

*History by the Book:  
Language Arts Lessons for the  
Social Studies Classroom*



**Developed by participants of the 2009 Teachers History Institute**  
“History by the Book: Integrating Language Arts and Primary Sources  
into Elementary Social Studies Instruction”



EAST TENNESSEE HISTORICAL SOCIETY

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Mrs. B.W. Grimes

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Sources into Elementary Social Studies Instruction”

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## INTRODUCTION

The East Tennessee Historical Society (ETHS) presented its tenth Teachers History Institute on July 13-17, 2009. It was funded in part through a grant from Humanities Tennessee with additional support from Mrs. B.W. Grimes. Taking as its theme “History by the Book: Integrating Language Arts and Primary Sources into Elementary Social Studies Instruction,” the institute consisted of five days of in-service presentations which featured 1) Tennessee history content delivered by regional scholars and 2) active sharing and modeling of successful language arts methods for teaching social studies.

In the age of “No Child Left Behind,” the focus of the American education system in the first decade of the 21<sup>st</sup> Century, math and language arts were the subjects that “counted.” As elementary schools increased required instructional time for math and language arts, the curriculum “narrowed” and social studies received very little attention or instructional time. A way to preserve and even increase time for social studies instruction is to integrate language arts methods into the social studies classroom.

As a requirement of institute participation, teachers prepared lesson or unit plans using the knowledge they gained from the week. The participants tested their lessons in the classroom during the fall of 2009. At an evaluation seminar in February 2010, participants discussed and shared their ideas concerning the plans. We hope that teachers across the region will find the resulting manual invaluable in their continuing endeavor to guide students to a personal understanding and appreciation of their history while also dealing with the demands of the curriculum.

The editor revised the lesson plans developed by the Teachers History Institute participants. The lesson plans were revised to make them uniform in format. The lesson plans are compiled alphabetically by the author’s last name. While the plans are targeted at the intermediate level, all are adaptable to primary, middle, and secondary levels.

**Please Note: The lesson plans correlate to the Tennessee Social Studies Curriculum which can be found at the following web address (web address may change, so go to the Tennessee Department of Education site for new link if needed):**

**<http://www.tennessee.gov/education/ci/ss/index.shtml>**

## Lesson Plan Titles and Authors

Plans were written for intermediate grades, but can be adapted

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# Events Leading to the American Revolution

Submitted by Traci Bales, New Market, TN

**Objectives/Purpose:** Students will understand the events leading to the American Revolution from multiple points of view based on various sources of information, including primary and secondary sources.

**Grade Level:** Fourth Grade

**Group Size:** Class size of twenty to twenty-five students

**Lesson Time:** Four forty minute lessons.

## **Background Information:**

Most students have little knowledge of the American Revolution, as fourth grade is the first year they begin learning about specific historical events. The students will have already studied the French and Indian War and the Proclamation of 1763. They will understand that many colonists chose to ignore the Proclamation and crossed the Appalachian Mountains to settle in Indian Territory.

The students have also already discussed primary and secondary sources of information and understand the differences.

## **Materials (minimum one book title and/or one primary source):**

- Fritz, Jean. *Can't You Make Them Behave, King George?* New York: The Putnam Publishing, 1977.
- "The Boston Tea Party, 1773," EyeWitness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (2002).
- The Stamp Act, 1765: Jared Ingersoll's Account of the Parliamentary Debate, 11 February 1765. <http://www.historyhome.co.uk/c-eight/america/sadebate.htm>

## **Strategies/Procedures:**

### **Day one:**

The teacher will present the various laws King George III and Parliament passed in order to raise money to pay for the French and Indian War. These Acts will include the following:

- The Sugar Act of 1764
- The Stamp Act of 1765
- The Quartering Act (1765)
- The Declaratory Act (1766)
- The Townshend Acts of 1767

The teacher will also present the responses of the colonists to the various acts, including the Boston Massacre, the Boston Tea Party, and why Parliament repealed some laws, but not others. The students will be given copies of the newspaper articles concerning the Boston Massacre and the Parliamentary debate on the Stamp Act of 1765. She will also discuss with the class the issue of "taxation without representation."

**Day two:**

The teacher will read the Jean Fritz's book *Can't You Make Them Behave, King George?* Reading and discussing the story will help students understand the British perspective more, as far as the financial issues facing the government and why the King had such a hard time understanding the colonists' resistance to help their own country (Great Britain).

During the discussion, the teacher will also discuss that fact that colonists themselves were divided on the issues with Britain. She will introduce the terms Patriot and Loyalist, along with definitions for each. The class will also examine the British soldiers who were placed in the colonies to protect the colonists and the issues surrounding the soldiers. The students will also be given copies of the newspaper articles concerning the Boston Massacre and the Parliamentary debate on the Stamp Act of 1765. These will help students understand different points of view during the events leading to the American Revolution.

**Day three:**

The teacher will place students in small teams (four to five students per group). She will assign each team a particular group important to the American Revolution. These will include Patriots, Loyalists, King George, Parliament, and British soldiers. Each team will discuss the role of the person/group they were assigned and write one to two pages answering the following questions:

- Was Parliament's/King George's taxation of the colonists fair? Why or why not?
- Would there have been a better way for the colonists to raise money for Britain?
- Was it right for the colonists to boycott British goods?
- Should the colonists have tried to repair relations with Britain even after the first shots were fired at Lexington and Concord?
- Were the colonists right to eventually declare their independence from Britain and form their own country?

Students will also be given time during computer lab on this day to look for primary source material to help them with their questions from the point of view they have been assigned.

**Day four:**

The teacher will have each team present to the class the events leading up to the American Revolution based on the perspective of their group/person.

**Tennessee Social Studies Curriculum Correlations:** 4.5.spi.5, 4.6.spi.1

**Evaluation/Assessment:**

- The students will be assessed informally based on their participation and team presentation.
- At the end of the American Revolution unit, the students will be assessed formally with an end of unit test.

**Author's Evaluation:**

Reading the book about King George helped the students see him as a real person, not just a name in a book. The excerpts from the other sources (both from the teacher and the students' own research) also helped them see that there are different points of view in any growing conflict/war.

# What's Congress

Submitted by: Ginny Boles, Maryville, TN

**Objectives:** The learner will identify the multiple steps in making a bill a law. The learner will participate in a hands-on activity identifying checks and balances.

**Grade Level:** Fourth Grade

**Group Size:** Whole class; 20-24 students

**Lesson Time:** 1 hour

**Background Information:** This lesson will provide a hands-on learning experience for students to truly understand how bills are made into laws. This lesson will help students to better understand the roles of the three branches of government and our system of checks and balances.

## **Materials:**

- Index cards with H's and S's written on them (number varies depending on number in class)
- Book: Harris, Nancy. *What's Congress?* Chicago: Heinemann Library a division of Reed Elsevier Inc, 2008.

## **Strategies/Procedures:**

### **Vocabulary**

Bill                      Senate                      House of Representatives                      Veto  
Law                      President

### **Set**

“What would our world be without rules and laws? How would our world be different? Would you like to live in a place without laws?” (Discuss. Students may say they would like to live in a world without law at first, but through discussion they would begin to think about safety implications, etc.) “Today we are going to learn the process of how the U.S. government makes new laws, and we will put this new knowledge into action.” Read to student’s *What's Congress?* This could be done as a read aloud with or without a document camera.

### **Instruction**

Direct Instruction:

Explain the steps of how a bill becomes a law, using drawings and diagrams on the promethean or white board.

