Common Threads in the State of Indiana’s Social Studies Curriculum: Community

An Honors Thesis (HONRS 499)

By

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Community
A Departmental Honors Thesis Project
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Abstract

The Indiana Academic Standards provide a solid framework for guiding educators through academic instruction. Throughout each subject area, there are common threads evident through the grade levels. A focus on “community” is one common thread in the area of Social Studies. This topic is evident through K-5th grade. While each grade level focuses on differing components, the underlying foundation of community is evident.

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Kindergarten

"Living and Learning Together"

Thread: Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.
Day 1

Standard K.5.1: *Identify ways in which people are alike and different.*

Objective:
Students will explain that even though something looks different on the outside, it can be the same on the inside.

Resource:

Materials:
*It's Okay to be Different* by Todd Parr, Venn Diagram, Chalkboard, Chalk, White Egg, Brown Egg, Two Bowls

Activity:
The teacher will ask the students what the "same" and "different" means. Next, the teacher will ask certain students to stand up and the class will point out what is the same and what is different about these individuals. The answers will be placed in a Venn diagram on the board. Next, the teacher will read the story *It's Okay to be Different* by Todd Parr. After the story, the teacher will pass around a brown egg and a white egg. The students will explore the size, color, weight, and texture of the eggs. Next, the teacher will record student comments on the chalkboard. Then, the teacher will crack open the two eggs to illustrate that even though the eggs looked different on the outside, they are the same on the inside. As a closing discussion, each student will give an example of how people may look different on the outside, but are the same on the inside.

Day 2

Standard K.5.3: *Give examples of how families in the community are similar and different yet are part of the community.*

Objective:
Students will give an example of how a family can be different and the same.

Resource:

Materials:
Chalk Board, Chalk, Parent Letter, Students' Family Photos, Bulletin Board

Activity:
With the students, the teacher will discuss what components make up a family and write their responses on the board. Some examples students make give include, love, specific family members, caring about each other, etc. Before this lesson, the teacher will have sent a letter home asking students to bring in a picture of their
family. If the students do not have a real picture, they can bring in an illustration. The teacher will ask the students, what kind of family do you have? Students will share their pictures with the class. The class will discuss how the families are different (size, family members), the same (love each other, help each other) and how they are all part of the same community. The students will hang their family photos on a bulletin board. As they bring their photo up to the teacher, students will give one example a family can be different and one way they can be the same.

Day 3

Standard K.5.4: Identify and compare similarities and differences in families in other places and cultures.

Objective:
Students will give examples of the similarities and differences in families from the U.S compared to those from different countries.

Resource:

Materials:
Cultural Photographs, Chalkboard, Chalk

Activity:
The teacher will place pictures of families from various cultures on the board. The pictures will include housing, food, clothing, and people. Students will discuss the similarities and differences they notice amongst the families in the pictures. The class will make a list on the board. The teacher will reveal the country/culture of each family and go into detail about each of the photos. After the lesson, students will come up to the teacher individually and tell her one difference and one similarity concerning families from other cultures and families from the U.S.

Day 4

Standard K.5.2: Identify individuals who are important in students' lives - such as parents, grandparents, guardians, and teachers - and give examples of how families cooperate and work together.

Objective:
Students will explain how important individuals in their lives work together and cooperate.

Resource:
Materials:  
Chalkboard, Chalk, Paper, Crayons/Markers, Book  

Activity:  
The teacher will ask the students to name people who are important in their lives. Common student answers may be parents, grandparent, aunts, uncles, teachers, etc. The teacher will list these people on the board. Next, the teacher will state that these people often work together in life. The teacher will show an example by holding up a drawing of a mom, dad, and teacher. The teacher will explain that parents and teachers work together to make sure children receive a good education. Next, the teacher will ask for one or two students to give an example. The teacher will draw a picture of the people the students describe. Then, each student will be given a piece of paper and asked to do what was previously modeled (draw a picture and then explain how the people in the picture work together). At the end of the lesson, the teacher will read a few poems from the book, The Kingfisher Book of Family Poems.

