



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Olivia Beaman

**TOPIC:** Chapter 2: William Henry Harrison Activity#1

**CONTENT OBJECTIVE:** As a result of this activity, the learner will: learn about William Henry Harrison

**LANGUAGE OBJECTIVE:** As a result of this activity, the learner will: practice fluency and use a primary source to analyze and create a timeline

**TEACHER MATERIALS:** book: *William Henry Harrison: Our Ninth President* by Ann Graham Gaines

**STUDENT MATERIALS:** book: *William Henry Harrison: Our Ninth President* by Ann Graham Gaines, paper, yarn, markers or colored pencils, tape or glue, computer for research

**INDIANA STANDARDS:**

Social Studies:

**4.1.9** Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century

Language Arts:

**4.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

**4.RN.4.2** Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

**PROCEDURES:**

1. Read the book about William Henry Harrison as a group, pausing to ask/answer relevant questions
2. Discuss William Henry Harrison's political history, focusing on the impact he made on Indiana.
3. Turn to pages 38-39, the timeline of Harrison's life and career. Discuss his heritage, mentioning that Benjamin Harrison (the 23<sup>rd</sup> president of the United States) was his grandson.
4. Relate Harrison's roots and heritage to the students using phrases such as, "he was just an average guy, but he became president!" Ask students how this relates to them, challenging them to think about where they might end up in the future—they just might end up doing something great!
5. Have students identify the text feature as a timeline, and discuss the purpose of a timeline
6. Have students use information from their books to create their own timeline of Harrison, consisting of what they believe to be the 8 most significant events in his life. They will use the paper and yarn to create the timeline. Encourage students to make their timelines bright, colorful, and interesting—they may use pictures as well as words.
7. After the students have created their timelines, assign the essay prompt (attached)
8. Assist students as necessary with the essay, and help them find one reliable technology source about William Henry Harrison



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9. When students have completed their rough draft, use the clock buddies strategy to pair students for peer reviewing

### **CLOSURE:**

Review Harrison's life with the class, asking them to highlight important aspects. Review the cultural discussion earlier in the lesson—relate back to students lives, challenging them to apply the concepts to themselves.

### **PRE-VOCAB WORDS LIST:**

DEFINITIONS FOUND IN GLOSSARY (PAGES 40-41)

**Campaign:** A campaign is the process of running for an election, including activities such as giving speeches or attending rallies.

**Confederation:** A confederation is a group of people who come together for a common purpose.

**Inauguration:** An inauguration is the ceremony that takes place when a new president begins a term.

**Legislature:** A legislature is the part of a government that makes laws.

**Recruit:** When people recruit others, they convince them to join a group.

**Siege:** If people or places are under siege, they have been surrounded or captured.

### **SIOP TECHNIQUES:**

- Clock buddies—interaction

Using the clock template (attached below, created by ReadingQuest), divide students into pairs, writing a different student's name on each "hour." Using clock buddies can help struggling students learn from their peers. It also provides intentional time for students to interact with and learn to appreciate each other. The clock buddies strategy is an excellent way to quickly pair or group students together for peer evaluations or other group activities.

- Graphic organizers—grasping the "wholeness and parts" of the topic

The use of graphic organizers helps students synthesize information in a text. In this lesson, students create their own timelines. Timelines display concise, important and relevant information in a visually appealing way. When allowed to use pictures as well as text, English Language Learners have the opportunity to demonstrate their knowledge through drawings. This can then easily be formed into words with assistance. Graphic organizers are beneficial for many students—visual learners, students with attention difficulties, English Language Learners, and more!

### **CULTURALLY RESPONSIVE TEACHING EXPLAINED:**

By discussing Harrison's heritage and descendants, students can see how just an "average guy" can go on to do great things. White students often feel that they do not have a culture, or that their heritage is uninteresting. By pointing out that Harrison was seemingly a "nobody," students may relate to him more closely. Harrison made an enormous impact on Indiana's history, as did his descendants. When students see how the impact of Harrison's life decisions echoed throughout generations, students may realize that they have the same potential. It is important for students to understand that even if their lineage is not particularly "interesting," where they go in life can change the perception of their culture in the future! After all, what matters more—where we have been, or where we are going?

### **SOURCES USED:**

"Clock Buddies" template, ReadingQuest

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story.