- **Step 1:** Possible laws (bills) are brought to a senate committee. The committee reads the bill and decides if any changes need to be made. If no changes need to be made then it is sent to the full senate.
- **Step 2:** The senators then vote on the bill. If over half of the senators (51 of 100) vote yes then the bill moves on to the House of Representatives.
- **Step 3:** The House of Representatives then gets a chance to vote on the bill. If over half of the House (218 of 435) votes yes on the bill, then the bill moves on to the president.

- Step 4: If the president signs the bill then it becomes law. It can also become law if the president does not sign it for 10 days. The president may not agree with the Law and he can reject the bill or veto it. It can still become law if 2/3 of the House and 2/3 of the senate vote for it.

“Today we are going to make new “laws” for the classroom.” Students will take out a sheet of paper and create a bill (rough draft of a law) that they would like to go through the steps.

As students are writing the bills have them keep in mind that the teacher will act as the president. Only bills that are well written will be considered. “Keep in mind our grammar rules. Write in complete sentences.” The teacher can veto any bill if it is not appropriate. Encourage students to be creative though, you never know what brilliant idea might be waiting out there.

Students will then pull an index card from the set of cards. On it they will find either an S or an H. If a student pulls an S they are a part of the Senate. If a student pulls and H they will be a part of the House. There will be more H’s than S’s. Ask students “Why do you think there are more H’s than S’s?”

Give students about 10 minutes to write their bills. Then divide them into the Senate and House. Students will sit in a circle. The president (teacher) designates someone to be the Speaker in each group. They will run the sessions. Each bill will be read, discussed, and then voted upon. Then it will travel to the next step, finally ending up with the president.

As the president, its fun to let some of the laws go into effect. Read the new laws to the class, and watch democracy at work!

### **Closure**

To close the lesson, conduct a discussion. “How did it feel to make a law? Do you think that being a legislator is a difficult job? How do you think a legislator decides on tough bills? How should they decide?”

**Tennessee Social Studies Curriculum Correlations:** 4.4.02d; 4.4.02e; 4.4.tpi.1

### **Evaluation and Assessment:**

Have students write a letter to a legislator. In the letter ask them to tell the official what they have learned, and maybe suggest a new bill. Depending on the political climate at the time of the lesson, there might be a large issue in the news that the students could express their opinion and let the legislator know how they stand on the issue.

# Daniel Boone: American Pioneer

Submitted by Lori Collins, Knoxville, TN

**Objectives/Purpose:** Students will learn about Daniel Boone and his contributions to the development of America's frontier.

**Grade Level:** Fourth Grade

**Group Size:** Regular class

**Lesson Time:** About two to three forty-five minute class periods

**Background Information:** This lesson will come after reading about Daniel Boone in the Social Studies textbook.

**Materials (minimum one book title and/or one primary source):**

- Viola, Dr. Herman, et al. *Social Studies Tennessee: United States- The Early Years*. Boston: Houghton Mifflin, 2009.
- Armentrout, David and Patricia. *People Who Made a Difference: Daniel Boone*. Florida: Rourke Publishing, 2002.
- graphic organizer (one for board; one per student)
- Spradlin, Michael P. *Daniel Boone's Great Escape*. New York: Walker and Company, 2008.
- Hennessey, Gail Skroback. *Will the Real Paul Revere Please Stand Up? and 14 Other American History Plays*. New York: Scholastic, 2002.
- [from the above book] "Will the Real Daniel Boone Please Stand Up?" (enough copies for the students portraying the characters)

**Strategies/Procedures:**

- Review the textbook information with the class.
- Read aloud and discuss *People Who Made a Difference: Daniel Boone*. During the reading, add to the graphic organizer on the board. Add details for each of the three categories: Personal Information; Indian Relations; Accomplishments as Hunter/Explorer. Students will copy the information on their own organizer.
- Read aloud *Daniel Boone's Great Escape*. Lead a discussion about Boone and other people from history that showed courage.

**Tennessee Social Studies Curriculum Correlations:** 4.5.10c

**Evaluation/Assessment:** Present the reader's theater "Will the Real Daniel Boone Please Stand Up?" At the end, make sure that the students understand which statements were true and which were false. Also make sure they understand that Daniel Boone 2 was the real one. Use the provided questions for a discussion and then assign activity #1 (make up a Wild West adventure including Boone as a character).

**Author's Evaluation:** The students enjoy learning about someone whom they've probably heard a little about but don't know many facts. To them, Daniel Boone may be like Davy Crockett- more of a legend than a real person. This lesson lets them learn the real information and also use their imagination to create a fictional adventure.

# Daniel Boone: American Pioneer

personal

Indian relations

accomplishments as  
hunter/explorer

# Christopher Columbus

Submitted by Susan Garland, Friendsville, TN

**Objectives/Purpose:** To increase students' knowledge of early explorers and their effects on early American colonization.

**Grade Level:** Fourth Grade

**Group Size:** Twenty to twenty-five students

**Lesson Time:** Forty-five to sixty minutes

## **Background Information:**

- Students must have a general knowledge of early American History
- Students will have a general knowledge of maps and the location of coordinates on a map

## **Materials (minimum one book title and/or one primary source):**

- Social Studies textbook: (any standard 4<sup>th</sup> grade S.S. book will work) to use as a reference
- Large Scale classroom map: to use as a visual aid
- Individual desk student maps: for students to retrace routes
- Overhead markers: to use on desk maps
- General printouts from the internet about early explorers: for reference

**Strategies/Procedures:** Tell students they are going to travel the same routes that Christopher Columbus once traveled

## **Key Questions:**

- Who was Christopher Columbus?
- Where was Christopher Columbus from?
- How many routes did Columbus take? Why?
- When did he set sail the 1<sup>st</sup> time? 2<sup>nd</sup>? 3<sup>rd</sup>? 4<sup>th</sup>?
- Where did he set sail from?
- What were his destinations?

## **Class Strategies:**

### **Teacher:**

- Place desk maps and markers on students' desks before the start of the lesson
- Instruct students not to mark on any other part of the map other than what is discussed in class
- Explain to the students that Columbus originally sailed 4 routes to North and South America
- Display a large classroom map
- Label and identify the origin and destination of Columbus's 1<sup>st</sup> voyage by marking them with a 1 (for 1<sup>st</sup> voyage)
- Trace 1<sup>st</sup> route with map marker on large scale overhead map

- Instruct students to trace the 1<sup>st</sup> route with their overhead markers on their desk maps
- Label and identify 2<sup>nd</sup> voyage with a 2; 3<sup>rd</sup> voyage with a 3; 4<sup>th</sup> voyage with a 4
- Trace each route separately and discuss
- Instruct each student to “buddy buzz” with a partner and evaluate their findings

**Student:**

- Listen to instructions
- Mark only on designated points on the desk maps
- Follow the routes discussed and use the textbook as a guide
- Trace and label individual routes with the designated numbers
- Examine and discuss results
- Help others who may have trouble

**Practice and Review:**

- Assign groups for individual research on the internet about the specific routes Columbus took
- Complete a “fact” web that gives information recovered from the internet and/or textbook

**Learner Involvement:**

- Students should be able to locate and trace routes individually on their desk maps
- Students will research and discuss their findings individually

**Learner Environment:**

- Every student should be seated where each person can see the board clearly
- Every student should have a desk map with an overhead marker

**Closure:**

- Ask several students to recall 3 things they learned about Columbus and his voyages
- Ask several students to give 1 interesting fact that they have learned about Columbus during their research

**Alternative and/or Supplemental Activities:**

- Discuss and trace routes that might have been quicker for Columbus to take instead of his original paths
- Have students role play Columbus or one of his crew members, and write a letter back home to their families

**Tennessee Social Studies Curriculum Correlations:**

- Students will identify early explorers and their impact on colonization
- Students will recognize key points on a map
- Students will trace the routes of Christopher Columbus

**Evaluation/Assessment:**

**Informal:**

- Evaluate individual student work on maps

- Observe student responses in class

**Formal:** Observe individual student retention on unit exam

**Author's Evaluation:** This is a great lesson to use when teaching Columbus and his routes to North America, because it gives students a visual representation of his travels from Spain to the Bahamas and South America. Many students have trouble understanding and locating points on a map. Using this lesson helps them visualize continents and countries.