Day 5  
Standard K.3.3: Describe people and places in the school and community.  
Objective:  
Students will illustrate people and places in their school and community.  
Resource:  
Materials:  
Construction Paper, Crayons, Markers, Film Strips, Film Projector, Transparency, Overhead Projector  
Activity:  
The teacher will show film strips of people in a community. Then, she will talk with the students about the many different people and places that make up their school and the community. Together, the class will create a list of people and places in their community. As an item is listed, the class will describe who, what, where, and other characteristics of the item. Then, the teacher will choose a person or place from the list and draw a picture of it. Next, she will write the name of it on the page. By modeling, she shows the students what they are expected to do. After the demonstration, each student chooses one person or place from the list, draws its picture, and labels it. The student papers will be collected and turned into a class community book.
Learning Centers:

Center 1: (Family Tree)
Students will create a family tree using names and photos brought from home.

Center 2: (Family Crest)
Students will design a family crest illustrating items that make their family unique and special.

Management Considerations:
Kindergarteners are young and have short attention spans. The activities used to teach them must be appealing in order to capture and maintain their attention. Working in groups and partners should also be used sparingly to keep students focused on the specific tasks.
First Grade

"The Home, School, and Nearby Environments"

Thread: Students will understand that they are individuals who interact with other individuals and groups; take responsibility for resolving conflicts and working respectfully with others; and examine the ways that similarities and differences in customs, celebrations, recreation, and the arts benefit the community.
Day 1
Standard 1.5.1: Identify one’s own individual talents, interests, and hobbies, as well as the talents and interests of others.

Objective:
Students will construct a personal “coat of arms” illustrating their hobbies, talents, and or interests.

Resource:

Materials:
Template, Paper, Crayons, Numbers

Activity:
After reading Toot & Puddle to the students, which is a story about two friends with very different interests, the students will be given a pre made coat of arms template. Using this template, students will design their own coat of arms illustrating their personal hobbies, talents, and or interests. Students will be instructed to put their names on the back. The teacher will hang the coats of arms on the wall and give each one a number. Each student will be given a partner by the teacher and interview him or her about his/her talents, hobbies, and interests. Then students will try to guess what coat of arms belongs to their partner.

Day 2
Standard 1.5.2: Identify groups to which people belong.

Objective:
Students will identify groups to which they belong.

Resource:

Materials:
Pictures of Groups of People, Paper, Crayons

Activity:
Students will be shown pictures of different groups of people such as families, classrooms, sports teams, clubs, etc. The teacher will ask the students if they notice anything similar between all of the pictures. The teacher will guide students until the answer of “all of the pictures are groups of people” is given. Next, the teacher will go through the pictures and tell what types of groups are shown. Then, students will be asked to give examples of any other groups to which people belong. After this discussion, the teacher will focus on two types of groups in which all of the students belong (a family and a classroom). The teacher will model the process
of drawing his or her family. Then, the students will be asked to draw their family. Students will share their drawings before hanging them in the hallway. Students will be evaluated informally during the lesson.

**Days 3-4**

**Standard 1.5.5:** Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.

**Objective:**

Students will compare and contrast various aspects of culture celebrated by the cultures of families in the community.

**Resource:**


**Materials:**

Parent Letter, Volunteers, Leis, Chopsticks, Fortune Cookies, Other Cultural Items

**Activity:**

Before the lesson, a letter will be sent home to parents explaining the lesson and its purpose and asking if parents would write down their child’s ethnicity and any special foods, customs, games, and/or celebrations used in their family. Also, there will be a box to mark if a family member is interested in coming to the classroom to share their customs, etc. At the beginning of the lesson, the teacher will explain that we are all American and celebrate together holidays such as 4th of July; however, our families may have special customs related to our backgrounds. At this time, any family members that have volunteered will take turns explaining their custom. If there are no volunteers or if time allows, the teacher will explain some customs such as greeting friends with leis (Hawaiian), eating with Chopsticks (Japanese), using fortune cookies (Chinese). Students will take an active role in each of the customs discussed.

