

Chapter 3: Pioneers and Politics BingoActivity #1

Hayley Tiberghien
Vocabulary

Objective

Social Studies

As a result of this activity, learners will

- Identify and Define (Knowledge) vocabulary.

Language Arts

As a result of this activity, learners will

- Identify and Define (Knowledge) vocabulary.

Teacher Materials

Bingo Boards

Class Supply of Place Markers

Definitions of Vocabulary Words

Hoosiers and the American Story class set

Student Materials

None

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.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

Procedure

1. Pass out Bingo Boards, one to each student.
2. Explain that you will be reading definitions of vocabulary from the chapter, they will cover the word the definition belongs to with one of their markers.
3. The first person with four in a row will shout "Bingo!"
4. We will double check to make sure they chose the right word/definition combinations.

Pre-Vocabulary

- Chain Migration
- Tulip Poplar
- Moldboard Plow
- Indiana's Constitution of 1816
- Abraham Lincoln
- Subsistence Farmers
- Enabling Act of 1816
- Flatboats

- Drows
- Internal Improvements Act
- 1840 Census
- Common Schools
- Caleb Mills
- Free school Law of 1852
- Agrarian
- 1851 Constitution
- Robert Dale Owens
- Woman's Rights Association of Indiana
- Zerelda G. Wallace

SIOP Technique

Preparation: Highlight essential vocabulary in text

Practice: Bingo

Sources Used

Bingo Card Generator <http://osric.com/bingo-card-generator>

Culturally Responsive Teaching

This activity is student centered because it focuses on what each individual knows, it has the power to transform misconceptions, fosters critical thinking by giving students the task of deciphering between each word and it's corresponding definition.

Chain Migration—The process of moving from one place and settling together in another place

Tulip Poplar—The state tree, commonly used to build pioneer homes

Moldboard Plow—helped pioneers plant crops such as corn, and essential pioneer item

Indiana's Constitution of 1816—declared that all power is inherent of the people, first step towards a stable democratic government

Abraham Lincoln—a president that lived in Indiana for part of his life

Subsistence Farmers—farmers who plant and grow enough for their family to eat and survive on, they don't need to go buy food somewhere

Enabling Act of 1816—allowed Indiana to become a state

Flatboats—a flat-bottomed boat with square ends that is generally used in shallow waters to transport bulky cargo

Drows—

Internal Improvements Act —1836 , a daring piece of legislation that extended canals throughout the state of Indiana to improve transportation as well as pave roads and other lofty goals. Most things were not completed on time or at all.

1840 Census—revealed that less than 25% of Indiana children attended school and only 1/7 of adults could read or write

Common Schools—a public school in the nineteenth century that included either both primary and secondary grades or just primary

Caleb Mills—one of Indiana's greatest education reformers, leading advocate for public education after the census

Free school Law of 1852—mandated that counties statewide provide at least three months of free common-school education

Agrarian—a social system or state with farming as its economic and cultural foundation

1851 Constitution—much like the Constitution of the United States, contained a Bill of Rights, written mostly by farmers. It addressed the state's debt and education system

Robert Dale Owens—1840s became a US congressman and served as a delegate to the Constitutional Convention, helped to centralize and fund common schools

Woman's Rights Association of Indiana—was founded in 1851 on the principal of woman's suffrage, fought for equal rights for both parties.

Zerelda G. Wallace—she became an ardent suffragist, served as president for Indianapolis Equal Suffrage Society



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Hayley Tiberghien

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Teacher Materials

Bingo Boards

Class Supply of Place Markers

Definitions of Vocabulary Words

Hoosiers and the American Story class set

Student Materials

None

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.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

Procedure

1. Pass out Bingo Boards, one to each student.
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Celebrating the Indiana Bicentennial Grade 4 Standards Activities

