

Diane Kobor
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"Taming the Wild West"
Social Studies for grades 1 to 8

This unit will take about two weeks (8 school days) and combine similar aspects of each of the four new social studies books and adjunct materials that will be used during the 2005/2006 school year for classrooms with all 8 grades.

To integrate faith with the unit, class discussion will include Ellen White's experiences and how she traveled. I don't think that we as Adventist educators have considered the richness of the primary documents we have from the 1800s and early 1900s and their application to social studies. Her life started in the horse-and-buggy days and ended in the age of the automobile. It would be good to include her travels out west with her husband and how the Adventist work expanded quickly in the West (Life Sketches, 219 - telegraph, 229 - steamer, 5T 381 - railroad and steamer lines).

Curriculum Benchmarks:

NETS #1 All the students will operate the school's technological system.

NETS #4 All the students will use their projects to communicate and interact with the rest of the class.

NETS #5 Grades 7 & 8 will use the Web as a resource in their projects.

Grades 1 & 2 will understand how inventions have changed our lives.

Grades 3 & 4 will know the different mountain ranges of the West and explain why people wanted to live in the West.

Grades 5 & 6 will memorize the inventions chronologically, explain why the telegraph replaced the Pony Express, discuss the problems faced by those who built the transcontinental railroad, read a time zone map, discuss the rise of cattle drives, and reflect on the changes faced by Native Americans who were sent to reservations.

Grades 7 & 8 will be able to recognize the correct meaning of all vocabulary words, present the life of one American tycoon in depth, match inventors with their inventions, explain the tension between labor and big business, and describe how the railroads and inventions changed the lives of Americans.

Materials/Hardware/Software:

All Together

Regions

The United States

The American Nation

Computers with internet

Kid Pix

connection between computer and TV screen

TV

Life Sketches

Testimonies, Vol. 5

Teacher Preparation:

Teacher will purchase a computer/TV connection cable, get someone to install it in the classroom, and try it out on her TEEC projects to make sure that it really works.

Teacher will make copies of the maps for grades 3 & 4.

Teacher will think about mnemonic device for inventions before the lesson begins.

Student Preparation:

Grades 1 & 2 will have to know how to use the background button and stamp buttons in Kid Pix and how to save their pictures.

Grades 3 to 8 will know how to make a slide program with Kid Pix.

Grades 5 & 6 will be ready to work co-operatively; each student will take a part of the total project, yet all will work together to share ideas and constructive advice.

Grades 5 to 8 will be prepared to work with grades 3 & 4 to assist them if they need help with the slide program.

Activities/Procedures:

As an opener, the whole class will listen and discuss as we sketch out how inventions changed the lives of our early pioneers, the Whites. With the teacher, the students will brainstorm a way to come up with a memorization device to remember the chronological sequence of at least 10 inventions during this time period.

Grades 1 & 2 will read All Together, Unit 6, Lessons 2, 3, and 4 with the

teacher, do the vocabulary activity (Cloze paragraph) for unit 6, and complete workbook pages 64 to 67. Pacing will be about two days for each of the three lessons (one day for reading; one day for workbook and other activities). Two days will be spent on assessment and closing activities. Grades 3 & 4 will read Regions, Unit 6, chapter 12, complete pages 85 to 89 in their workbook, and look up the origins of the words geyser, magma, volcano, and lava. Pacing will be one workbook page per day for five days; then the last three days will be devoted to the final project. Grades 5 & 6 will read The United States, Unit 8, chapter 16, answer the questions on page 541, 543, 552, and 557, complete all questions on page 558, read chapter 17 (lesson 1), answer the questions on page 567. Pacing will be one lesson per day for four days, a day to finish all the questions, and three days to work on the project. Grades 7 & 8 will read American Nation, chapter 20, and answer all the assessment questions at the end of each of the four sections. Pacing will be one lesson per day, one day for review questions, and three days for the presentation preparation. At the end of the 8th day, each group will give the presentations they have prepared during the two-week period.

Assessment/Evaluation:

Grades 1 & 2 will make 2 Kid Pix pictures: the first will show only things that were used when Ellen White was little, the second will show things that were invented after the Great Disappointment.

Grades 3 & 4 will make a 5-picture slide program of why people would want to live in the West. Pictures must include a variety of the landforms and habitats found in that region. Labels must include at least two place names and two vocabulary words from Regions, chapter 12, lesson 1. They will label the map in Regions on TR69 with the Sierra Madre, Sierra Nevada, Rocky, and Cascade Mountains from memory.

Grades 5 & 6 will work as a co-operative group to produce a chronological slide program of at least 10 inventions or events listed in chapters 16 and 17. It may be done in Kid Pix or in another software if one of the students has experience in a different software program.

Each student in grades 7 & 8 will produce a "This Is Your Life" presentation

for one of the following: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J. Pierpont Morgan, Elijah McCoy, Granville T. Woods, or Thomas Edison using the textbook, encyclopedias, library books, and on-line information. They will complete #1 to 23 on pages 596 and 597 of American Nation.

Follow-up Activities:

For the grand finale, students in each of the four groups will display their projects to the class. Using the computer/TV connection, the slides and slide programs will be easily seen by the entire class.

Trip to Children's Museum: Rooms from 1800s

Invention Contest

Storyboard- multimedia : Social Studies Storyboard

Teacher Name: **Diane Kobor**

Student Name: _____

CATEGORY	4	3	2	1
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.

Use of Time	Used time well during each class period (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher, and documentation of progress in journal) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress in journal), but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress in journal) in spite of several adult reminders to do so.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but had one problem that required adult intervention.	Worked cooperatively with partners some of the time, but had several problems that required adult intervention.

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