**Day 5**

**Standard 1.3.7:** Draw simple maps that show how land is used in the school and local community.

**Objective:**

Students will be able to draw a simple map of a community location.

**Resource:**


**Materials:**
Various Types of Maps. Simple Hand-Made Map of Playground, Paper, Crayons, Pencils

**Activity:**
The teacher will hold up a map and ask the students if they know the name of this item. After she has established that the object is a map, she will ask, "What do we use a map for?" The teacher will call on students to hear their responses. When she has received the response she is looking for (ie Maps help us know where places are and how to get from one place to another.) She will ask, "Are all maps the same?" The teacher will show the students different types of maps. Some maps will be in depth, while other will be very simple. After students have looked at different maps, the teacher will show the students a simple map she made of the playground. She will explain the map, show it to the class, and then they will go outside to see how close her map is to the actual place. After the class returns, the teacher will ask the students to think of somewhere in their community. Possible suggestions will be the school, park, their house, etc. The teacher will ask the students to draw a simple map of that location. The teacher will hang her map on the board so the students have a place of reference if they have any questions about the activity.

**Learning Centers:**

**Center 1: (Audio book)**
Listen to a multicultural book on tape. *(The World Goes Round and Round)*

**Center 2: (Class Puzzle)**
Students will decorate a puzzle piece (paper) with a picture of themselves and their name. All of the pieces of the puzzle will be glued on butcher paper to symbolize that each student is a member of the class. *(Belonging to a group)*

**Management Considerations:**
During partner work, the teacher should circulate the room to make sure that students stay on task. The teacher should be sensitive to the different types of families possessed by the students and prepared to handle situations that may arise due to these circumstances.
Second Grade

"The Local and Regional Community"

Thread: Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.
Day 1
Standard 2.3.3: Locate the local community and the United States on maps and globes.

Objective:
Students will identify the local community on a map and globe.

Resource:
Indiana Academic Standards.

Materials:
Map of USA, Map of Indiana, Globe, Indiana-Shaped Cookie, United States-Shaped cookie, Wooden Craft Stick, Frosting, Chocolate Chips

Activity:
Students will be shown a map of the United States and asked, "Do you know what country this is?" The teacher will ask for a student volunteer to come to the map and point out the state of Indiana. Next the students will be shown a map of Indiana. The teacher will ask for a volunteer to point out the local community on the map of Indiana. If none of the students know, the teacher will point it out. This procedure will be repeated with a globe. Tell students that they are going to find their community on a map of Indiana and a map of the United States. The teacher will hand out one Indiana cookie and one United States cookie to each student. Next, bowls of frosting, chocolate chips, and wooden craft sticks will be put out for students to share. Students will be instructed to take a chocolate chip and place it where their local community is on each cookie. The teacher will demonstrate to students how to stick the chocolate chip to the cookie with the frosting. Students will be reminded to refer to the maps at the front of the room if they need assistance.

Day 2
Standard 2.3.4: Identify places that are nearby or related to the local community.

Objective:
Students will create their own community.

Resources:

Materials:
Community Pictures, Paper, Crayons, Markers

Activity:
Students will learn about the important buildings that are located in the local community. Pictures will be shown as a visual aid while an explanation of what takes place at each location is given to the students. At the end of the lesson, students will create their own ideal community using some of the buildings that were discussed during the lesson. They will draw their community on paper.

**Days 3-4**

**Standard 2.1.3:** Identify individuals who had an impact on the local or regional community.

**Objective:**
Students will identify individuals who have had an impact on the local community.

**Resources:**

**Materials:**
Community Map Transparency, Overhead, Chalkboard, Chalk, Paper, Pencils, Books, Computer Access, Encyclopedias

**Activity:**
The teacher will begin by reading the book, *A Good Night for Freedom*, which is a story about Levi Coffin. After the story, the teacher will briefly share Levi Coffin's connection to Indiana. Next, the teacher will have a community map on the overhead projector. She will tell the students that sometimes streets and buildings are named after people who have played an important role in the community. She will highlight community buildings and streets that have been named for a specific person. She will compose a list on the board. Students will be divided into groups of three. One person will be a recorder, one will be a reporter, and one will be a presenter. Each group will be given a specific building or street and asked to look up information about this person. The teacher will provide books and allow the students to use the encyclopedia or internet if needed.