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Practice: Bingo

Sources Used


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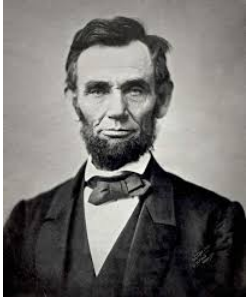
Celebrating the Indiana Bicentennial Grade 4 Standards Activities


<p>Chain Migration</p>	<p>The process of moving from one place and settling together in another place</p>
 An illustration showing a family of five (two adults and three children) walking across a green hill. They are carrying bags and looking towards the right, symbolizing migration.	<p>Chain migration lead the pioneers to new land in Indiana.</p>


<p>Tulip Poplar</p>	<p>The state tree, commonly used to build pioneer homes</p>
 A photograph of a tall, green tulip poplar tree with a clear trunk, standing in a grassy area under a blue sky.	<p>The children were climbing in the tulip poplar.</p>


<p>Moldboard Plow</p>	<p>helped pioneers plant crops such as corn, and essential pioneer item</p>
	<p>I used the moldboard plow to work the fields.</p>

<p>Indiana's Constitution of 1816</p>	<p>declared that all power is inherent of the people, first step towards a stable democratic government</p>
	<p>I know that I did not sign Indiana's Constitution of 1816.</p>

<p>Abraham Lincoln</p>	<p>a president that lived in Indiana for part of his life</p>
	<p>The sixteenth president of the United States was Abraham Lincoln.</p>

<p>Subsistence Farmers</p>	<p>Used much if not all of what they grew for food, clothes, and other items</p>
	<p>I know a couple people who are subsistence farmers.</p>

<p>Enabling Act of 1816</p>	<p>allowed Indiana to become a state</p>
	<p>After the Enabling Act of 1816, Indiana was allowed to become a state.</p>

<p>Flatboats</p>	<p>a boat with square ends that is generally used in shallow waters to transport bulky cargo</p>
	<p>I have never ridden on a flatboat.</p>

Internal Improvements Act

a daring piece of legislation that extended canals throughout the state of Indiana to improve transportation as well as pave roads and other lofty goals. Most things were not completed on time or at all



Not many goals set in the Internal Improvements Act were realistic.

1840 Census

revealed that less than 25% of Indiana children attended school and only 1/7 of adults could read or write

A small, dense table representing a portion of the 1840 census data. The table has multiple columns and rows, with some names and numbers visible. The text is small and difficult to read in detail, but it appears to be a standard census record format.

My ancestor took part in the 1840 Census.

Common Schools

a public school in the nineteenth century that included either both primary and secondary grades or just primary




I have never been to a common school.


Caleb Mills

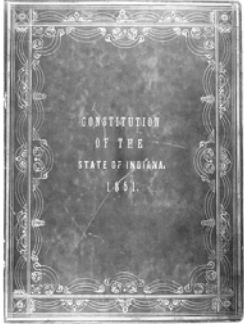
one of Indiana's greatest education reformers, leading advocate for public education after the census





Have you ever heard of Caleb Mills?


<p>Free School Law of 1852</p>	<p>mandated that counties statewide provide at least three months of free common-school education</p>
	<p>A very important piece a legislature was the Free School Law of 1852.</p>

<p>Agrarian</p>	<p>a social system or state with farming as its economic and cultural foundation</p>
 <p><small>gg61207744 www.gograph.com</small></p>	<p>Indiana is a mostly agrarian state.</p>

<p>1851 Constitution</p>	<p>much like the Constitution of the United States, contained a Bill of Rights, written mostly by farmers. It addressed the state's debt and education system</p>
	<p>I've memorized the preamble of the 1851 Constitution of Indiana.</p>

<p>Robert Dale Owens</p>	<p>1840s became a US congressman and served as a delegate to the Constitutional Convention, helped to centralize and fund common schools</p>
	<p>Robert Dale Owens was very important to Indiana history.</p>

<p>Woman's Rights Association of Indiana</p>	<p>was founded in 1851 on the principal of woman's suffrage, fought for equal rights for both parties.</p>
	<p>The Woman's Rights Association of Indiana worked towards getting equal rights for men and women.</p>