# Davy Crockett

Submitted by George Hoffman, Oneida, Tennessee

**Objectives/Purpose:** Students will recognize the qualities of Davy Crockett. They will also recognize his contributions to our participatory democracy and how these contributions helped to develop our nation.

**Grade Level:** Fourth Grade

**Group Size:** Fourteen

**Lesson Time:** Ninety minutes

**Background Information:** The unit is entitled “A Growing Country.” This is the third lesson in the unit. Lesson one was entitled “The Industrial Revolution” and lesson two was entitled “Moving West.” This lesson is actually an extension of lesson two entitled “Biography: Davy Crockett.”

**Materials (minimum one book title and/or one primary source):**

- Museum of Scott County, Mr. Gary Sexton, Scott County High School, 400 Scott High Drive, Huntsville, TN 37756, [gary.sexton@scottcounty.net](mailto:gary.sexton@scottcounty.net), (423)-663-2801.
- Adler, David. *A Picture Book of Davy Crockett*. New York: Holiday House, 1996.
- Viola, Herman, Bednarz, Sarah, Cortes, Carlos, Jennings, Cheryl, Schug, Mark, White, Charles. *United States: The Early Years*. Boston: Houghton Mifflin, 2009.

**Strategies/Procedures:** The teacher and the students will take turns reading *A Picture Book of Davy Crockett*. Students will complete a K-W-L Chart to help them comprehend the information about Davy Crockett. Students will then take a field trip to the Museum of Scott County where they will see a frontier village complete with artifacts, such as a log cabin and livestock. High school students dressed as pioneers will provide the students with historical information. I will be dressed as Davy Crockett and provide historical information about my character. After returning to Huntsville Elementary School, students will construct a simple timeline of Davy Crockett’s life.

**Tennessee Social Studies Curriculum Correlations:** 4.5.spi.2, 4.5.spi.3 and 4.5.spi.4.

**Evaluation/Assessment:** The teacher will evaluate the student’s knowledge by grading the K-W-L Charts and the timeline. The teacher will also have a discussion of what was covered. This will be followed by a question and answer session.

**Author’s Evaluation:** Students seemed to enjoy the lesson and increased their knowledge of the subject.

# Slavery and Indentured Servitude in Colonial America

Submitted by Pam Huppmann, Knoxville, Tennessee

**Objectives/Purpose:** Students will explore and understand the differences and similarities of slavery and indentured servitude in Colonial America.

**Grade Level:** Fourth Grade

**Group Size:** Fifteen to twenty-eight students

**Lesson Time:** Two forty-five minute sessions

**Background Information:** Students will have studied the exploration and early settlement of North America—St. Augustine, Jamestown, and Plymouth colonies and the structure of the original thirteen colonies: New England Colonies, Middle Colonies, and Southern Colonies.

## **Materials-Book:**

- McGill, Alice. *Molly Bannaky*. New York: Houghton Mifflin Company, 1999
- Bill of sale for Peter. Library of Congress. [The First American West: The Ohio River Valley, 1750-1820], Special Collection Center, University of Chicago Library. (<http://memory.loc.gov/cgi-bin/query/h?ammem/fawbib:@field%28NUMBER+@band%28icufaw+bmc0187%29%29>).
- Bill of sale for Judy and her child Juliann. Library of Congress. [The First American West: The Ohio River Valley, 1750-1820], Special Collection Center, University of Chicago Library. (<http://memory.loc.gov/cgi-bin/query/r?ammem/faw:@field%28DOCID+icufawcmc0026%2>).
- First American West: The Ohio River Valley, 1750-1820, Indenture between William and Hellen Duncan for the sale of a three-year-old slave named William. Library of Congress. [The First American West: The Ohio River Valley, 1750-1820], Special Collection Center, University of Chicago Library. <http://memory.loc.gov/cgi-bin/ampage?collId=icufaw&fileName=cmc0065/icufawcmc0065.db&recNum=0&itemLink=r?ammem/faw:@field%28DOCID+icufawcmc0065%29%23cmc00650001&linkText=1>.
- Indenture Contract of William Buckland. Virtual Jamestown, Virginia Center for Digital History, University of Virginia. (<http://www.virtualjamestown.org/wbind1.html>).
- Indenture Contract of Richard Lowther. Virtual Jamestown, Virginia Center for Digital History, University of Virginia. (<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1046>).
- Contract of Indenture for Michael Gyger to Culchetch Golightly, 1744, Teaching American History in South Carolina. <http://www.teachingushistory.org/lessons/Gyger.html>
- Venn Diagram: “Slaves vs. Indentured Servants”
- “Timeline of Slaves and Indentured Servants in North America”
- Highlighters
- Pencils

- Scissors
- Interactive notebook (if you are using in your class)

**Strategies/Procedures:**

**Day 1:**

- Introduce the terms: indentured servant and slave.
- Read the book *Molly Bannaky* to the class.
- Lead the class in a discussion of the differences between indentured servants and slaves.
- Use the handout “Slaves vs. Indentured Servants” and guide the students to fill in similarities and differences between the two.
- Students will do a “Think/Pair/Share” and share with their partner one difference and one similarity between slaves and indentured servants.
- If you use an interactive notebook in your classroom, students will cut out the Venn diagram and glue it into the book.

