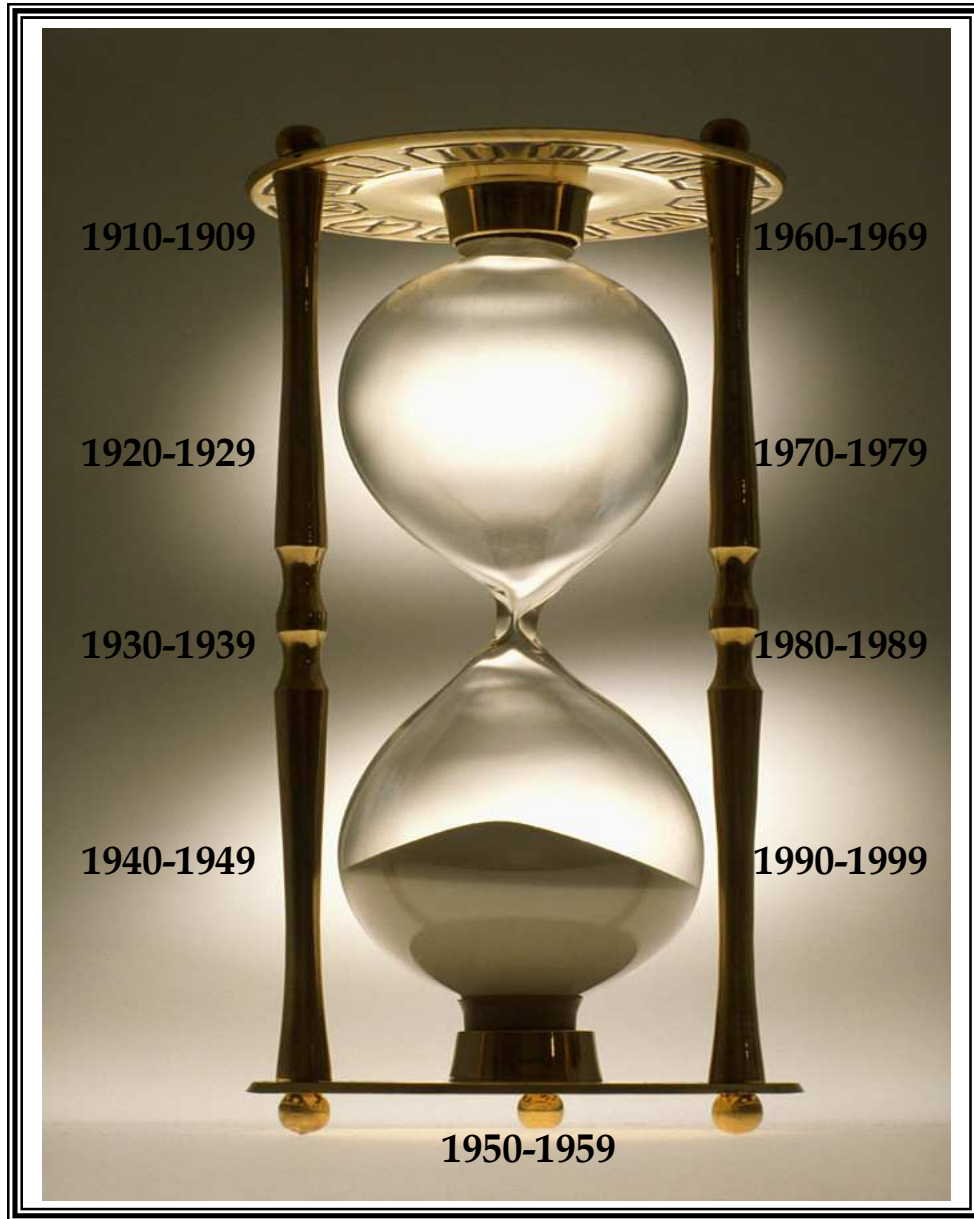


Through the Decades



**Brownsburg Community School Corporation
Brown Elementary School
Mary Perrin – Fourth Grade
May 2007**

Authors' Note

Using the concepts of C.L.A.S.S.WORKS, Unwrapping the Standards, differentiated instruction, and the Patins model students will master Indiana State Standards while keeping focus on state, corporation, and school improvement plans. This decades project acts as a culminating activity at the end of each school year and is based on national and Indiana state history. Students' imaginations are set free as they begin to design the flow of their presentation. Over the past four years students have personified many different historical figures such as the Beatles, the Beach Boys, Adolf Hitler, United States presidents, racecar drivers, and even war veterans. This unit has typically lasted about four weeks in duration and encompasses many different types of mini-lessons, technology components, and resources.