**Day 5**

**Standard 2.1.2:** Identify changes that have occurred in the local or regional community.

**Objective:**
Students will give two examples of how the local community has changed over time.

**Resources:**

**Materials:**
Community Pictures from Past and Present, Pencils, Paper
Activity:
The teacher will obtain pictures of certain landmarks and areas of the community from the past and the present. She will show the pictures to the students and have them compare and contrast in small groups. She will ask, "How has the community changed over time?" Students will write a paragraph explaining two examples of changes that have occurred in the local community.

Day 6
Standard 2.1.4: Explain the meaning of community celebrations and traditions.
Objective:
Students will be able to explain how members of a community are not all the same, but still have celebrations and traditions.
Resource:
Materials:
Book, Chalkboard, Chalk, Paper, Pencils
Activity:
The teacher will read select stories from the book, New Year's to Kwanzaa: original stories of celebration. After the students hear about different celebrations and traditions, the teacher will ask them to think about the celebrations and traditions they have within their family. The class will make up a list on the board of all the celebrations and traditions. The teacher will go through the list with the students. Do we all have the same celebrations and traditions? Do we all make up the same community? The teacher will lead the class in a discussion about how we are all members of the same community, but we are not all the same. The teacher will ask, "What do you think are community would be like if everyone was the same? What if we all celebrated the same holidays and traditions at the same time? What if all of our birthdays were on the same day? The teacher will ask the students to write a story about what the community might be like if everyone had the same celebrations and traditions at the same time.

Day 7
Standard 2.4.2: Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.
Objective:
Students will be able to explain how the jobs of community workers help the
community.

Resource:

Materials:
Community Helpers from A to Z, Blank Sheets of Paper for Drawing, Writing Paper, Crayons, Colored Pencils, Pencils

Activity:
After the teacher reads the students the book Community Helpers from A to Z, the teacher and the students will discuss some different types of community workers from the book and list them on the board. The teacher will also use community helper puppets to help children learn about workers in the community. Next, the teacher and the students will come up with ways the people listed on the board help the community. Then, the teacher will tell the students to select one community worker, draw a picture of him or her, and write down three ways in which that person helps the community.

Days 8-10
Standard 2.5.5: Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.

Objective:
Students will describe a community member and how he/she contributes to the community.

Resources:

Materials:
Profile Sheets, Pencils, Crayons, Binding Materials, Laminating Machine/Contact Paper

Activity:
Students will be asked to interview a member of the community. They are allowed to choose the member; however, the only restriction is the fact that they reside in the community. Students must find out the persons, age, cultural background, careers, and any other information that directly ties into the community. The students will draw a picture of the person they interviewed, fill out a profile sheet about him/her, and explain to the class how he/she contributes to the community. After everyone has presented, the students will take their profile sheets and compose a class book. The profiles will be laminated and the teacher will bind the book.
**Learning Centers:**

**Center 1: (Community Collage)**
Using pictures and words, students will create a collage describing their community.

**Center 2: (Paper Dolls)**
With a partner, students will trace their bodies on butcher paper and make life size paper dolls. They will use scraps of fabric, yarn, etc, to decorate their doll like a community helper. Then, the students will fill out the community helper profile sheet. Students may use their drawing and writing from the previous lesson on community workers to aid in this center.

**Management Considerations:**
To avoid problems when doing small group work, give all students a number to wear around their neck. If the teacher needs to delegate jobs, he/she can call out a number and all students wearing that number can perform the duty. This technique can aid in preventing arguments among students.
Third Grade

"The Local Community and Communities Around the World"

Thread: Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.
Days 1-3
Standard 3.1.2: Explain why and how the local community was established and identify founders and early settlers.

Objective:
Students will be able to explain information about the early settlers of the community.


