



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Kelsi Cuskaden

Chapter: 6 Activity # 1

Topic: Industrialization – Famous Hoosiers

Content Objective:

As a result of this activity, the learner will:

- Research (understanding) four components of a famous Hoosier's life, including information like their childhood/background, invention/ what they are famous for, and other interesting ideas

Language Objective:

As a result of this activity, the learner will:

- Build (creating) a hanger mobile of a famous Hoosier, who contributed to Indiana's Industrialization from information gathered during internet research

Teacher Materials:

- **Criterion Sheet**
- Hanger
- String
- Construction Paper

Student Materials:

- Computer
- Pencil
- Paper
- Markers/Colored Pencils

Indiana Academic Standards:

Social Studies:

- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation

Language arts:

- 4.RN.42 Combine information from two texts on the same topic to in order to demonstrate knowledge about the subject

Procedures:

1. After discussing industrialization in Indiana, the students will begin working on a mini-project. The students will be given a website to go to (www.visitindiana.com/about-indiana/famous-hoosiers) to choose a famous



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- Hoosier to research. Students will be instructed to focus on individuals who were involved in industrializing Indiana.
2. Students will use the above website to choose their Hoosier; however, they will then be told to research on their own and find additional websites that provide information about their famous Hoosier.
 3. Students will need to provide the information outlined on a “Criterion Sheet” (Attached) provided to the students.
 4. Students will then collect the materials they need to make their mobile from a supply table. They will gather a hanger, five pieces of construction paper (that had previously been hold punched), and string to hang the construction paper.
 5. Students will write in complete sentences five main facts that they learned about their famous Hoosier. Each fact will go on a separate construction paper piece.

Closure:

1. Students will each present one thing they learned about their famous Hoosier to the class by showing off their hanger mobile. The students will then turn their mobiles in to be graded and hung up from the ceiling.

Pre-Vocab Words List:

The four corner vocab sheet for these words ‘origin,’ ‘refineries,’ ‘ambitious,’ and ‘industrial’ is attached.

SIOP Techniques:

- Signal Cards – Students will have a red and green card while they are researching and putting together their mobiles. If they need help at any point, they need to put out their red cards.

Culturally Responsive Teaching Explained:

This activity is very much student-centered, as it is the students who are in charge of choosing a famous Hoosier and then researching them. They will then be provided materials to build their own hanger mobiles. Students will be focusing on multiple disciplines during this activity. They will be learning social studies content knowledge, research skills, and presentation skills.

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/>

"Famous Hoosiers." *Famous Hoosiers*. Discover America, 2014-2015. Web. 11 Dec. 2015. <https://visitindiana.com/about-indiana/famous-hoosiers>