<p>Zerelda G. Wallace</p>	<p>she became an ardent suffragist, served as president for Indianapolis Equal Suffrage Society</p>
	<p>Zerelda Wallace led the way for Women's rights.</p>

Chapter 3: Pioneer Homes in Diorama Activity #2

Hayley Tiberghien
Vocabulary

Objective

Social Studies

As a result of this activity, learners will

- Research (Understanding) a typical pioneer home in Indiana during the 19th century

Language Arts

As a result of this activity, learners will

-

Teacher Materials

Craft materials

Boxes for the class

Hoosiers and the American Story class set

Computer

Student Materials

Craft Materials

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.W.3.2 Write informative compositions on a variety of topics that –

- ☑ Provide an introductory paragraph with a clear main idea.
- ☑ Provide supporting paragraphs with topic and summary sentences.
- ☑ Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.
- ☑ Connect ideas using words and phrases.
- ☑ Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- ☑ Use language and vocabulary appropriate for audience and topic.
- ☑ Provide a concluding statement or section.

Procedure

1. After reading Chapter 3 of *Hoosiers and the American Story* students will conduct research on pioneer homes in Indiana during the 19th century.
2. Students will then create a diorama of a typical pioneer home in the 19th century.
3. Once they create a diorama, students will write an informational essay about what pioneer life was like in the 19th century.

Pre-Vocabulary

None

SIOP Technique

Preparation: Illustrate the text

Culturally Responsive Teaching

Student centered activity because it allows each student to create their own diorama. This assignment incorporates assessment and reflection by assessing children on their essay and giving them the chance to reflect on their knowledge of the typical pioneer home.



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Hayley Tiberghien

Chapter 3: Pioneer Homes in Diorama Activity #2

Objective

Social Studies

As a result of this activity, learners will

- Research (Understanding) a typical pioneer home in Indiana during the 19th century

Language Arts

As a result of this activity, learners will

-

Teacher Materials

Craft materials

Boxes for the class

Hoosiers and the American Story class set

Computer

Student Materials

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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.W.3.2 Write informative compositions on a variety of topics that –

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Pre-Vocabulary

None

SIOP Technique

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



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Preparation: Illustrate the text

Culturally Responsive Teaching

Student centered activity because it allows each student to create their own diorama. This assignment incorporates assessment and reflection by assessing children on their essay and giving them the chance to reflect on their knowledge of the typical pioneer home.

Abraham Lincoln: A True Story by Hayley Tiberghin Activity #3

Objective

Social Studies

As a result of this activity, learners will

- Describe (knowledge) the life of Abraham Lincoln.

Language Arts

As a result of this activity, learners will

- Compose a written narrative piece.

Teacher Materials

Writing Paper

Hoosiers and the American Story class set

Computer

Student Materials

Pencil

Standards

Social Studies 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

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 unfolds 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.

Procedure

1. Read Chapter Three of *Hoosiers and the American Story*
2. Have students use details from the text to write a narrative story about Abraham Lincoln.
3. Allow students to do their own research on the computer or in other books.
4. Students will then create their own books writing a true story about him.

Pre-Vocabulary

- Abraham Lincoln

SIOP Technique

Preparation: Simplified Text

Culturally Responsive Teaching

This activity is student centered because it focuses on what each individual knows, it has the power to transform misconceptions, fosters critical thinking by giving students the task of investigating the truth and conveying it.



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Hayley Tiberghien

Abraham Lincoln: A True Story Activity #3

Objective

Social Studies

As a result of this activity, learners will

- Describe (knowledge) the life of Abraham Lincoln.

Language Arts

As a result of this activity, learners will

- Compose a written narrative piece.

Teacher Materials

Writing Paper

Hoosiers and the American Story class set

Computer

Student Materials

Pencil

Standards

Social Studies 4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

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.

