student to fill out while researching.
4. Once each student has gotten their person, they will go to a computer or get an iPad to start research. They will use the websites <http://www.indianahistory.org/our-collections/reference/notable-hoosiers#.Vm3SslpCf-Y> and <http://www.kidrex.org>
5. After they have researched and filled out their worksheet, students will start their short report (see prompt).

### Closure:

1. After students have written their short report, I will assign students to small groups by counting them off by numbers. They will then go to their group and read their report to their classmates.
2. We will come back together as a class and I will ask if anyone has learned anything or heard something interesting from another students' report that they did not know before. They will share with the class what that is.
3. Homework: (relationship, community, and reflection) students must ask someone they live with or someone they know that was from this generation or knows someone from that generation. They will have them some questions (see below) and bring back any answers they find.

### Pre-Vocab Words List:

-- See four corner worksheet

1. Suffrage—the right to vote in an election
2. Advocates—a person who argues for or supports a cause or policy
3. Protest—to show or express strong disagreement with or disapproval of something

### SIOP Techniques: \*\*\*category

- Strategies: Note taking
- Interaction: Stand up and share
- Interaction: Round Robin

### Culturally Responsive Teaching Explained:

The homework given integrates community and relationships into the activity. By having students ask someone they know from the generation of women suffrage relates to the community by giving background on what life used to be like. They are building relationship with the people from that generation to gain knowledge for this particular subject. This



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assignment also integrates self reflection because the students have to think about the answers they receive and relay them to the class.

### **Sources Used:**

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Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

Indiana Historical Society (n.d.) Retrieved December 4, 2015, from

<http://www.indianahistory.org/our-collections/reference/notable-hoosiers#.Vm3SslpCf-Y>

Kidbox (n.d.) Retrieved December 4, 2015, from <http://www.kidrex.org>

### List of Women from Indiana

May Wright Seawall  
Anne Baxter  
Vivica A. Fox  
Nancy Noel  
Janet Scudder  
Julia Graydon Sharpe  
Marie Webster  
Annie Fellows Johnston  
Sarah T. Bolton  
Madam C.J. Walker  
Eliza Blaker  
Gretchen Cryer  
Sydney Pollack  
Margaret C. Anderson  
Dr. Nancy Snyderman  
Mariah Mendenhall  
Sandi Patty  
Juliet Strauss  
Anita DeFrantz

## Prompt

You will write a short essay about a famous woman from Indiana. This prompt will include an introduction paragraph, a paragraph describing her life found from details on your worksheet, a paragraph describing what she is famous for and what she is doing now, and a concluding paragraph. See rubric for details about the paragraphs.

# Rubric

## Worksheet:

- Every question must be answered
- The topics on the worksheet will be used when writing the report

## Paragraph 1 – Introduction:

- Must have 3-5 sentences
- This is introducing who the person is and what the audience will expect to learn when listening/reading the report

## Paragraph 2:

- Must have 5-10 sentences
- Must include where she is from, when she was born, the family she had growing up, schooling, and any inspirations

## Paragraph 3:

- Must be 5-10 sentences
- Must include what she is famous for and what she is doing now

## Paragraph 4 – Conclusion:

- Must have 3-5 sentences
- Will sum up who the person is and tell anything they learned or found interesting about her.

Name \_\_\_\_\_

Date \_\_\_\_\_

## My famous Woman is...

Name of Woman:

Early Life:

Where is she from? –

When was she born? –

Family—

School—

Inspirations—

What is she famous for?

Where is she now?

Still alive?

Family?

# Suffrage

Definition:

the right to vote in an election



Sentence:

# Advocates

Definition:

a person who argues for or supports a cause or policy

Sentence:



# Protest

Definition:

to show or express strong disagreement with or disapproval of something



Sentence:

## Homework Questions

1. Who is the woman or women you are asking these questions to and when were they born?
2. Does she/they remember anything about women suffrage? If so, how did it affect them?
3. Has she or have they ever encountered women suffrage personally? If so, in what way?
4. How has she or how have they seen this topic change over the past several years?