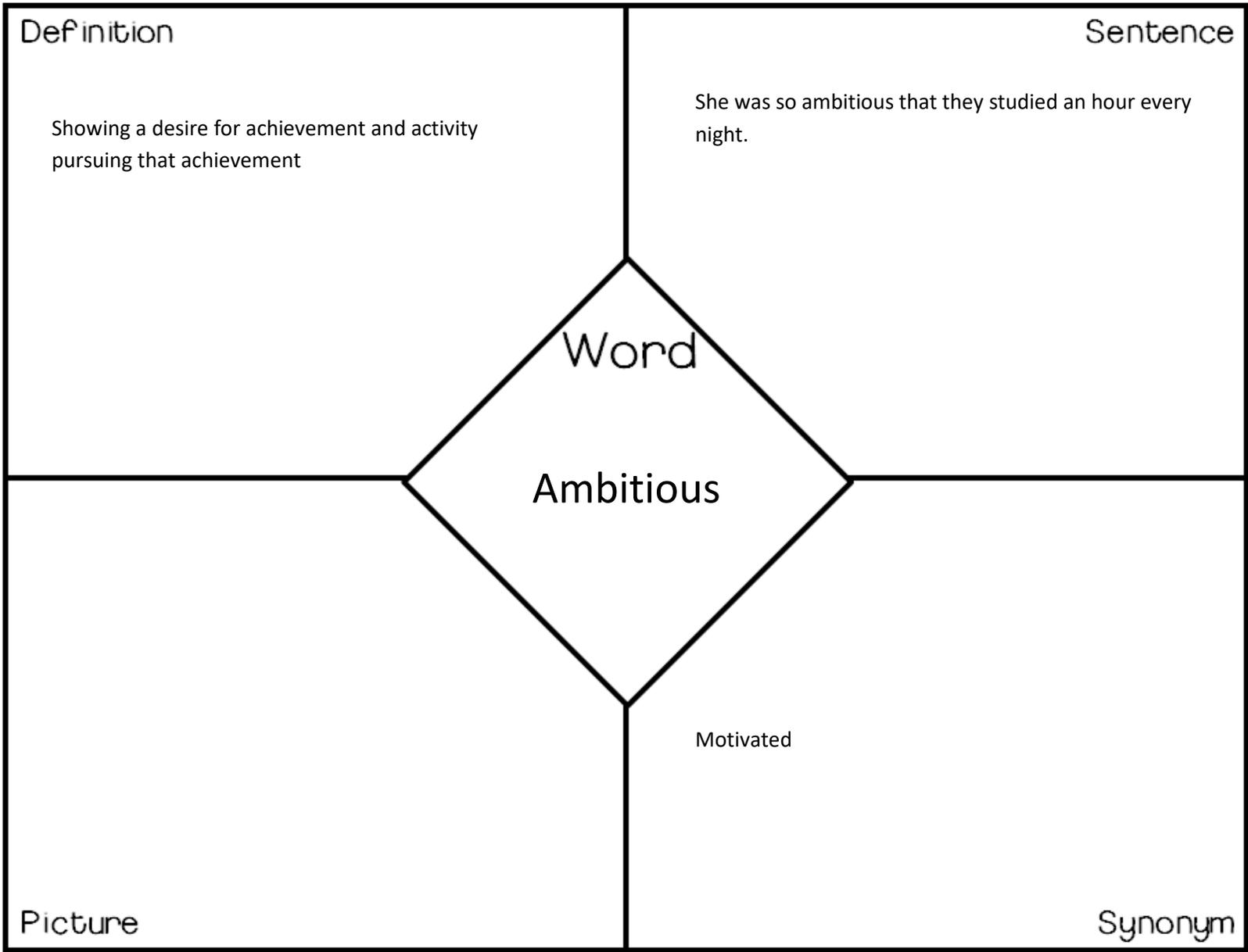
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