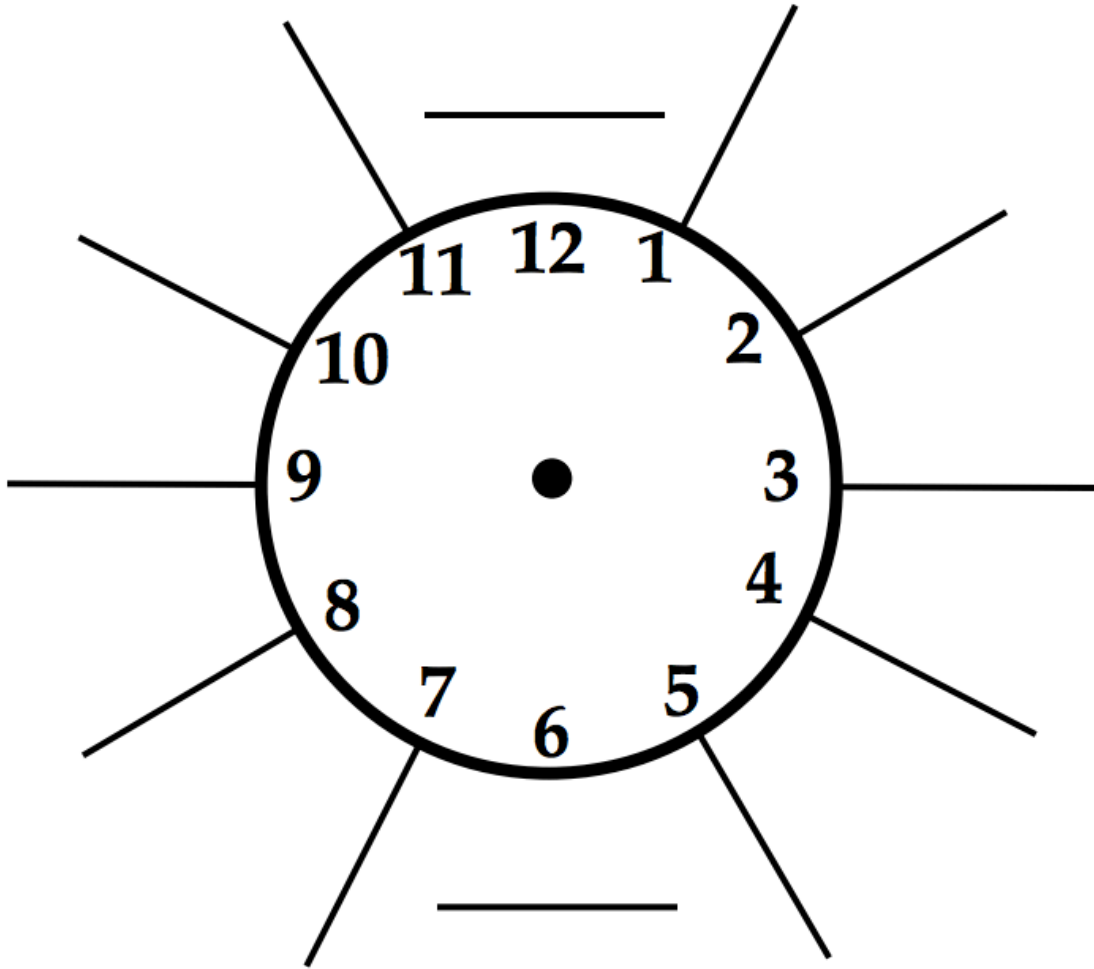
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Indianapolis, IN: Indiana Historical Society Press.

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

Gaines, Ann. *William Henry Harrison: Our Ninth President*. Chanhassen, Minn.: Child's  
World, 2002. Print.

# CLOCK BUDDIES







## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Olivia Beaman

**TOPIC:**Chapter 2: George Rogers Clark Activity #2

**CONTENT OBJECTIVE:** As a result of this activity, the learner will: learn about George Rogers Clark and the Revolutionary War. s

**LANGUAGE OBJECTIVE:** As a result of this activity, the learner will: practice fluency and synthesize information gained from a primary source to create a short readers' theatre.

**TEACHER MATERIALS:** book: *George Rogers Clark: American General* by Michael Burgan

**STUDENT MATERIALS:** book: *George Rogers Clark: American General* by Michael Burgan, paper and pencil, supplies for creating props (feathers, yarn, cardboard, construction paper, tape, markers, glue, etc.)