Learner Activities

1. Divide students into nine groups (2-4 per group as needed to meet learning needs)
2. Specific decades were randomly chosen for each of the nine groups.
3. Discussed requirements of project and set due dates for timeline, bibliography, outline, and presentation.
4. Teacher modeled 1900-1909 in mini-lessons with students to given them guidance. The mini-lessons were focused and work time was provided to work on different areas of project. Students conferred with teacher regarding progress and future plans.

Indiana State Standards –

Language Arts:

Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

4.4.5 Quote or paraphrase information sources, citing them appropriately.

4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.

4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.

4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
- demonstrates that information that has been gathered has been summarized.
- organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.

4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures.

4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.

- 4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures
- 4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 4.7.12 Make informational presentations that:
- focus on one main topic.
 - include facts and details that help listeners focus.
 - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

Social Studies:

- 4.1.11 Identify important events and movements that changed life in Indiana in the twentieth century.
- 4.1.12 Research Indiana’s agricultural and industrial transformation, emphasizing new technologies, transportation, and international connections, in the last part of the twentieth century.
- 4.1.13 Organize and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- 4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*.
- 4.1.15 Using primary source* and secondary source* materials, generate questions, seek answers, and write brief comments about an event in Indiana history
- 4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.
- 4.5.2 Identify the different types of social groups to which people belong and the functions these groups perform.
- 4.5.3 Define the term cultural group* and give examples of the challenges faced by diverse cultural groups in Indiana history.
- 4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.
- 4.5.5 Give examples of the impacts of science and technology* on the migration and settlement patterns of various groups.
- 4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

Decades Project

United States and Indiana History

Each decade will need to be represented by no more than three students in a group.

1910-1919	1940-1949	1970-1979
1920-1929	1950-1959	1980-1989
1930-1939	1960-1969	1990-1999

Areas to be studied by each group

(Some will be emphasized more than others depending on the time period.)

The Arts: architecture, art, photography, film, music, dance, literature, etc

Leisure: sports (professional and for fun), entertainment

Politics: elections, presidential administrations, key issues, world-related events

Scientific Study: experimentation, invention, new drugs and medical procedures

Education and Religion: philosophies, leaders

Daily Life: fashion, home life, work life

Technology and Agriculture: farming, transportation, etc

Each group is responsible for the following:

1) Timeline

- A timeline of the decade's events is required. All members of the group must collaborate and create one timeline that includes all the researched events and a summary of each one. An example is provided.
- Your timeline must include United States related events as well as events that were occurring right here in Indiana.

Example:

1880 – Twenty percent of Hoosiers lived in cities

1886 – First gas wells are drilled in Indiana.

1888 – Benjamin Harrison is elected President. Harrison had a law practice in Indianapolis, and became a general during the Civil War.

2) Presentation Outline

- Each group will be responsible for organizing their presentation material into an outline for their audience to follow.
- The outline should list what material is being covered and who is going to cover that material.
- You may even want to put two quiz questions at the bottom to see if your audience was paying attention.
 - Remember you want your questions to cover main ideas and not the smallest detail.

3) Bibliography

- A bibliography of 3 sources per student is required. Your 3 sources may be the same for all the members of your group, but your resources under each source must be different from your group members. You may use library books, articles, encyclopedias, Internet, or other resources. An Internet source is only counted as one source. You will then need to list each site under the Internet category if you used multiple sites. You will learn in class exactly how to site these sources in a bibliography. An example is provided below.
- Look for children's books that depict the time frame you are covering. Try to include them in the presentation for your audience to look at. This could cover any area such as arts, sports, politics, or other interesting things that cover your decade.

Example:

Books about this decade

(Books are considered one source, not the actual references)

Ash, Maureen. The Story of the Women's Movement. Children's Press, 1994

Giblin, James Cross. Fireworks, Picnics, and Flags. Clarion Books, 1983.