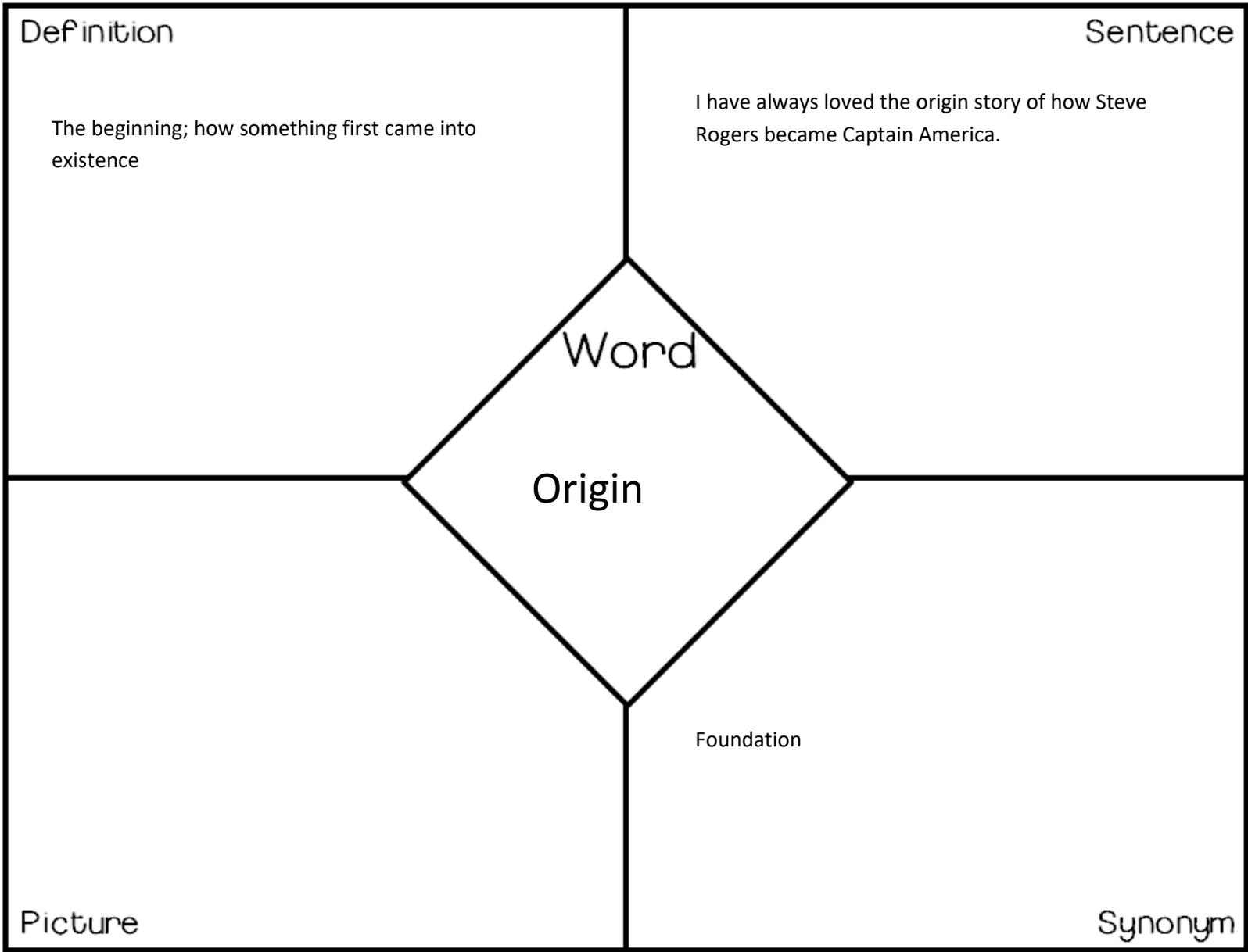
Hangar Mobile Rubric:

Name of Famous Hoosier is displayed	2 points
5 Facts about that Hoosier is included	5 points
Famous Hoosier was somehow involved in the industrialization process in Indiana	2 points
Hangar Mobile is colorful (at least three different colors are used to write the facts)	3 points
Hangar Mobile is NEAT and well-put together	3 points

Definition			Sentence
		Word	
Picture			Synonym

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Definition

A place that refines or purifies a substance, such as sugar

Sentence

I could make a fortune if I ran an oil refinery.

Word

Refineries

Cleanser

Picture

Synonym



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Chapter : 6 Activity #2 Transportation: Then and Now

Topic: Transportation

Content Objective:

As a result of this activity, the learner will:

- Describe (understanding) how transformation in the form of cars and buses changed lives by considering how different their day would be without those forms of transportation.

Language Objective:

As a result of this activity, the learner will:

- Write (creating) a brief journal entry over how they got to school that day and then write an altered version where they did not have cars or buses.

Teacher Materials:

- Whiteboard/Chalkboard
- Dry-Erase Marker/Chalk

Student Materials:

- Journal
- Pencil

Indiana Academic Standards:

Social Studies:

- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation

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. Students will begin the activity by writing a short narration of how they got to school that morning.



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2. After an appropriate time has passed, they will be asked to imagine how differently their morning would have gone if all cars, trucks, and buses disappeared. Students will be asked if they would have to get up earlier or walk to get to school.
3. Students will then be given around ten minutes to write up how they would have gotten to school if they had no transportation access.
4. SIOP technique
5. Students will then be called on to share how different their morning was in the second writing compared to the first. The teacher will write these comparisons up on the board.

Closure:

1. The activity will end with a discussion over the importance of transportation. Students will be asked to discuss with another student how they think Hoosiers must have responded when cars were first introduced (Think-Pair-Share). They will be asked to consider how it might have made their life easier. Finally, students will share these ideas with the class.

Pre-Vocab Words List:

The four corner vocab sheet for these words 'obscure,' 'naysayers,' and 'ceased' is attached.

SIOP Techniques:

- Think-Pair-Share

Culturally Responsive Teaching Explained:

This activity gets the children a chance to be creative within the content area, as they get to imagine how life would be like without transportation. Seeing as there is no specific right or wrong answer, students do not have to be stressed about getting the "right" answer. Finally, students are also getting valuable practice in for narrative writing. Making this activity both social studies and language arts related.

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/>

"Devoted to Vocabulary Development |." *Devoted To Vocabulary Development RSS*. The Honey Bunch, n.d. Web. 11 Dec. 2015. <http://devotedtovocabularydevelopment.com/page/2/>

Definition

To stop; to come to an end

Sentence

It took one look from the teacher for the students to
cease their chatter.