**Day 2:**

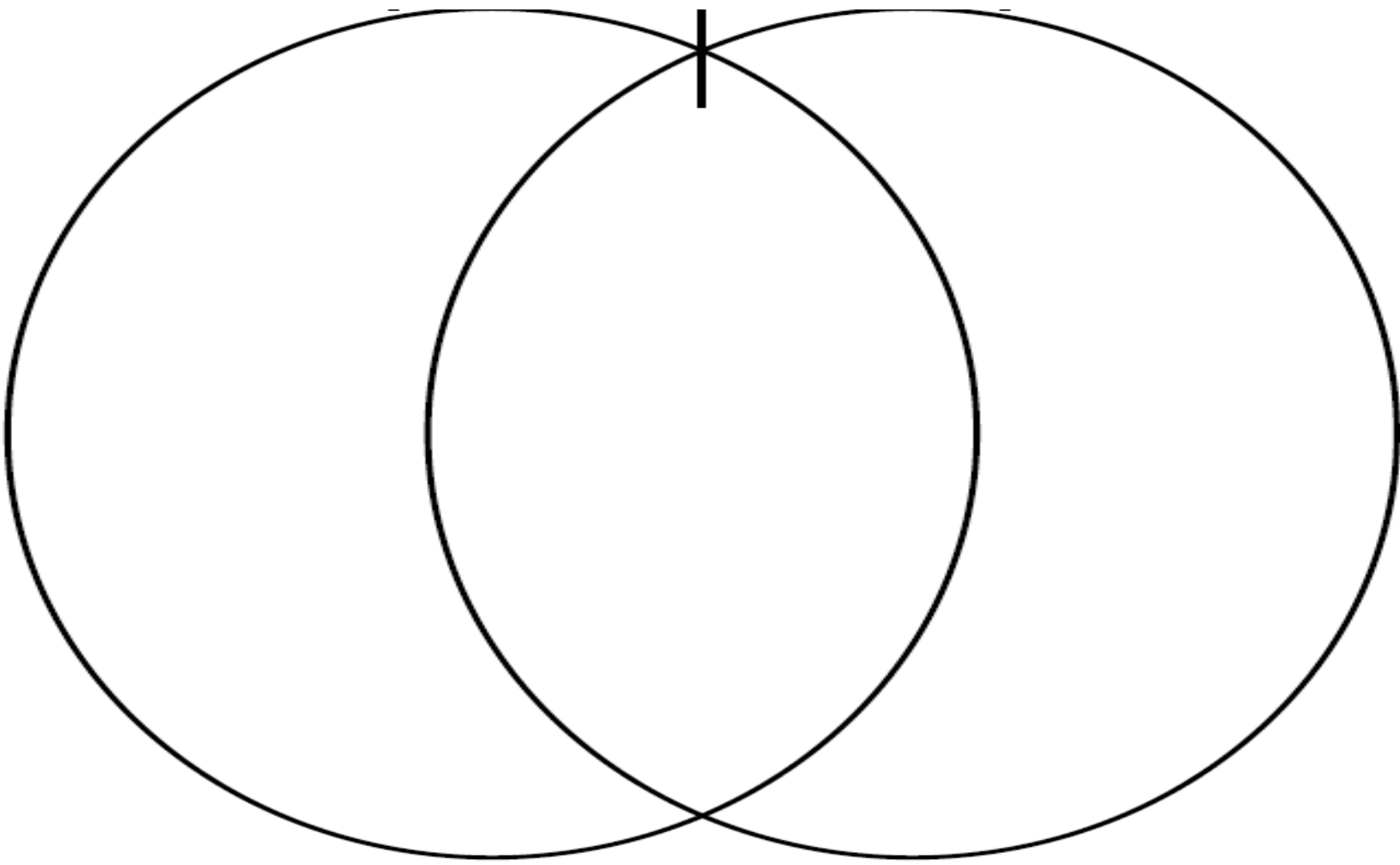
- Review the Venn diagram from Day 1.
- Divide the class into small cooperative groups of 3-4 students each.
- Give each group one of the primary documents, either a slave bill of sale or an indentured servant contract.
- Students will use highlighters and try to decipher the wording in each contract. Guide them to look for specific information such as: date the sale took place, price, name, age, and gender of the slave or indentured servant, name of the person buying the slave or servant, length of term for indentured servant, colony and/or city in which the sale takes place.
- After they have had time to study the documents, give them the typed translation and ask them to check it against their primary document.
- Give each student a copy of the “Timeline of Slavery and Indentured Servants in North America” and have them look to see where their document fits in the timeline. They can put their event in the timeline.
- If you use an interactive notebook in your classroom, students will glue the Timeline in.

**Tennessee Social Studies Curriculum Correlations: 4.2.10, 4.2.11, 4.2.12**

**Evaluation/Assessment:** The teacher will monitor the students as they fill out the Venn Diagram, do the “Think, Pair, Share” for differences and similarities between slaves and indentured servants, and as they work with the primary documents.

**Author’s Evaluation:** My students loved the book *Molly Bannaky* and were easily able to fill out the Venn diagram after our discussion. They were intrigued by the primary documents. This was the first time I had used documents in this way and I will definitely do it again.

Note: The “Timeline of Slavery and Indentured Servitude” will be used again when we study the Boston Massacre, the Constitution, and the Dred Scott case. The students were also excited to see Benjamin Banneker, Molly Bannaky’s grandson, on the timeline.



## **A Timeline of Indentured Servitude and Slavery in the United States**

**1619** - Twenty black indentured servants come to Virginia

**1625-1640** - An estimated 1,000 or more indentured servants arrived each year.

**1638** - First slave markets in America.

**1760** - Quakers ban slave trading amongst their followers.

**1770** - Crispus Attucks, an escaped slave, becomes the first Colonial soldier to die for American independence when he is killed in the Boston Massacre.

**1775** - George Washington allows free blacks to enlist in the Continental Army. Approximately 5,000 do so. The British governor of Virginia promises freedom to slaves who enlist with the British.

**1776** - A passage condemning the slave trade is removed from the Declaration of Independence due to pressure from the southern colonies.

**1787** - The U.S. Constitution is ratified. It provides for the continuation of the slave trade for another 20 years and required states to aid slaveholders in the recovery of fugitive slaves. It also stipulates that a slave counts as three-fifths of a man for purposes of determining representation in the House of Representatives.

**1791** - Benjamin Banneker publishes the first almanac by an African American and is appointed by President George Washington to help survey Washington, D.C.

**1793** - Congress passes the first Fugitive Slave Act, which makes it a crime to harbor an escaped slave.

**1807** - Congress bans the importation of slaves into the U.S. The law is ignored in the South.

**1831-1861** - Approximately 75,000 slaves escape to the North and freedom using the Underground Railroad,.

**1849** - Harriet Tubman escapes from slavery, returns to the South and becomes one of the main "conductors" on the Underground Railroad, helping more than 300 slaves to escape.

**1857** - In the Dred Scott case, the Supreme Court decides that African Americans are not citizens of the U.S., and that Congress has no power to restrict slavery in any federal territory. This meant that a slave who made it to a free state would still be considered a slave.

**1861** - The Civil War begins.

**1863** - President Abraham Lincoln's Emancipation Proclamation legally frees all slaves in the Confederacy.

**1865** - Congress passes the Thirteenth Amendment, outlawing slavery.

**1866** - Congress passes the Civil Rights Act of 1866, which confers citizenship on African Americans and grants them equal rights with whites.

# Andrew Jackson and Indian Removal

Submitted by Monica Ingham, Portland, TN

**Objectives/Purpose:** Students will understand the Indian Removal Act/Trail of Tears

**Lesson Activities:** Students will view a painting and a map, read and listen to a first person account of the Trail of Tears, and share their opinion by writing a letter to Andrew Jackson

**Grade Level:** Fourth

**Group Size:** Any

**Lesson Time:** Forty-five to sixty minutes

**Background Information:** The biggest controversy in the Jackson presidency was the Indian Removal Act of 1830. Jackson viewed removing Indian tribes in the United States to the west of the Mississippi River as one of his reforms. He argued that the United States policy of trying to assimilate Indian tribes into white society had failed and would destroy the Indians' way of life. He also knew that whites wanted the Indian lands (gold had been discovered) and was afraid if natives stayed in those areas that they would eventually be exterminated. The state of Georgia became involved in a dispute with the Cherokees. In 1832, the U.S. Supreme Court decision *Worcester v. Georgia* ruled that Georgia could not impose its laws upon Cherokee tribal lands. Jackson is often quoted as having said, "John Marshall has made his decision, now let him enforce it!" Jackson used the Georgia crisis to pressure Cherokee leaders to sign a removal treaty. A small group of Cherokees led by John Ridge negotiated the Treaty of New Echota with Jackson's representatives. Ridge was not a recognized leader of the Cherokee Nation, and this document was rejected by most Cherokees. Over 15,000 Cherokees signed a petition in protest; it was ignored by the Supreme Court. The treaty was enforced by Jackson's successor, Van Buren, who ordered 7,000 armed troops to remove the Cherokees. This removal resulted in the deaths of over 4,000 Cherokees on the "Trail of Tears." In all, more than 45,000 American Indians were relocated to the West during Jackson's administration. During this time, the administration purchased about 100 million acres of Indian land for about \$68 million and 32 million acres of western land.