Materials:
"Who do you think you are?" Video, TV, VCR

Activity:
Students will watch the video, "Who do you think you are?" This video focuses on ethnic groups who settled in Indiana, where they came from, why they came, how they maintain their ethnic heritage, and contributions they make to Indiana and the nation. When the video is over, students will form small groups and each group will be given a specific ethnic group from the video to discuss. After each group has discussed what the video stated about their assigned ethnic group, the groups will individually come to the teacher's desk and explain the information. After all groups have held conferences with the teacher, the groups will be assigned a number. The students will form new groups consisting of one person from each number group. In the newly formed groups, each student will take turns presenting the information from their assigned ethnic group.

Days 4-5
Standard 3.1.5: Develop simple timelines of events in the local communities.

Objective:
Students will develop a simple timeline.

Resource:

Materials:
Click It. Computer fun social studies, Pre-Designed Timeline, Transparency, Overhead, Overhead Markers, Paper, Pencils, Computers, Printers, Local Bulletins or School Newspapers

Activity:
The teacher will introduce the concept of a timeline to the students. She will show the students a completed one and then go through the events listed on it. Next, she will make a simple timeline in front of the class using the overhead. This timeline will be of her life. She will start with her birth and then list various events that were significant in her life. The teacher will have the students brainstorm different events that have happened in their lives. The students will take the events they have brainstormed and list them in chronological order. Next, the students will list those events on a timeline. After this practice activity has been completed, the teacher will introduce either a community bulletin or a school newspaper from the local high school. Students will be given a partner and a newspaper. Then, the groups will make a rough draft of a timeline that highlights important events happening or that have happened in the community. When the rough draft has been checked by the teacher, the students will go to the computer and draw their timeline.

Day 6

Standard 3.5.2: Identify connections that the local community has with other communities, including cultural exchanges of several types, and ways that technology links communities in other places.

Objective:
Students will identify connections their community has with other communities.

Resource:
Indiana Academic Standards. "Sharing Cultures".

Materials:
Brochures about Nearby Attractions, Paper, Pencils, Crayons, Enlarged Photo of a Nearby Attraction

Activity:
The teacher will hold up the enlarged photo and ask students if they know what it is. The teacher will call on a student to identify the place. Next, the class will discuss the attraction. Have students been there? What do you do at this place? Why did you go there? The teacher will ask the students, "Is there something in our community people come to see? Are there places nearby that you travel to to see their attractions? The students will discuss places they have traveled to see specific attractions. Ask students how they can learn about attractions in other communities. Tell the students that they are going to design a brochure for an attraction in their community. The teacher will have an example pre-made and will
show the students how to fold their paper. Students will be encouraged to make their brochures creative so people want to come to the attraction. Students can put more than one attraction in their brochure.

**Days 7-9**

**Standard 3.5.3:** Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

**Objective:**

Students will be able to explain the contributions made to enrich the culture of the Indiana community.

**Resources:**


**Materials:**

"Hoosiers All" Video, "Hoosiers All" CD-ROM, Computers, Notebook Paper, Pencils

**Activity:**

Students will view the video essays from the "Hoosiers All" kit. After students listen to Indiana children describe their families and how they contributed to Indiana and its culture, students will use the correlating CD-ROMS to study famous Hoosiers. Each student will choose one Hoosier from the CD-ROM and write his/her own essay about this individual and how he/she contributed to enriching the culture of the Indiana community.

**Day 10**

**Standard 3.5.5:** Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather cultural information about the community.

**Objective:**

Student will gather and present cultural information about the community.

**Resource:**

**Materials:**
Field trip to Indiana State Museum, Notebooks, Pencils, Handout, Poster Board, Markers, Internet, Computers, Printers

**Activity:**
Students will go on a field trip to the Indiana State Museum in Indianapolis, Indiana. Before going to the museum, the teacher will tell the students what types of exhibits will be at the museum. The students are to start thinking what exhibit they might be most interested in and want to learn more about. When the class goes on the field trip, each student is required to take a notebook so he/she can write down important facts about the exhibit of his/her choice. The final outcome of this activity will be a poster highlighting a specific event or concept that was displayed at the museum. The students will receive a handout with the requirements and due date prior to the field trip. Some class time will be given to work on it.