Websites for this decade

Earth Day Network – <http://www.cfe.cornell.edu/EarthDay/ednethome.html>

** We will further discuss expectations for bibliography in class.*

4) Group Presentation

- Presentation Day: Groups will begin presenting their decade project to the class, starting on May 21st.
- Presentation Length: 15 minutes minimum per group; 5 minutes per student
 - Each student takes responsibility for more than one of the listed topics
- Be CREATIVE! Group should be creative in presenting material
 - Include visuals: posters, collages, flyers, mini-newspapers, artifacts, painting, dressing up, etc.
 - You may ask the class to participate in discussion, give artistic presentations, sing songs, read materials you select for discussion, participate in a style show, etc.
- Notify me in advance (not the day of) if you a VCR, video camera, larger room to present, or any other special request. I will need to have the DVD or VCR the day before your presentation for set-up.

Grading

The day of the presentation the following will be due:

- 1) Timeline
- 2) Presentation Outline
- 3) Bibliography
- 4) Group Presentation: Creative 15 minute presentation of decade

- You will receive a group grade.
- You will receive an individual grade. The individual grade will be weighted more heavily than the group grade.
- You will also be assessed by the audience on how well you presented.

Bibliography

Internet Sources

Website _____

What I got from that website _____

Website _____

What I got from that website _____

Website _____

What I got from that website _____

Website _____

What I got from that website _____

Literature Sources

Book _____

What I got from the book _____

Book _____

What I got from the book _____

Book _____

What I got from the book _____

Book _____

What I got from the book _____

Book _____

What I got from the book _____

Video Sources

Video _____

What I got from the video _____

Video _____

What I got from the video _____

Video _____

What I got from the video _____

Primary Sources

Person Interviewed _____

What I got from the interview _____

Person Interviewed _____

What I got from the interview _____

Person Interviewed _____

What I got from the interview _____

Decades Project

Decade _____ Decade Members _____

The Arts: ()

Leisure: ()

Politics: ()

Scientific Study: ()

Education and Religion: ()

Daily Life: ()

Technology and Agriculture: ()

Bibliographies collected from these students _____

Visual Aids _____

Audience Participation _____

Timeline _____

Planning for Academic Diversity

Accommodations are not found within each lesson listed above. As lessons are planned and students are considered, accommodations are made so that ALL students succeed in the learning task. Students are also beginning to take the initiative in the classroom; as they see they are struggling with a concept they will take charge of their own learning and go to necessary resources to help them better grasp/understand the concept!

Resources highlighted in **red** are resources most students find themselves using regularly.

LEARNING BARRIER	POSSIBLE SOLUTIONS	WEB LINK RESOURCES
Student cannot read at grade level	<ul style="list-style-type: none"> • Copy digital text into Word and use auto-summarize. • Copy digital text or scanned text into a text to speech program. • Kurzweil 3000 • Inspiration (Kidspiration)* • Digital recorders 	www.readplease.com www.windows.ucar.edu
Student has difficulty comprehending the material	<ul style="list-style-type: none"> • Bookshare • Adult Assistance • Visual Thesaurus • Digital Recorders 	www.brainpop.com www.bookshare.org
Student has difficulty mastering the vocabulary of the unit	<ul style="list-style-type: none"> • Kurzweil 3000 • Peer or Adult Assistance • Read Outloud 	
Student needs the instructional material in a language other than English	<ul style="list-style-type: none"> • Kurzweil 3000 • Online translators • Vocabulary Booklet 	www.babblefish.altavista.com www.windows.ucar.edu http://www.enchantedlearning.com (Little Explorers Picture Dictionary)
Student has difficulty with handwriting (speed or accuracy)	<ul style="list-style-type: none"> • Laptop • Co-Writer product by Don Johnson • Smartboard • Kurzweil 3000 	
Student needs additional challenge	<ul style="list-style-type: none"> • Grokker (search tool categorized by subject) • Require assignments in top tier • Smartboard • Diorama Designer 	
Student has difficulty with calculating activities	<ul style="list-style-type: none"> • Online Math Fact Program – record data and graph for assessment and reflection 	www.webmath.com http://home.indy.rr.com/lrobinson/mathfacts/mathfacts.html
Student needs help with conducting research	<ul style="list-style-type: none"> • Grokker • Given a list of websites to browse for info. 	www.kidsclick.com www.webquest.com
Student has trouble with organization	<ul style="list-style-type: none"> • Draft Builder • Inspiration/kidspiration 	http://atto.buffalo.edu