## **Materials :**

- "Samuel's Memory", <http://cherokeehistory.com/samuel.html>
- Painting: *Trail of Tears* by Robert Lindneux (1942)  
<http://www.pbs.org/wgbh/aia/part4/4h1567b.html>
- Map <http://mypeoplepc.com/members/cherlyn/mapofthetrailoftears/>
- Indian Removal Act <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=004/llsl004.db&recNum=458>

## **Strategies/Procedures:**

**Introduction (Set):** Painting will be projected and students will do a visual discovery activity, pointing out details in each quadrant of the picture and answering questions requiring them to describe, interpret and draw conclusions about the Trail of Tears.

**Instruction/Activities:** Students will read the textbook account of the Trail of Tears and trace the routes on class map. Students will then view the actual Indian Removal Act. Finally, students will listen as teacher reads Samuel's Memory to them.

**Assignment:** Students will write a letter to Andrew Jackson stating their opinion on the Indian Removal Act and understand that citizens have the right to be heard.

**Closure:** Students will respond in their interactive notebook about the lesson, stating the key facts and vocabulary.

**Extension Activities:** Write a letter to President Obama about an issue they feel strongly about.

**Tennessee Social Studies Curriculum Correlations:**

- 4.5. Spi.2. Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, and Nancy Ward).
- 4.5. Spi.12. Read and interpret a passage about the Trail of Tears.
- 4.5.10 Recognize American territorial expansions and its effects on relations with European powers and Native Americans.
- Give examples of maps, time lines, and charts that show western expansion.
- Identify the factors that led to territorial expansion and its effects.
- 4.5.12 Identify major events, people, and patterns in Tennessee.

**Evaluation/Assessment:** Letter will be graded for correct grammar and format. Students will draw and label a map in their interactive notebook showing the routes of the Native Americans who were removed from their land.

Title: The Indian Removal Act of 1830  
Author: U.S. Government  
Year Published: 1830

### **The Indian Removal Act of 1830**

[This was the Jackson-era legislation authorizing the president to transfer Eastern Indian tribes to the western territories promised (falsely) "in perpetuity". The actual relocation culminated in the 1838 "Trail of Tears" forced march, one of the most shameful occurrences in the history of federal domestic policy.]

CHAP. CXLVIII.--An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

SEC. 2. And be it further enacted, That it shall and may be lawful for the President to exchange any or all of such districts, so to be laid off and described, with any tribe or nation within the limits of any of the states or territories, and with which the United States have existing treaties, for the whole or any part or portion of the territory claimed and occupied by such tribe or nation, within the bounds of any one or more of the states or territories, where the land claimed and occupied by the Indians, is owned by the United States, or the United States are bound to the state within which it lies to extinguish the Indian claim thereto.

SEC. 3. And be it further enacted, That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors, the country so exchanged with them; and if they prefer it, that the United States will cause a patent or grant to be made and executed to them for the same: Provided always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same.

SEC. 4. And be it further enacted, That if, upon any of the lands now occupied by the Indians, and to be exchanged for, there should be such improvements as add value to the land claimed by any individual or individuals of such tribes or nations, it shall and may be lawful for the President to cause such value to be ascertained by appraisement or otherwise, and to cause such ascertained value to be paid to the person or persons rightfully claiming such improvements. And upon the payment of such valuation, the improvements so valued and paid for, shall pass to the United States, and possession shall not afterwards be permitted to any of the same tribe.

SEC. 5. And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

SEC. 6. And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

SEC. 7. And be it further enacted, That it shall and may be lawful for the President to have the same superintendence and care over any tribe or nation in the country to which they may remove, as contemplated by this act, that he is now authorized to have over them at their present places of residence.

## Works Cited

1. Bucy, Carole S. *Tennessee Through Time- The Early Years*. Layton: GibbsSmith, 2008. Print. Adopted textbook used for background and note taking.
2. Hakim, Joy. *A History of US: Book 4 The New Nation 1789-1850* (History of Us, 4). New York: Oxford UP, USA, 2002. Print. Excellent series used for background and students will have access to it for notes, etc.
3. Kay, Ormonde D. *Meet Andrew Jackson*. New York: Random House, 1967. Print. Great OLD book from our school library that will be in reading center .
4. Osinski, Alice. *Andrew Jackson*. Chicago: Childrens, 1987. Print. Great childrens book for reading center-provides good overview.
5. Parlin, John. *Andrew Jackson Pioneer and President*. Champlaign: Garrard Co., 1962. Print. Oldie but goodie from our school library, very easy to read. It will be in the reading center.
6. Remini, Robert V. *The Jacksonian Era*. 2nd ed. Wheeling: Harlan Davidson, Inc., 1997. Print. Concise summary of Jacksonian Era.
7. Venezia, Mike. *Andrew Jackson- Seventh President*. Nashville: Scholastic, 2005. Print. Children's book for reading center.
8. Viola, Herman J. *Andrew Jackson*. New Haven: Chelsea House, 1986. Print. childrens book for reading center.
9. Zuber, Shari. *The People's President: Andrew Jackson*. Cobblestone Oct. 1991: 6-43. Print. Several short articles about Jackson.

# Christopher Columbus: Explorer and Hero?

Submitted by Karrie Morris, Knoxville, TN

## **Objectives/Purpose:**

- Students should be able to list reasons for European exploration.
- Students should be able to identify and locate the routes of Columbus on a map.
- Students should be able to describe the long-term impact of Columbus' voyage on native populations.
- Students should be able to analyze historical events using primary sources.

**Grade Level:** fourth grade

**Group Size:** twenty-four students

**Lesson Time:** one week

**Background Information:** Students should have a prior knowledge of the native populations of North and South America. They should know about their customs, locations, and origins. They should also have a basic understanding of geography related to this topic (Spain, West Indies, and North and South America). Finally, they should know about the importance of the spice trade and its correlation to the West Indies.

## **Materials (minimum one book title and/or one primary source):**

- Columbus KWL chart
- Columbus' "Life Strips"
- Construction paper
- Envelopes
- "Fact and Opinion: Columbus' Life" sheet
- "Captain's Log" page
- Large paper bags
- String or twine
- Interactive student notebook
- Picture of Columbus for student interactive notebook
- Copy of "Columbus' Journal"- available at <http://www.fordham.edu/halsall/source/columbus1.html>
- "Getting to the Source" sheet
- World Map- available at [http://www.nationsonline.org/bilder/world\\_outline\\_map.jpg](http://www.nationsonline.org/bilder/world_outline_map.jpg)
- Assessment
- *Animated Hero Classics: Christopher Columbus*. NESTFamily.com, 1980.
- Gravois, Michael. *Explorers*. New York: Scholastic, 1999.
- Krensky, Stephen. *Christopher Columbus*. New York: Random House Books for Young Readers, 1991.
- Yolen, Jane. *Encounter*. San Diego: Harcourt Brace Jovanovich, 1992.
-

## **Strategies/Procedures:**

### **Day one:**

- Students will complete a KWL on Christopher Columbus at the beginning of the lesson. After individual students have had a chance to write down what they know about Columbus, the class will discuss their answers as a group. The class should brainstorm different facts that the students want to learn, and record them in the “want to learn section” of the KWL chart.
- Watch “Animated Heroes Classics: Christopher Columbus” video. (This video is available on VHS and on [www.unitedstreaming.com](http://www.unitedstreaming.com) with paid membership.)
- Using the Columbus’ “Life Strips”, students will put major events in Columbus’ life in order. Each pair of students will receive an envelope of strips with the major events of Christopher Columbus’ life. Students will need to put the strips in the correct order. They will glue the strips, sequentially, onto a sheet of construction paper. Finally, they will add time words to the beginning of the sentences to help them practice using transition words in writing.