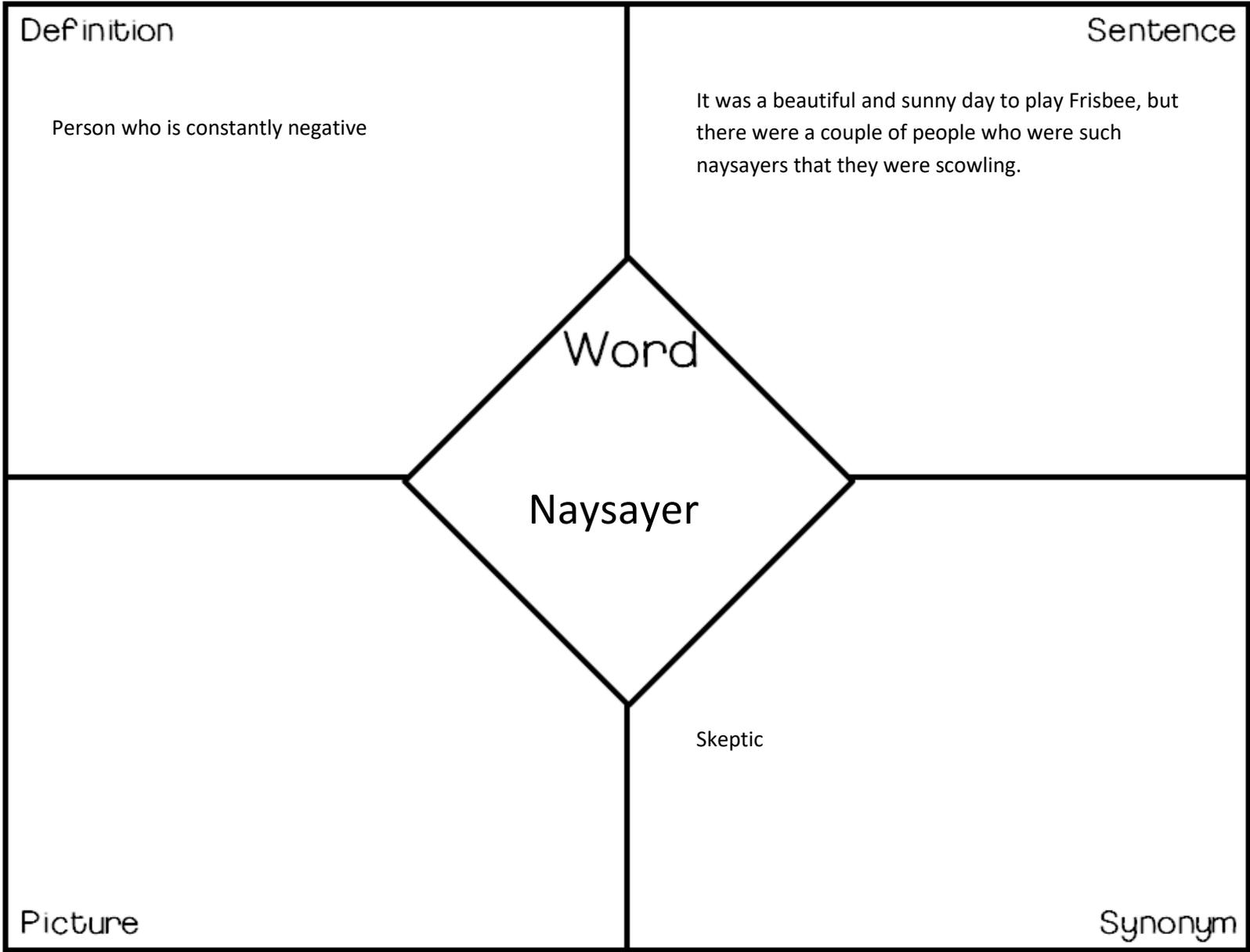
Word

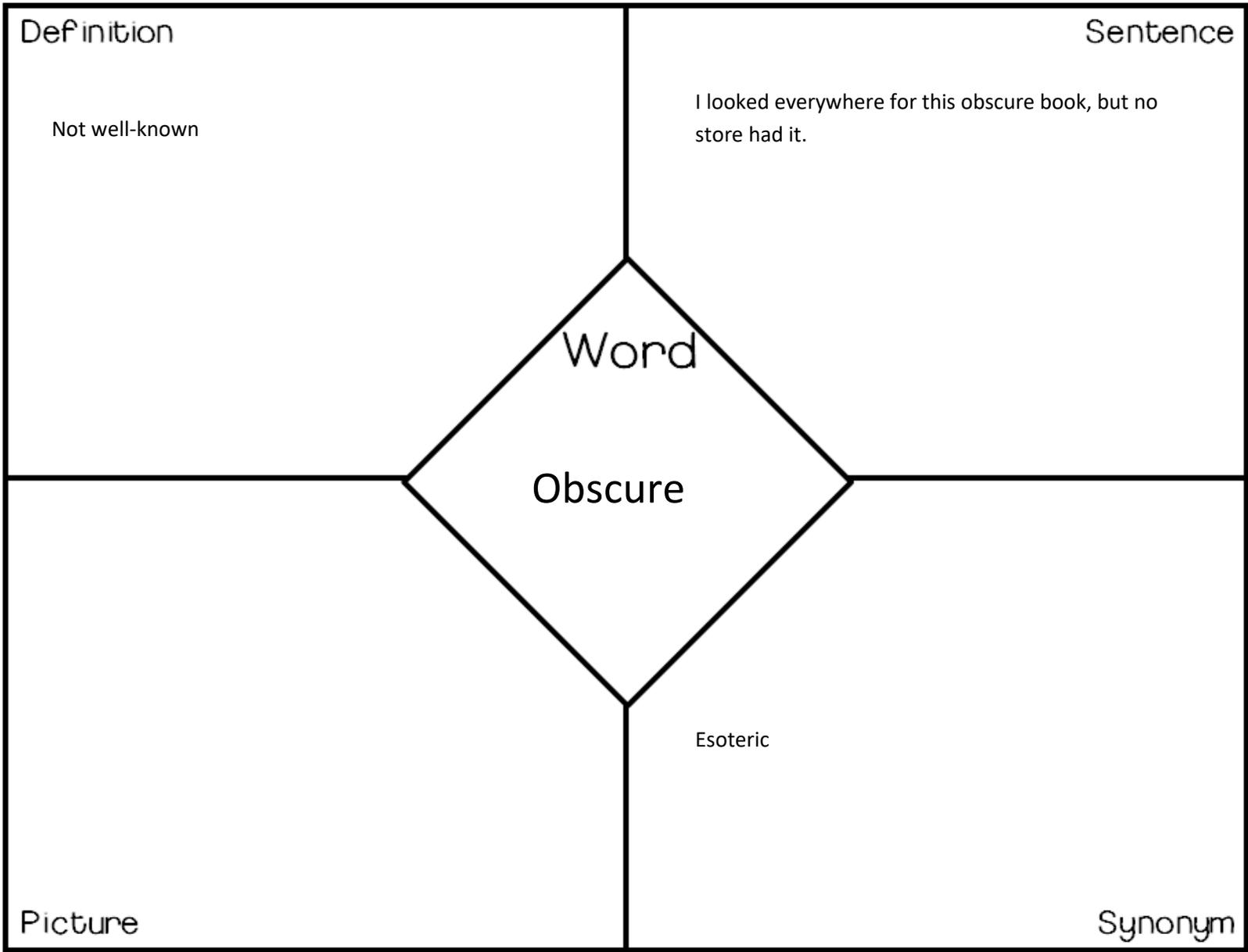
Ceased

End

Picture

Synonym







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Chapter :6 Immigration and Holiday Traditions

Activity # 3

Topic: Hoosier Immigration

Content Objective:

As a result of this activity, the learner will:

- Compare (analyzing) their holiday traditions to those of individuals in their group and then imagine how mistreated immigrants felt due to people looking down on their beliefs or traditions.

Language Objective:

As a result of this activity, the learner will:

- Describe (understanding) their holiday traditions in a group of students and then write a reflection over their group discussion and the class discussion over how immigrants were treated.

Teacher Materials:

- Dry-Erase Board/Chalk Board
- Dry-Erase Markers/Chalk

Student Materials:

- Pen/Pencil
- Paper

Indiana Academic Standards:

Social Studies:

- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation

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. Students will be split into groups of three to four. They will all be told what they do on a popular and "typical American" holiday, such as Christmas, Halloween, or Easter.
2. After students share their traditions, they will be told to defend their holiday traditions and explain to their group why *their* holiday routine should be more widely



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- performed or why their group members should celebrate or not celebrate that holiday the way they do.
3. Students are also expected, however, to look at the other side and see that just because someone celebrates a holiday differently doesn't mean that individual's way of doing things is wrong.
 4. After this discussion, students will be released and given ten minutes to write up a reflection over this activity. They will be asked to reflect over their experience during the group activity and will also be asked to imagine how immigrants coming into our country feel when their traditions are discredited by the dominant culture.
 5. Toward the end of the activity we will have read the section over immigration in the chapter and have a brief class discussion where we discuss how immigrants were treated during the 1900s when they came into Indiana.

Closure:

1. As a closure, a think round robin will be performed. The whole class will get in a circle in front of the whiteboard. Students will be encouraged to share how they felt during the activity with the entire class. The teacher will write what the students share up on the board to validate what each students share.

Pre-Vocab Words List:

The four corner vocab sheet for these words 'proportion,' 'barred,' and 'assimilated' is attached.

SIOP Techniques:

- Think Round Robin

Culturally Responsive Teaching Explained:

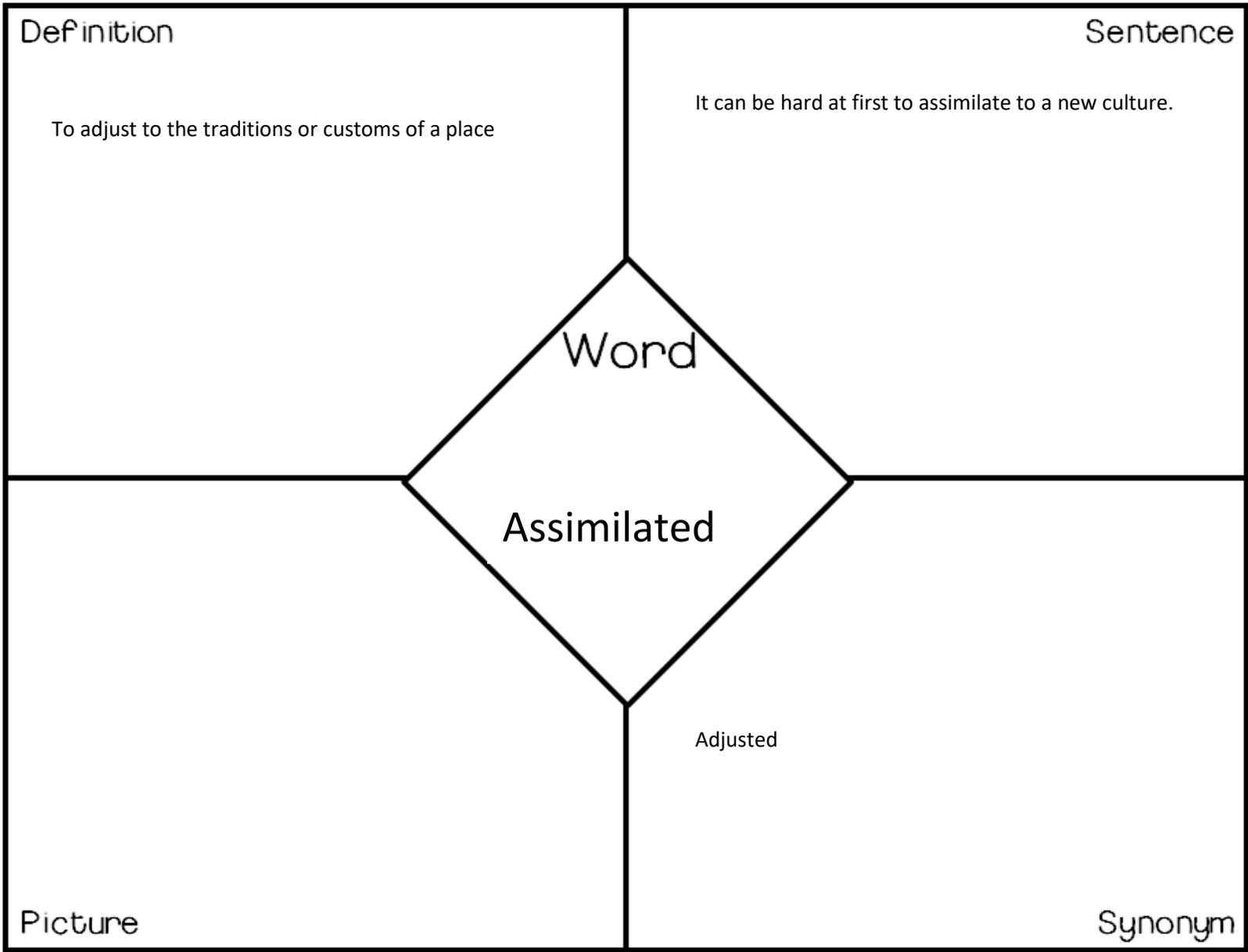
This activity is culturally responsive as it allows students to discuss all the variety of ways that students celebrate or do not celebrate a holiday. The reflection and class discussions should serve to validate all of the different traditions present in the classroom. The Think Round Robin will also be a safe place for students to share how they felt about the activity. This activity also allowed for group centered work, however, allowing students to bounce their own idea off of each other.

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/>

"Devoted To Vocabulary Development |." *Devoted To Vocabulary Development RSS*. The Honey Bunch, n.d. Web. 11 Dec. 2015. <http://devotedtovocabularydevelopment.com/page/2/>



Definition

Prevent or prevent someone from doing something

Sentence

I was barred from going to recess, after I threw my pencil.

Word

Barred

Banned

Picture

Synonym