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Pre-Vocabulary

- Abraham Lincoln

SIOP Technique

Preparation: Simplified Text



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Culturally Responsive Teaching

This activity is student centered because it focuses on what each individual knows, it has the power to transform misconceptions, fosters critical thinking by giving students the task of investigating the truth and conveying it.

FRANKLIN COLLEGE
Education Department
Field School Lesson Plan

Name: Ashley Myers

Activity #4

Subject Area: Social Studies

Grade Level: 4th

Topic/Concept/Skill: Recognizing the change of goods and services from the early pioneer days to the current.

Related Standard:

- **Social Studies: 4.4.1** Give examples of the kinds of goods and services produced in Indiana in different historical periods.
- **Language Arts 4.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

Content Objective of Instruction:

As a result of this activity, the students will be able to:

- Write (creating) their own textbook page that displays the technologies of today and contrast it to the technologies of the pioneer days.
- Compare and contrast (analyzing) the differences of the goods during the pioneer days verse the technologies used today.
- Think (remembering) of technologies that are used by themselves or members in their household

Language Objective:

As a result of this activity, the students will be able to:

- Follow the format to create (creating) a textbook page to explain the modern technologies
- Use (analyzing) fourth grade language to define and describe the chosen technologies
- Draw pictures that follow the descriptions of the technologies
- Define (remembering) certain words used within their textbook page

Teacher Materials/Resources:

- Textbook page format
- Reading 71-74 (3.3) in *Hoosiers and the American Story*
- Copy of the page from *Elementary Reader* from textbook pg. 71
- Four Corner vocab sheets
- SmartBoard/Computer (Display of *Elementary Reader* page)

Student Materials:

- Pencil
- Crayons
- Markers

Anticipatory Set (Introductory Approach):

The teacher will ask the students to name items that they consider new technology. After allowing students to give their input, the teacher will begin to ask them if they think the following items would be considered new technology today: a canoe, a key, a butter churner, a shovel, a knife, a kite, a paper doll, etc. After the students give responses for each one, the teacher will then ask the students what time period they think this technology would have been considered “new.” After the teacher gives the students time to participate, the teacher will show the students the example on the board of the artifact on page 71 in *Hoosiers and the American Story*. This is a picture of a page out of a lesson book that defines the newer technologies during the pioneer days. The teacher will tell them that they are going to be creating a page like this, and that this is the example they will be following in order to correctly finish the activity. The teacher will then explain the activity.

Instructional Procedures (Whole Group):

1. Anticipatory Set (10 minutes)
2. The teacher will pass out the format that the students will be filling out to create their own lesson page. She will also pass out the example that is shown during the anticipatory set so that the students can get a closer look at it.
3. The teacher will explain to the students that they must follow the format and look over the example to help them create their own lesson page. The teacher must also tell the students that they must come up with 5 different technologies they use often and then create definitions for them. The students will then draw an example of each, and then create four vocab words at the bottom of the page. The students must follow that order. The students then must be reminded that the vocab words they choose must be somewhere in the five definitions of the five chosen technologies.
4. The students must work on the lesson page for 20 minutes, and whatever the students do not finish must be taken home for homework.
5. After the 20 minutes are up, the teacher will then pass out the 4 corners activity to help the students learn the new vocabulary. There will be 5 different vocabulary words for the students to practice. Give the students 10 minutes to look up these words in the student dictionaries as well as fill out the 4 corner worksheets.
6. Tell the students that the teacher will be creating a class book of all of the different technologies that the students are defining. (The students can have repeated technologies within the book. This will just prove that an item can have more than one definition.)
7. Give the students 10 more minutes to work on their lesson plan pages. During these 10 minutes, give the ELL students the SIOP activity listed below for them to work on.