### **Day two:**

- Students will come up with two facts they learned about Columbus from yesterday’s lesson. These facts will be added to the “learned” section of their KWL charts.
- Read *Christopher Columbus* by Stephen Krensky. This is a traditional version of Columbus’ life. Discuss major events and treatment of the native people.
- Talk to students about the controversy that surrounds Columbus. Read *Encounter* by Jane Yolen. Discuss point of view and fact and opinion as you read.
- With a partner, students will complete “Fact and Opinion: Columbus’ Life” sheet. Pairs will list a fact about a specific part of Columbus’ story. Then they will also list an opinion about that same part of his story.
- Finally, students will complete “The First Encounter” writing prompt.
- *Who do you think benefited the most from the first “encounter”? Write a persuasive paragraph telling your opinion. Make sure you back up your opinion with facts from the story of Columbus.*

### **Day three:**

- Class will begin the lesson by looking at a primary source journal entry from Columbus’ exploration. You can find a copy of Columbus’ journal at <http://www.fordham.edu/halsall/source/columbus1.html>
- Together the class will fill out a primary source record sheet. The teacher should model thinking and analysis of this primary source.
- Review the sequence of events in Columbus’ life and add information to the KWL chart (started in a previous lesson).
- Christopher Columbus reader’s theater (found in *Explorers* by Michael Gravois). Each student will need a copy of the reader’s theater. Assign each student a part and allow students to practice their parts within a small group.
- Classroom presentation of Christopher Columbus reader’s theater. (Option: invite another fourth grade class to come watch.)
- Finally, students will write a letter to Columbus using the following writing prompt. “Write a persuasive letter to Columbus. Include several facts about his exploration journey. Make sure that you also include at least 2 opinion statements in your letter.”

**Day four:**

- Students will fill out a “Captain’s Log” for Christopher Columbus. You can use this same template for other explorers that you study. If you plan on doing multiple logs, you can bind them into a “Captain’s Log Book.” Copy the log front and back. Bind pages in a folded, brown paper bag (cut the closed end off to make a pocket). Hole punch the paper bag and log. Bind with string or twine.
- Students will receive a picture of Columbus. Students will glue this picture into their interactive notebooks.
- Under the picture of Columbus students will write a paragraph about what they learned about Columbus during our study.
- The class will review the KWL chart one more time and check off all the questions that have been answered during our study.
- Review for Assessment.

**Day five:**

- Students will show Columbus’ route on a world map. Students should use a colored pencil or crayon to draw a line to show Columbus’ exploration route. A copy of a world map is available at the following website:  
[http://www.nationsonline.org/bilder/world\\_outline\\_map.jpg](http://www.nationsonline.org/bilder/world_outline_map.jpg).
- Have students glue their map into their interactive notebooks. This same map can be used at a later time to show all exploration routes.
- Answer any questions students may have before they take the assessment.
- Students will take the assessment on Columbus.

**Tennessee Social Studies Curriculum Correlations:**

- 4.3.1
- 4.5.01
- 4.5.02
- 4.5.03b

**Evaluation/Assessment:**

- Assessment test over Columbus (Formal)
- Interactive Notebooks (Informal)

**Author’s Evaluation:**

I would have loved to have had enough copies of *Encounter* by Jane Yolen for each student/pair of students to read together instead of reading it aloud whole group. It would have been very helpful when students worked the writing prompt (that went along with the book) so that they would have been able to refer back to the book, if needed.

This was one of my class’s favorite lessons this year. They still talk about some of the activities that we did. They have a well-rounded view of Columbus and his legacy as an explorer. I shared this lesson with my teammates at school and they also had great success using this plan.

The interactive notebook is wonderful. We use it constantly and add to it multiple times a week. It will be a great resource to review for the TCAP.

# Christopher Columbus

Know	What to Know	Learned

_____ Columbus is born in Italy in 1451.
_____ Worked with his brother in a map store.
_____ Asked King John for help sailing west.
_____ Asked King Ferdinand and Queen Isabella of Spain for a ship.
_____ Columbus is given three ships.
_____ Columbus' sailors get restless.
_____ Sailors spot land.
_____ Columbus claims land for Spain and calls the Island San Salvador.
_____ Met and traded with the native people.

# Fact and Opinion

## Columbus' Life

Name: \_\_\_\_\_

Name: \_\_\_\_\_

	Fact	Opinion
Where was Columbus from?		
Columbus' Dream		
Columbus' Request		
Columbus' Journey		
Columbus' Sailors		
Columbus' Ship		
Columbus' Mission		
Columbus and the Indians		
Columbus' Fame		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Social Studies**

1. The movement of plants, animals, and people between the Eastern and Western Hemisphere is known as \_\_\_\_\_.

Bartering

Columbian Exchange

Shipping

Navigation

2. Where was Columbus trying to go when he left for his voyage? \_\_\_\_\_

3. Which country paid for Columbus' exploration?

Italy

Spain

England

Portugal

4. What year did Columbus make his famous discovery?

1498

1492

1942

1792

5. What did Columbus name the island where he first landed?

Hispaniola

San Salvador

Cuba

Portugal

6. Why did Columbus name the natives of the island Indians?

\_\_\_\_\_

7. List a positive effect of Columbus' voyage.

\_\_\_\_\_

8. List a negative effect of Columbus' voyage.

\_\_\_\_\_

9. What items did the Taino people give Columbus and his crew?

Gold, parrots, and money  
Parrots, cotton, and spears  
Red hats, glass beads, bells, and broken plates  
Diamonds, tobacco, guns

10. Write 2 facts you learned about Christopher Columbus this week.

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11. Write 2 opinions you learned about Christopher Columbus this week.

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12. True or False

Before Christopher Columbus' death, he admitted that he had never actually reached the West Indies.

“Getting to the Source”  
Primary Source Evaluation Sheet

1. Name of the Document:

---

2. Date of the Document: \_\_\_\_\_

3. Type of document:

---

4. Who wrote/created this primary source document?

---

5. Why did they make this document? \_\_\_\_\_

6. Was it created for a particular audience?

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7. What can we learn about the person who made this document?

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8. What can we learn about the audience for whom the document was created?

---

9. Summarize the message of this primary source document:

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Explorer's Name:

\_\_\_\_\_

Date of Exploration:

Fact:

Reason for  
Exploration:

Flag of the country  
paying for  
exploration:

Additional Facts:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where did they land?

# **The Civil War: The Battle of Shiloh and The Soldiers' Story by Gary Paulsen**

Submitted by L'Jon Papillon, Knoxville, TN

**Objectives/Purpose:** Using primary sources to investigate both the causes of the Civil War and Tennessee's role, students will:

- Identify at least three causes of the Civil War
- Construct a three-dimensional model of the Battle of Shiloh
- Write a letter home from the imagined perspective of a young soldier
- Additionally, students will read *Soldier's Heart* by Gary Paulsen, seeking to identify the characteristics (emotional, chronological, and psychological) of one of the Civil War's youngest soldiers.

**Grade Level:** Fifth Grade

**Group Size:** Eight to fifteen high-ability learners

**Lesson Time:** Six to eight hours, or one hour per week for six to eight weeks.

## **Background Information:**

The Battle of Shiloh (Pittsburg Landing), fought in April 1862 in the wilderness of Southwest Tennessee, marked a savage turning point in the Civil War. The principal commanders were Major General Ulysses S. Grant and Major General Don Carlos Buell [US] and General Albert Sidney Johnston and General P.G.T. Beauregard [CS]. Shiloh's awesome toll of 23,746 men killed, wounded, or missing brought a shocking realization to both sides that the war would not end quickly.

The following information is from this source:

Kelly, Martin. (n.d.). About.com American History. *Battle of Shiloh*. Retrieved 11 November 2009, from [http://americanhistory.about.com/od/civilwarbattles/p/cwbattle\\_shiloh.htm](http://americanhistory.about.com/od/civilwarbattles/p/cwbattle_shiloh.htm).