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### Chapter 11 : Segregation Timeline

### Activity # 3

**Topic:** Time line of Indiana Schools

**Content Objective:**

As a result of this activity, the learner will:

- Create a timeline of when schools were segregated, what happened during those times, and when schools became equal. (creating)

**Language Objective:**

As a result of this activity, the learner will:

- Be able to discuss information about how schools have changed over the decades and why those changes were good and bad. (understanding)

**Teacher Materials:**

- Timeline blocks
- Tape
- Whiteboard and marker

**Student Materials:**

- Notebook and pencil
- Copy of timeline blocks
- Glue

**Indiana Academic Standards:**

Social Studies:

- 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Language arts:

- 4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

**Procedures:**

1. I will show the class the cut-out timeline pieces that I have brought in to use for this activity. I will talk about how each timeline piece came from the book and will be focusing on segregation in Indiana schools. The timeline will be from 1920-1990.



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2. I will first let the children get into groups of two or three (group numbers will be dependent on class size). Once there are eight groups, I will hand out a timeline piece to each group. Before they start, they will need to get out their notebook, scissors, a pencil, and glue for an activity later on.
3. As a group and a class, they will have to decide which pieces go first, middle, and last up on the board. There will be tape for the groups to decide where they want to put each piece. They will be allowed to change their placement after they put it up on the board.
4. After about 15 minutes, the students will return to their seats. On their desk will be the exact copy of each timeline piece we put up on the board. I will ask them to cut these out one by one as we talk about the correct answers.
5. With their notebook out, I will tell the class if their first timeline piece was correct. If it is, they will cut it out, glue it to their notebook, and we will talk about it. If it is wrong, I will have a person from that group come up and re-tape the correct piece below the timeline on the board. Then they will cut and glue and discuss.
6. After each timeline piece is glued into their notebook, students will write down any additional information that is discussed in class underneath. I will also be writing additional information up on the board under each piece.
7. We will continue this process until the timeline is correct on the board and in their notebook.

### **Closure:**

1. As a class, we will talk about what schools are like now in 2015.
  - a. Are schools still segregated?
  - b. Why do you think schools aren't segregated anymore?
  - c. What type of races do we learn with?
  - d. Do you think is it like this everywhere in America?

### **Pre-Vocab Words List:**

-- See four corner worksheet

1. Segregation—the practice or policy of keeping people of different races, religions, etc., separate from each other
2. Timeline—a plan that shows the order of events that will happen, things that will be done, etc.

### **SIOP Techniques:**

- Practice/Application: Group Timeline
- Strategies: Note Taking

### **Culturally Responsive Teaching Explained:**

### **Sources Used:**

The activities within this booklet were prepared by education majors at Franklin College.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary. (n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

African Americans moved from the south to  
Indiana

Indianapolis's first all-black High School opened,  
Crispus Attucks High School

The first African American to play Big Ten  
college basketball at IU

The Indiana general assembly passed the Indiana  
School Desegregation Act 1940s and 1950s IU  
campus was desegregated

Supreme Court decision of *Brown v. Board of  
Education* passed

Several of Indiana's northern cities integrate  
their schools

Desegregating schools by integrating a busing  
plan for African Americans

Integration was starting slowly

## KEY

1920 African Americans moved from the south to Indiana

1927 Indianapolis's first all-black High School opened, Crispus Attucks High School

1947 The first African American to play Big Ten college basketball at IU

1949 The Indiana general assembly passed the Indiana School Desegregation Act 1940s and 1950s IU campus was desegregated

1954 Supreme Court decision of *Brown v. Board of Education* passed

1950s Several of Indiana's northern cities integrate their schools

1973 Desegregating schools by integrating a busing plan for African Americans

1990s Integration was starting slowly

# Segregation

Definition:

the practice or policy of keeping people of different races, religions, etc., separate from each other