Closure: (10 minutes)

For the closure, the teacher will ask the students to name major differences in the technologies during the pioneer days and the technologies today. Ask the students to share some of the examples of technologies that they chose, and then ask them to think back to the oldest version of it that they can remember. For example, if they say iPod, an older version might be a cassette tape or a CD player. If they say a DVD player, an older version of it might be a VHS player. Then ask the students what the older versions are of the following items: (Say the first item first, and then ask the students what item they think the technology originated from.

- Backhoe → has evolved from the idea of a shovel
- Computer → has evolved from the idea of a typewriter
- The Internet → gives answers like a dictionary or a thesaurus gives
- American Girl Dolls → has evolved from the idea of paper dolls

SIOP:

- Strategies → Categorize/Classify Chart: → Students are instructed to classify and define technology that is considered “new” today.

Pre-Vocab:

- Pioneer
- Scarce
- Census
- Settlers
- Ignorant

Culturally Responsive Teaching: This activity fosters critical thinking because the students have to use their own words to define the objects that are used around them. It also gives them a chance to show what technologies they use on a day-to-day basis or what technologies they are around at home. This connects their life outside of school to their life inside of school. This activity is **student-centered, connecting and integrating, and demanding for critical thinking.**

Sources:

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

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4) pioneer

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4) scarce

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4) census

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4) settlers

Illustration: (1)

Sentence: (2)

Definition: (3)

Word: (4)

ignorant

Illustration:	Word and Definition:

Keynotes:

- 1.
- 2.
- 3.
- 4.



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Ashley Myers

Chapter 3 Activity #4

Subject Area: Social Studies

Grade Level: 4th

Topic/Concept/Skill: Recognizing the change of goods and services from the early pioneer days to the current.

Related Standard:

- **Social Studies: 4.4.1** Give examples of the kinds of goods and services produced in Indiana in different historical periods.
- **Language Arts 4.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.

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- Draw pictures that follow the descriptions of the technologies
- Define (remembering) certain words used within their textbook page

Teacher Materials/Resources:

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Student Materials:

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Celebrating the Indiana Bicentennial Grade 4 Standards Activities

- Pencil
- Crayons
- Markers

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Celebrating the Indiana Bicentennial Grade 4 Standards Activities

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SIOP:

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- Census
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ignorant

Illustration:	Word and Definition:

Keynotes:

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- 2.
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FRANKLIN COLLEGE
Education Department
Field School Lesson Plan

Name AdamShaul Activity 5

Subject Area Social Studies Grade Level 4th

Date 12-16-15

Topic/Concept/Skill:

- The topic the students will be working on is recalling information about settlements and landforms throughout the history of Indiana through a review game.
- ELL: Learning key vocabulary terms that will not only help with this lesson review, but with future social studies lessons. Compliment

Related Standard:

- Social Studies Standards:
 - 4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
 - 4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.
 - 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.
 - 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
 - 4.3.5 Explain how glaciers shaped Indiana's landscape and environment.
 - 4.4.7 Identify entrepreneurs* who have influenced Indiana and the local community
- English/Language Arts:
 - 4.RV.1 Build and use accurately general academic and content-specific words and phrases.
 - 4.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
- Mathematics:
 - 4.NS.1: Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.

Background:

- This is meant for an end of unit or short review of key aspects of multiple lessons in preparation for a summative assessment. The students should have already been taught about these Indiana specific history items.
- ELL: Students should have had practice with the key terms that are represented and both English and Spanish in this lesson. This is meant for reinforcement.

Main Objective of Instruction:

- The student will be able to recall information about Indiana settlements and landforms, or how the landforms of Indiana were shaped and how they affect settlement of people.
- Language Objective: At this point ELL students would have a lot of practice with the vocabulary terms necessary for comprehension of this lesson. ELL students will be able to recall what the word presented in Spanish means in English.