*"The Battle of Shiloh"*

**Date:** April 6-7, 1862

**Location:** Shiloh, Tennessee in Hardin County, Tennessee. Another name for the battle was Pittsburg Landing.

**Key Individuals Involved in the Battle of Shiloh:**

Union: Major General Ulysses S. Grant and Major General Don Carlos Buell

Confederate: General Albert Sidney Johnston and General P.G.T. Beauregard

**Brief Overview of the Battle:** Confederate forces led by General Johnston attacked Union General Grant's army at Pittsburg Landing [the name Shiloh comes from a church on the battlefield]. The Union forces were not prepared but they still managed to hold their own until the arrival of General Buell's army and other reinforcements at Pittsburg Landing. Further, the Confederates lost their leader; a stray bullet killed General Johnston. On the second day, April 7, Grant launched a counterattack and the Confederates retreated to Corinth.

**Outcome:** Victory came for the Union forces. However, approximately 23,746 men died. Of those, 13,047 were Union soldiers. Despite a tactical victory, the union forces experienced greater losses.

**Significance of the Battle of Shiloh:** This battle could have been a huge victory for the Confederacy. However, with its loss and the immense loss of human life on both sides, leaders began to realize that the Civil War would not quickly end.

**Soldier's Heart by Gary Paulsen: Synopsis from Book Rags:**

*Soldier's Heart* is a blunt depiction of Civil War combat. Based on the real-life experiences of Charley Goddard, the novel is an account of Charley's experiences from the time he enlists in the Union army at age fifteen to a couple of years after the Civil War when he is twenty-one and his life is a shambles. The title of the book is a phrase used by Americans to label Civil War veterans who seemed mentally lost because of the war. Paulsen points out that the same syndrome was called "shell shock" during World War I, "battle fatigue" during World War II, and is presently called "post-traumatic stress disorder."

**Materials (minimum one book title and/or one primary source):**

- Bierce, Ambrose. "What I Saw Of Shiloh." *Shotgun's Home of the American Civil War*. 7 January 1997. Dick Weeks. 11 November 2009. <<http://www.civilwarhome.com>>.
- Paulsen, Gary. *Soldier's Heart*. New York: Delacorte Press, 1998.
- Workman Publishing. *Fandex Family Field Guides: Civil War, A History of the War Between the States*. New York: Workman Publishing, ISBN: 0-7611-1398-3.

**Project/Class Materials:**

- Large board (4' x 6'), eight large bags of flour, four boxes of salt, one container of Cream of Tartar, several bottles of liquid paint or food coloring, a collection of natural material such as the tips of tree branches or grasses, glue, replicated Civil War soldiers for re-enactments.
- Printable Recipe Card for Salt Dough:  
4 cups flour    2 cups salt    2 cups water    2 tablespoons Cream of Tartar  
Mix all ingredients in a large bowl, using your hands as it becomes difficult to stir. Knead it until thoroughly smooth. If it is too sticky, add more flour. If crumbly, add water, a tablespoon at a time. (When the dough is the right texture, you can knead in a few drops of food coloring to make colored salt dough.)

**Strategies/Procedures:**

**Week 1:** SPI: 5.5.spi.7—Key Words: Primary source, timeline, major battlegrounds, consequences, cause, effect, course of action, protractor, cartographer, economic advantage, disadvantage

**THE MAIN IDEA:** From *primary sources*, historical events may be analyzed, discussed, and used to form hypothesis or ideas about why events happened. We can use primary sources such as letters, diary entries, and newspaper articles to form opinions and ideas about the American Civil War of 1861-1865.

The student will:

- Take pre-test (following this plan).
- Receive the book, *Soldier's Heart* by Gary Paulsen. Calculating the number of pages in the book divided by three, they will decide as a group and assign the number of pages to read for next week's discussion.
- Participate in constructing a KWL chart about Civil War regarding the differences/similarities of: Northern/southern states, economic resources, cultural custom, role of TN, major events.
- Watch a short video from Civilwar.com.
- Select a paragraph from a primary source to preview & critique.
- Students will meet to discuss and assign number of pages to read in *Soldier's Heart*, by Gary Paulsen. Book discussion will begin next class time.

RESOURCES: [http://americancivilwar.com/kids\\_zone/causes.html](http://americancivilwar.com/kids_zone/causes.html)  
<http://www2.lhric.org/pocantico/civilwar/north&south.htm>  
<http://library.thinkquest.org/05aug/02015/>

**Week 2:** SPI: 5.5.01.a., b., c.- Key Words: Tariffs, sectionalism, slavery, State's Rights, Cotton Gin, plantations, abolitionists, martyr, secede, Confederate, Federalist, rebel, statistics

**THE ESSENTIAL QUESTION:** Generally speaking, what were three main reasons or causes of the Civil War? Why did young soldiers "sign up" to fight?

- The students will participate in teams using four sources to discover the main reasons for the Civil War regarding differences/similarities of any, or all, of these: Northern/southern states, economic resources, cultural custom, role of TN, major events.
- Book Discussion: Who is the main character? What is his attitude at the onset of the book? What does the main character want to do and why?
- Answer the questions above on journal paper and keep in journal.
- Assign book pages to be read before next class time.

**Tiered Instruction:** (Teams choose one of the activities listed below)

- Construct a chart showing team information gathered from sources such as Internet, textbooks, library books, & web quests.
- Use a graphic organizer to summarize one paragraph of a Civil War resource primary source. Place this example in portfolio or interactive notebook.
- Use information from graphs to determine the differences between numbers of soldiers for the North & the South, battle statistics, economic wealth, or number of states for each side.

RESOURCES: <http://www.mrnussbaum.com/civcomp.htm>  
<http://www.ket.org/civilwar/families.html>  
<http://www2.lhric.org/pocantico/civilwar/north&south.htm>  
<http://library.thinkquest.org/05aug/02015/>

INTERACTIVE WEBSITE:

<http://www.mrnussbaum.com/civilwarpage.htm>

**Week 3:** SPI: 5.5.01.e, 5.5.01.f - Key Words: Location, railway, State's Rights, slavery, primary, hero, spy, editorial

**THE ESSENTIAL QUESTION:** What were some of the main reasons Tennesseans fought in the Civil War? What important role did TN play in the Civil War?

The students will:

- Participate in a class discussion on the book: *Soldier's Heart*
- What things did Charley encounter on his first trip to "boot camp?" What actions did he find disgusting? Where was he willing to compromise? What did he want to tell his mother when he got home? What did he know he could not share? Why and how did he make the distinction between the two?
- Answer the questions above on journal paper and keep in journal.
- Assign the last portion of the book for next week.

**Tiered Instruction:** (Teams choose one of the activities listed below, and be prepared to share with the class.)

- Identify at least two reasons TN fought for the Confederacy.
  - Slavery
  - Editorials about State's Rights
- Use historical data to determine TN's role in the Civil War.
  - When TN left the Union
  - Number of young men involved
  - Primary Battlefields of TN
  - Murfreesboro
  - TN's claim to fame at the end
  - Stories of Interest:
    - Nathan Forrest
    - The Lost Soldier
    - Sam Davis: Boy Hero
- Use information from graphs to determine the number of slaves in TN
- Use graphs and statistical data to determine the importance of TN's battlegrounds and number of soldiers for each side.