**INDIANA STANDARDS:**

Social Studies:

**4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.

Language Arts:

**4.W.3.3** Write narrative compositions in a variety of forms that –

- Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events.

**PROCEDURES:**

1. Read the book about George Rogers Clark as a group, pausing to ask/answer relevant questions.
2. Discuss Clark's military career, focusing on the impact the revolutionary war made on Indiana.
3. After reading the book, ask students to name several important events/battles that were discussed.
4. Use the clock buddies strategy to divide students into small groups (3-5)
5. Using the assignment page (attached below), explain to students that they are to work together to create a short readers' theatre presentation over one (teacher-approved) event discussed in the book.Some topics may include: battles in Kentucky, the battle of Vincennes, the defeat of Shawnee at Piqua, etc.
6. Assist groups in the development of their readers' theatre scripts as needed.
7. When students are finished with their scripts, allow them to create (appropriate) props for their presentation.



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### **CLOSURE:**

Allow each group to present their readers' theatre. After each performance, allow students time to ask questions of each group. Challenge each group with questions such as, "what impact did this event have on Indiana (or the Revolutionary War)?" or, "why do you think \_\_\_\_\_ did \_\_\_\_\_?"

### **PRE-VOCAB WORDS LIST:**

DEFINITIONS FOUND IN GLOSSARY (PAGE 74)

Ambushed: attacked by hidden soldiers

Campaign: a military mission

Crucial: extremely important

Expedition: a trip to explore land or fight a military battle

Regiment: a group of soldiers

Survey: to measure the boundaries of land

### **SIOP TECHNIQUES:**

- Clock buddies—interaction
- Encouraging more elaborate responses—questions asked in closure section

### **SOURCES USED:**

Burgan, Michael. *George Rogers Clark: American General*. Philadelphia: Chelsea House, 2002. Print.

"Clock Buddies" template, ReadingQuest

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/>

Below, write each person's name, their job in creating the readers' theatre, and the part(s) played in the performance:

**Name:** \_\_\_\_\_ **Job:** \_\_\_\_\_ **Part(s):** \_\_\_\_\_

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**Assignment:** Work together to create a readers' theatre presentation over one (teacher-approved) event that occurred in the book, *George Rogers Clark: An American General*. Use this book as your primary source of information! If you feel that you need more information, ask your teacher to help you find other reliable sources.

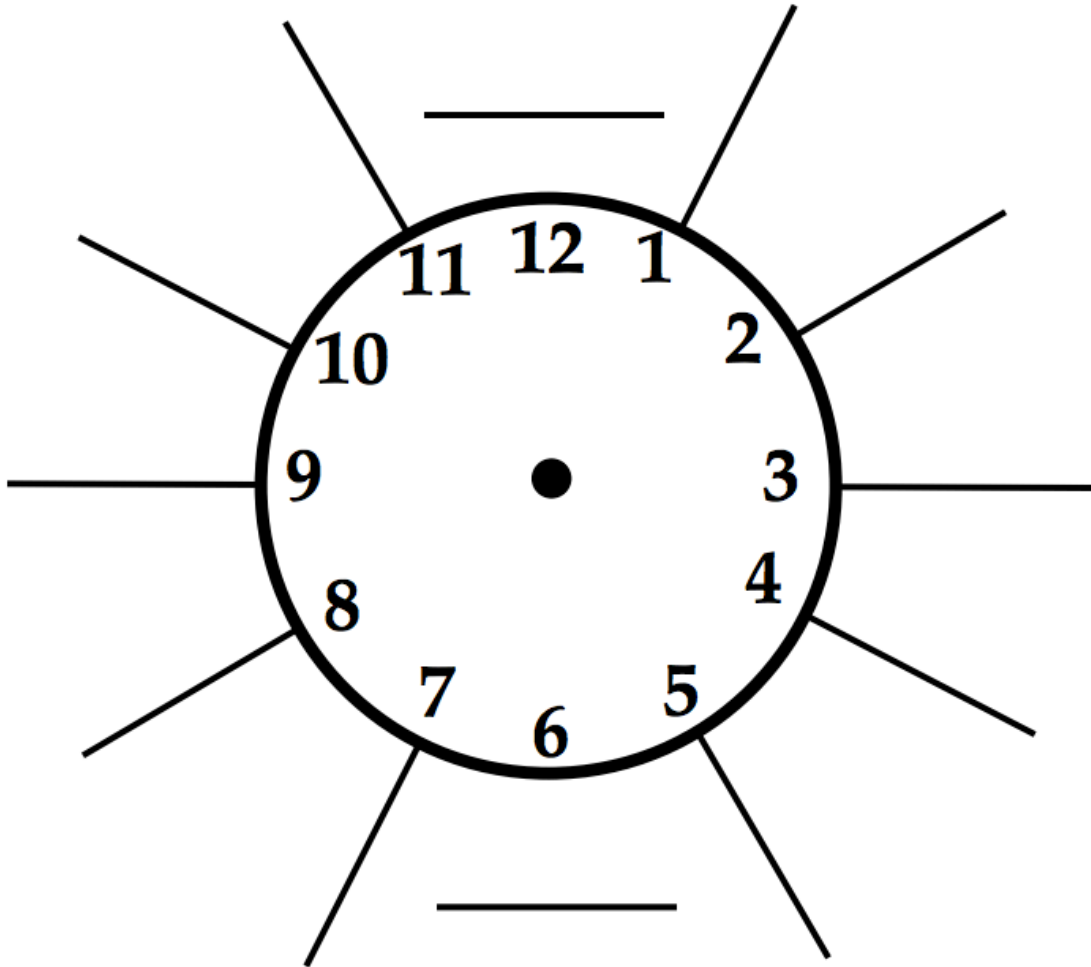
**Requirements:** your readers' theatre must:

- Have a teacher-approved subject, using school-appropriate language
- Be accurate to the real event(s) that occurred in the Revolutionary War
- Be fun and interesting
- Use at least 3 props that you create
- Be at least 5 minutes in length (of performance)
- Have each person involved in the research and writing of the script
- Have each person involved in the performance

HAVE FUN WITH THIS PROJECT! 😊



# CLOCK BUDDIES





## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
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**TOPIC:** Chapter 2: Indiana Statehood Activity #3

**CONTENT OBJECTIVE:** As a result of this activity, the learner will: learn about how Indiana became a state.

**LANGUAGE OBJECTIVE:** As a result of this activity, the learner will: practice fluency and synthesize information gained in a primary source to write a persuasive essay.

**TEACHER MATERIALS:** book: *Seeds of a Nation: Indiana* by P.M. Boekhoff and Stuart A. Kallen

**STUDENT MATERIALS:** book: *Seeds of a Nation: Indiana* by P.M. Boekhoff and Stuart A. Kallen, paper and pencil

**INDIANA STANDARDS:**

Social Studies:

**4.1.4** Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood.

Language Arts:

**4.W.3.1** Write persuasive compositions in a variety of forms that –

- In an introductory statement, clearly state an opinion to a particular audience.
- Support the opinion with facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section related to the position presented.

**PROCEDURES:**

1. Read the book about Indiana as a group, pausing to ask/answer relevant questions
2. Discuss Indiana's history, focusing on Indiana's journey to statehood (pages 32-41).
3. List and talk about the steps that were necessary for a territory to become a state.
4. Discuss the essay prompt (attached)
5. Create a graphic organizer of pros and cons of having their town or city turned into a "state," and assign essay.
6. Assist students as necessary with the essay, and help them find reliable outside sources (if needed)
7. When students have completed their rough draft, use the clock buddies strategy to pair students for peer reviewing.

**CLOSURE:**

Review what was learned in the book about Indiana's history. Have an overview of the pros and cons list created in class. Have students raise their hands to show if they chose to write for or against the statehood of their town or city. Allow students to share their essays, if they desire, and discuss their writing and position on the prompt.

**PRE-VOCAB WORDS LIST:**



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DEFINITIONS FOUND IN GLOSSARY (PAGE 43)

**Assembly:** A group of persons gathered together for a common reason, as for legislative purposes..

**Bootleg:** To sell illegally.

**Delegate:** An elected or appointed representative of a U.S. territory in the House of Representatives who is entitled to speak but not to vote

**Stampede:** To frighten and cause to suddenly run away in panic.

### **SIOP TECHNIQUES:**

- Clock buddies—interaction

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### **SOURCES USED:**

Boekhoff, P. M., and Stuart A. Kallen. *Seeds of a Nation: Indiana*. San Diego, Calif.: Kidhaven, 2002. Print.

"Clock Buddies" template, ReadingQuest

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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