Teacher Materials/Resources:

- “Hoosiers and the American Story” by James H. Madison and Lee Ann Sandweiss
- Citation (Madison, James H., and Lee Ann Sandweiss. *Hoosiers and the American Story*. Indianapolis: Indiana Historical Society, 2014. Print.)
- Projector
- Computer with Internet Connection
- Kahoot.it
- Hoosier Landforms and Settlement Review Game (<https://play.kahoot.it/#/k/a8a806ee-20cd-4899-a696-02bdd4a53d45>)

Student Materials:

- Technology with Internet Connection (Ipod, Iphone, Laptop, Computer, Ipad)

Anticipatory Set (Introductory Approach):

- Ask students to raise their hand and call on some students to remind you of the different landforms and settlements that we have been learning about in the class. Ask students about some of the factories and industries that have affected settlement in Indiana. Ask the students if they would like to show what they know through a review game and have them get out their technology. Explain to students that Kahoot gives you more points the quicker they answer the questions, but the teacher is more worried about making sure you get the right answer, so do not worry about answering the question quickly.

Instructional Procedures (Whole Group):

1. Follow the anticipatory set.
2. Open Kahoot and write Kahoot.it on the board in the front of the class.

3. The students will go to Kahoot.it like any other website.
4. The students will complete the review game and data will be stored for who answered which questions correctly.

Provisions for Individual and/or Group Differences:

- ELL: Students are given the Spanish word for key terms that are common in many history lessons.
- KEY TERMS: Natives- Nativos, Transportation- Transportación, Cars- Carros, Trains- Trenes, Airplanes- Aviones, Boats- Barcos, Country- País, Immigrants- Immigrantes, Germany- Alemania, Ireland- Irlanda, City- Ciudad, Steel- Acero, Industry- Industria, Location- Localización, Railroads- Ferrocarriles, Glaciers- Glaciares, Rivers- Ríos

Closure:

- This information you answered through the quiz shows you that can recall facts about Indiana's history.

Evaluation of Learning:

- Kahoot gives you a score report. You should save that information to document which students need to be retaught information.

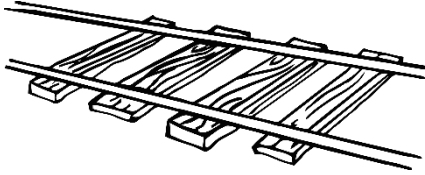
Independent Practice:

- ELL students will be expected to practice these terms on their own, and flashcards would have already been provided to these students before this lesson took place.

<p>Natives</p>	<p>Nativos</p>
	<p>The natives were the first settlers in Indiana.</p>
<p>Glaciers</p>	<p>Glaciares</p>
	<p>The glaciers formed the land.</p>

Railroads

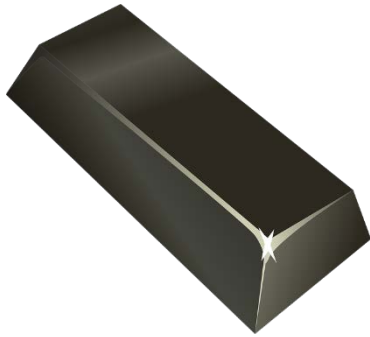
Ferrocarriles



The Hoosiers built
railroads to travel faster.

Steel

Acero



The steel industry is
located in Gary, Indiana.



Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity
designed by:

Adam Shaul

Activity 5

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Background:

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



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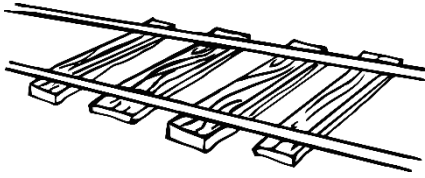
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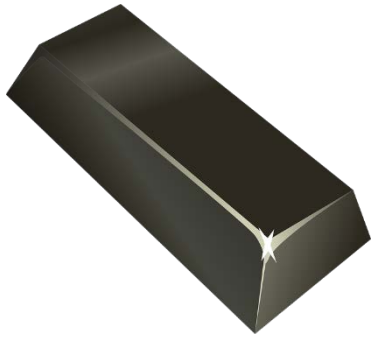
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