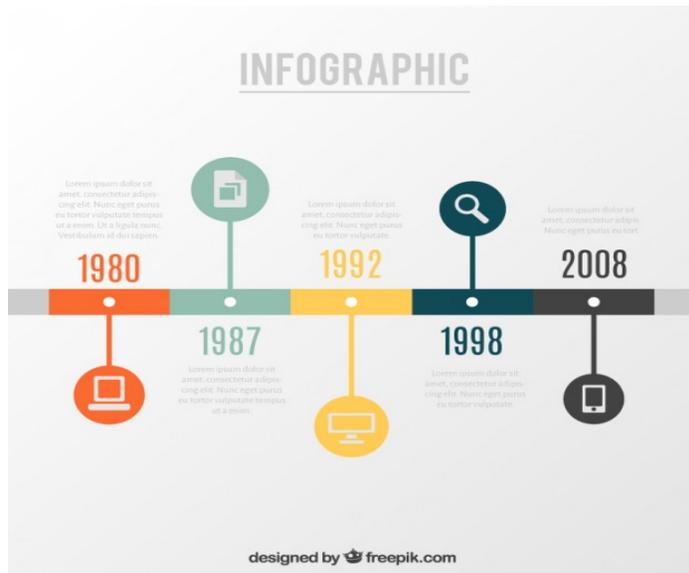
Sentence:



# Timeline

Definition:

a plan that shows the order of events that will happen, things that will be done, etc.



Sentence:



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### Chapter : Robert Kennedy and Campaigning

Activity # 4

**Topic:** Social Studies/ Robert Kennedy and campaigning

**Content Objective:**

As a result of this activity, the learner will:

- Research about Robert Kennedy and his presidential campaign (understanding).

**Language Objective:**

As a result of this activity, the learner will:

- Create a sign with a slogan or phrase that was used when Robert Kennedy was running for election (create).

**Teacher Materials:**

- Poster board, construction paper, laptops, magazines, and rulers.

**Student Materials:**

- Pencil, markers, crayons, colored pencils, scissors, and glue.

**Indiana Academic Standards:**

Social Studies:

- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

Language arts:

- 4.W.5 Conduct short research on a topic.

**Procedures:**

1. Ask the students to raise their hand if they know who Robert Kennedy is.
2. Tell them that he was a president back in the 1800's and explain how he had to campaign in order to be chosen as president.
3. Have the students get a computer and research slogans and sayings that were used back then to get people to vote for you.
4. Get a poster board and have the students create their own sign using a slogan that they found on the Internet.
5. When everyone is finished display them all in the hallway so that other classes can see.

**Closure:**

1. Have everyone come back as a class and discuss the different slogans that they choose and ask why they choose them.



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2. Hang the posters up in the hallway so that everyone can see them.

### **Pre-Vocab Words List:**

The words that we will discuss before going over this activity are slogan, president, campaign, and vote. The four corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Group discussion: allows the students to work with other students.
- Four corners vocab: builds vocabulary

### **Culturally Responsive Teaching Explained:**

This activity is integrated with language arts and the students have to use correct grammar, punctuation, and handwriting in order to write a correct slogan. The students must use critical thinking to decide which saying is the most appropriate or will get them the most votes for the presidential campaign. They must be able to pick their own slogan and how they want to create it and put it on the sign for everyone to see.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>



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### Chapter 11 : Constitution Activity # 5

**Topic:** Social Studies/ Constitution

**Content Objective:**

As a result of this activity, the learner will:

- Research the Constitution and the laws that prohibited African American's and women from having equal rights (understand).

**Language Objective:**

As a result of this activity, the learner will:

- Write why the laws/amendments in the 1800's did not allow the African American American's and women equal rights, using five different reasons and explaining why.

**Teacher Materials:**

- Constitution book and Laptops.

**Student Materials:**

- Pencil and paper.

**Indiana Academic Standards:**

Social Studies:

- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

Language arts:

- 4.W.5 Conduct short research on a topic.

**Procedures:**

1. Ask the students if they know what the Constitution is and then ask a few of them to explain it.
2. Have the students get a computer, a pencil, and piece of paper. Tell them that they are going to look at what the laws of the Constitution are.
3. They are to get a partner and then go through and find the laws/amendments that they think are not fair for those of a different race or gender.
4. Have them explain why they think that the laws are unfair and have them rewrite or put them into their own words.

**Closure:**

1. Have everyone come back as class and have each group give an example of a law that they didn't think was equal.



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2. Ask if they think everyone has equal rights now and what they would do to make sure that everyone has the same rights.