**Learning Centers:**

**Center 1: (Puzzle)**
Students will put together puzzles of multiethnic people. This center will help aid in cultural awareness.


**Center 2: (Pen Pals)**
Students will write to other children from anther community. Students will learn information about the other children as well as their school and community. If possible, students will meet at the end of the school year.

**Management Considerations:**
For the field trip, ample chaperones will be needed to make sure students are gathering information at the museum. Before the start of group work, the teacher should review expected behavior. In addition, students should receive basic instructions on note taking in order to complete many of the projects listed. Students who cannot work well together should be put into different groups and should not be partners. Rules and consequences for expected and appropriate classroom behavior should be displayed in the room for all students to see.
Fourth Grade

"Indiana in the Nation and the World"

Thread: Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.
Day 1

Standard: 4.3.4: Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana; and be able to place these on a blank map of the state.

Objective:
On a map, students will be able to correctly locate the state of Indiana, its capital, major cities, and rivers.

Resource:
Indiana University Purdue University Indianapolis. “Community Cartography” http://www.iupui.edu/~geni/lsort/standccb.html

Materials:
Map of the US, Map of Indiana, Blank Indiana Transparencies (1 per 2 students), Overhead Markers, Crayons/Colored Pencils, Blank Copies of Indiana Map (paper)

Activity:
Using a map of the US, the teacher will point out the state of Indiana. Next, the teacher will use a map of Indiana and point out the capital of Indianapolis, major cities of Gary, South Bend, Bloomington, and Evansville, and the Wabash and Ohio Rivers. Then, leaving the Indiana map visible for reference, the teacher will put a blank transparency of Indiana on the overhead and ask for student volunteers to locate the capital with a star, the cities with dots and initials and the rivers with lines. Students can use the map as a reference. Next, the students will pick a partner and be given one Indiana transparency per group. One partner will write the star, dots, and lines, while the other fills in the city initials and names of the rivers. Then, the students will check their map by placing it over the teachers correctly created map. The students will see how close they are to the correct locations. Then, they will switch jobs and repeat this activity. At the end of this lesson, each student will be given a blank map of Indiana and asked to independently fill in all of the previously mentioned criteria.

Days 2-5

Standard 4.5.3: Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

Standard 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.

Objective:
Students will compare and contrast cultural groups that settled in Indiana.
Resource:

Materials:
Chalk, Chalkboard, Numbers, Hat, Paper, Pencils, Encyclopedias, Internet Access, Books, CD-ROMS

Activity:
The teacher will define the term “cultural group” on the chalk board. After a brief discussion of the term, the teacher will introduce various cultural groups that settled in Indiana such as the Quakers, Amish, Native Americans, Puritans, French, etc. Students will pick a number from a hat and that is the order they choose which cultural group they will research. In groups of three to four, students will use encyclopedias, internet, books, and CD-ROMS to find information about their cultural group. On day four of this lesson, students will present their information and the teacher will write/add key concepts from each group on the board. Students will compare and contrast their cultural groups that were researched.

Days 6-9
Standard 4.5.4: Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.

Objective:
Students will describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre.

Resource:

Materials: Books, Encyclopedias, Internet Access, Poster Board, Markers, Crayons

Activity:
Students will be broken into 5 groups; visual arts; literature, music, dance; and theatre. Each group will look up information in books, encyclopedias, and on the internet concerning artists from Indiana in their respective category. Next, each group will illustrate a poster explaining the role of Indiana artists in their category. Each group will give a mini presentation using their poster as a visual aid. A teacher created guide sheet will be made to help the students know where and how to get information and the criteria in which they will be graded upon.
Learning Centers:

Center 1: (Video)
Students will watch a video that weaves together the stories of four Lakota Indian families. The video tells of the lives of a grandmother, an artist, a spiritual leader, and a community activist, and how the problems of the reservation system are balanced with the thriving richness of the culture.