### **Pre-Vocab Words List:**

The words that we would discuss before we did this activity are: rights, equal, amendment, and Constitution. The four corner vocab sheet for these words is attached.

### **SIOP Techniques:**

- Partners: allows the students to interact with one another.
- Four Corners Vocab: allows the students to open their vocabulary.

### **Culturally Responsive Teaching Explained:**

This lesson is integrated with language arts and requires the students use critical thinking. They have to decide with a partner which law/amendment is unfair and how they would like to correct it. They must use their communication skills with their partners to decide what they should write and how they should write it so that it is fair for everyone. The students are also paired together so that allows for open communication between the two and fosters good social interaction.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary.(n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>



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### Chapter 11: Analyzing Speeches (grammar and terms)

### Activity # 6

**Topic:** Analyze and Write Speeches

**Content Objective:**

As a result of this activity, the learner will:

- Analyze a speech by discussing important aspects throughout and transferring the speech into fourth grade words to better understand it. (analyzing)

**Language Objective:**

As a result of this activity, the learner will:

- Break down a speech and explain different parts of it by writing down the verbs, nouns, adjectives, adverbs, type of sentence, similes, metaphors, and anything else they might find. (understanding)

**Teacher Materials:**

- Copy of speech—one for up on the board –one for each student
- Whiteboard and marker
- Thesaurus

**Student Materials:**

- Pencil and Notebook

**Indiana Academic Standards:**

Social Studies:

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

Language arts:

- 4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.W.6.1 Demonstrate command of English grammar and usage, focusing on: 4.W.6.1a Nouns/Pronouns 4.W.6.1b Verbs 4.W.6.1c Adjective/Adverbs 4.W.6.1d Prepositions

**Procedures:**

1. As a class, we will all look at page 295. I will read the speech that was given by John F. Kennedy aloud to the class as they follow along with a wiki stick, highlighter stick, or finger.
2. After I have read the speech, we will discuss why this speech was given, who John F. Kennedy was, and what the speech means.



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3. I will have portions of the speech cut out and ready to give to each student. We will then do the Think-Pair-Share activity. The children will think about what their card means, get with a partner, and share what they have discovered.
4. After students have shared, I will collect the cards and give each partner group a new section of the speech. In the partner groups, they will rewrite the new portion of that speech in their notebook in words that we will understand (if it needs to be rewritten). There will be thesauruses in the classroom for the students to use.
5. After discussion, we will look up at the smart board where the speech will be pulled up. Each partner group will stand up in order and say aloud what they rewrote. As a class we will discuss and then I will rewrite it up on the board.
6. We will do this for each partner group. Then we will reread the speech in our own words.

### **Closure:**

1. After we have reread the speech, I will give students work to do on their own. They will get out their pencil and notebook.
2. They will each get another part of the speech and in their notebook write down the noun, verb, type of sentence, prepositions, and pronouns that they find.
3. Students will volunteer to share up on the smart board.

### **Pre-Vocab Words List:**

All vocab in speech will be addressed

### **SIOP Techniques: \*\***

- Interaction: Think-Pair-Share

### **Culturally Responsive Teaching Explained:**

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary. (n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

<p>I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight. Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort.</p> <p style="text-align: right;">1</p>
<p>In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black-- considering the evidence there evidently is that there were white people who were responsible-- you can be filled with bitterness, with hatred, and a desire for revenge.</p> <p style="text-align: right;">2</p>
<p>We can move in that direction as a country, in great polarization--black people amongst black, white people amongst white, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.</p> <p style="text-align: right;">3</p>
<p>For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.</p> <p style="text-align: right;">4</p>
<p>But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times. My favorite poet was Aeschylus. He wrote: "In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God."</p> <p style="text-align: right;">5</p>
<p>What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they be black.</p> <p style="text-align: right;">6</p>

<p>So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that's true, but more importantly to say a prayer for our own country, which all of us love--a prayer for understanding and that compassion of which I spoke.</p>	7
<p>We can do well in this country. We will have difficult times; we've had difficult times in the past; we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.</p>	8
<p>But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land.</p>	9
<p>Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.</p>	10