Resource:

Center 2: (Computer)
Students will use a site on the internet to look at pictures of historic Indiana. Students will also read stories and articles that tell about major people and events of Indiana.

Resource:

Management Considerations:
Fourth graders can be given a little more independence than the primary grades; however, more should also be expected of them. Students should have some prior experience working in groups, but the teacher should go over behavior issues that may arise. Students should also be taught some conflict resolution techniques to use if differing view arise during group discussions. If problems arise, the teacher may need to delegate roles for group work such as recorder, etc.
Fifth Grade

“The United States - The Founding of the Republic”

Thread: Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.
Days 1–3

Standard 5.5.2: Give examples of groups who made up communities in early America and compare the different ways that communities were organized.

Objective:
Students will compare and contrast how Native American and English communities were organized in the past.

Resources:

Materials:
Research Materials (books, internet, videos), Handout

Activity:
Students will compare the communities made by the English settlers and the Native Americans. Students will research housing, gender roles, leadership roles, and social class at school. At home, students will make dioramas of an English colony/settlement as well as a Native American village. Each student will bring them to class and present what they have found. Teacher made handouts will be sent home to explain assignment.

Days 4–6

Standard 5.5.4: Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.

Objective:
Students will be able to compare and contrast visual arts, crafts, music, architecture, and literature from two time periods in United States history.

Resources:

Materials:
Books, Internet, Encyclopedias, Paper, Pencils

Activity:
Students will be divided into cooperative groups for this activity. Each group will focus on a specific historical period determined by the teacher. Within each group, students will be assigned to research literature, music, architecture, or visual arts. After students research their time period, they will present the information to
the class. Each student will choose two historical periods that were presented and write a short essay comparing the cultural background influence of the two eras.

**Days 7-8**  
**Standard 5.5.5:** Analyze traditional arts, including folk tales and narratives that depict the experiences of ethnic, racial, and religious groups in different regions of the United States.  
**Objective:**  
Students will analyze folk tales or narratives in order to understand the experiences of ethnic, racial, and religious groups in different regions of the United States.  
**Resources:**  
**Materials:**  
Folk tale or narrative, library, internet, computers, paper, pencil,  
**Activity:**  
Depending on the type of writing chosen, the teacher will define either the term folk tale or narrative. The teacher will present one of those types of writings to the class and read it aloud. As a class, we will analyze the writing and determine what type of experience it is portraying, who the author is, and what was going on in the US at the time it was written. After we have concluded our thorough discussion on this writing, the teacher will present the assignment. Students are to find either a narrative or folk tale (depending on what was discussed in class), analyze the writing (as was modeled and practiced in class) and write an explanation of what the writer is trying to display. Students will be given time in the school library, but may use the internet as well.  

**Days 9-10**  
**Standard 5.5.6:** Read accounts of how scientific and technological innovations have affected the way people lived in the early United States and make predictions about how future scientific and technological developments may change cultural life.  
**Objective:**  
Students will develop an original invention and explain how it will affect the lives of people.
addition, management considerations have been made in order to consider possible behavior problems.

The fifth INTASC principle relates to the area of instructional strategies. An educator is expected to develop specific learning techniques designed to evoke deep thought in their students. This principle is important because students need to acquire a profound level of critical thinking, problem solving, and performance skills in order to develop a strong ability to apply knowledge into life situations. An educator needs to be capable of constructing a mixture of instructional strategies in order to aid all students in developing these skills regardless of the students' learning styles. The activities in my lessons incorporate a variety of strategies into the curriculum.

INTASC principle eight requires all educators to use both formal and informal assessment strategies to evaluate the student. Throughout my lessons, I use performance based assessment as well as informal assessment. By giving the students a unit test, formal assessment can be acquired through those scores. I think it is up to the educator to design assessment that is appropriate for the age level of the students as well as their abilities.

This project incorporates many INTASC principles. The INTASC principles provide a solid framework for guiding teachers in areas of instruction and development. All INTASC principles should be considered and focused upon when planning instruction.
Bibliography


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