**RESOURCES:** [http://www.tnhistoryforkids.org/stories/civil\\_war\\_editorials](http://www.tnhistoryforkids.org/stories/civil_war_editorials)  
[http://www.tnhistoryforkids.org/students/5\\_history\\_1](http://www.tnhistoryforkids.org/students/5_history_1)  
[http://www.tnhistoryforkids.org/students/5\\_history\\_2](http://www.tnhistoryforkids.org/students/5_history_2)  
<http://www.mrnussbaum.com/tennessee.htm>  
<http://www.murfreesboropost.com/news.php?viewStory=9560>

**Week 4:** Key Words: Geographical representation, explanatory paragraph, rough draft, diligently, contract, citation, plagiarism, role, prominent.

**THE BIG IDEA:** Tennessee's role in the Civil War was very prominent. The Battle of Shiloh was a critical turning point in the Civil War, mainly because of the incredible loss of soldiers as well as the tenacity of the different armies.

- Read through the handout on the Battle of Shiloh. Establish teams to research and make lists about the battle that will help develop their relief map. Have the students name the teams and divide the tasks. I used teams of four and five students.
- Topics for Salt Dough Relief Map of the Battle of Shiloh:
  - Landscape, geographical strengths/hindrances, important landmarks
  - Strategy
  - Timeline of Battle
  - Major Leaders
- Sign contract: “I will work honestly and diligently, and will contribute responsibly to my team.”
- Formulate a rough draft of plan.

**Week 5:**

- The teacher will, BEFORE TODAY, review rough drafts and REVISE!
- The students will: Submit final plan at the beginning of this time period.
- Book Discussion: Participate in a class discussion on the book: *Soldier’s Heart*: What happened to Charley at the end of the book? Describe the change in Charley’s attitude, his beliefs, and his actions during the end of his involvement in the war. How did Charley feel as he returned home? What does “soldier’s heart” mean when one thinks of Charley Goddard?
- Answer the questions above on journal paper and keep in journal.

**Week 6:** The students will:

- Work on the Civil War project: “The Battle of Shiloh”.
- Ask for assistance
  - Materials
  - Data
  - Teacher Assistance
- Check with the teacher about needs/wants/worries!

**The Salt Dough Relief Map:** After the dough has been mixed and placed on the board, the battleground should be constructed creating the river, the road, and other landmarks.

Additionally, students should add natural materials at this time. Place map aside to dry! It must have at least seven days, preferably in the sun.

**Week 7:** The student will:

- Paint the battleground.
- Make final plan for “battle re-enactment” or the presentation of the map with soldiers and signs in place.
- Write a letter home from the perspective of a Civil War soldier, using Charley ‘s letters to his mother (*Soldier’s Heart*) as inspiration.

**Week 8:** The student will:

- Work with his/her team to place remaining items on the relief map of Shiloh.
- Present the team’s interpretation of the Battle of Shiloh using the map and soldiers to show individual/team understanding.
- Complete and submit the Shiloh Battleground Salt Relief Map Rubric.

**Tennessee Social Studies Curriculum Correlations:** 5.5.spi.2; 5.5.spi.7; 5.5.01; 5.5.01.e; 5.5.01.f; 5.1.12.j

**Figurative Language Elements**

**Name:** \_\_\_\_\_ **Classroom Teacher:** \_\_\_\_\_

What were the main reasons for the Civil War? List at least three reasons.


What did tariffs have to do with the Civil War?


Which side, the North or South, had the greatest economic resources before and during the Civil War and why did they have those resources?


What was one role Tennesseans played in the Civil War?


Name one famous battle fought in Tennessee.


Name three things Charley Goddard took from his experience in the War Between the States.


7. How were the battles Charley fought like the Battle of Shiloh?


8. What are “earthworks?” When are they used, and why are they important?


9. Name two reasons why the Battle of Shiloh is important.


10. Record your team & individual score from the Shiloh Battlefield Project here:

Team Score:	Individual Score:
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Rubric:

Rubric Made Using:  
RubiStar ( <http://rubistar.4teachers.org> )

**Shiloh Battleground Salt Relief Map**

Teacher Name:

Student Name: \_\_\_\_\_

CATEGORY	Excellent	Satisfactory	Still Needs Work
Composition	Map shows an attention to detail and is workable for mock battles & soldier placement. Variation in terrain, elevation, and vegetation is obvious.	Some details are evident, and map contains some variation in terrain, terrain, or vegetation.	Map is flat or has few/no details. Placement for soldiers and/or mock battles is difficult. Gross inaccuracies exist.
Major Geographical Landmarks	Map has marked landmarks known to be important to the Battle of Shiloh. There is a distinctive waterway and road. Attention has been paid to placement of soldiers.	Most, but not all, of the major landmarks are marked and visible. Soldiers are placed and a roadway or waterway is visible.	Landmarks are not labeled, are incomplete, or are wrongly identified. Roadway, waterway, or major landmarks are missing.
Team Participation	Worked well with teammates, carried out a variety of tasks, and contributed to team with work and ideas.	Participated with limited involvement in the construction and design of map. Experienced some difficulty in communicating or working with other team members but was able to persevere toward completion.	Student was unable to complete project or was unable to work with team. Shows lack of understanding about the Battle of Shiloh.

**Author’s Evaluation:** Answer these questions daily:

- Were the students engaged and interested in the book discussion?
- What words/concepts/ideas did the students need explained/clarified?
- What additional resources are needed?
- Does the timeline need to be adjusted?
- What grades can/should be taken for today’s work?

### **Web Based/Additional Resources:**

- “What Caused the American Civil War?”  
[http://americancivilwar.com/kids\\_zone/causes.html](http://americancivilwar.com/kids_zone/causes.html)
- Synopsis of Battle of Shiloh from the *Heritage Preservation Services*:  
<http://www.nps.gov/hps/abpp/battles/tn003.htm>
- Tennessee History for Kids Site: Facts, Battles, Timelines: Interactive!  
[http://www.tnhistoryforkids.org/students/5\\_history\\_1](http://www.tnhistoryforkids.org/students/5_history_1)  
[http://www.tnhistoryforkids.org/students/5\\_history\\_2](http://www.tnhistoryforkids.org/students/5_history_2)
- Primary Document: “A Surgeon’s Journal”  
<http://ehistory.osu.edu/osu/sources/documentview.cfm?ID=10>
- Direct Connection to Interactive Civil War Battlefield Map of Tennessee:  
<http://www.mrnussbaum.com/tennessee.htm>
- Primary Documents on Shiloh: Maps and Areas of Occupation:  
<http://americancivilwar.com/statepic/tn/tn003.html>
- Civil War Battle, Shiloh Tennessee: National Park Service Map  
[http://americancivilwar.com/reenactment/Shiloh\\_National\\_Park\\_Map.html](http://americancivilwar.com/reenactment/Shiloh_National_Park_Map.html)
- Comprehensive Links to Battle of Shiloh: <http://faculty.css.edu/mkelsey/usgrant/shil.html>
- Families Divided: A Story of a Family Divided by the War (examples of letters home)  
<http://www.ket.org/civilwar/families.html>
- Great Online Quiz for Reading Comprehension on Civil War:  
<http://www.mrnussbaum.com/civcomp.htm>

# The Boston Tea Party

Submitted by Georgeanne Price, Rogersville, TN

**Objectives/Purpose:** The student will identify the Boston Tea Party as one of the causes/events leading up to the American Revolution

**Grade Level:** Fourth

**Group Size:** twenty five (easily adapted to any group size)

**Lesson Time:** three forty five minute class periods

**Background Information:** This lesson is one component in a unit on the American Revolution. Prior to this lesson, students will have studied events preceding the Boston Tea Party, including: French and Indian War, Proclamation of 1763, unfair taxes imposed by the British, and the Boston Massacre. In addition, students will have read Chapters one through five of *Johnny Tremain*, by Esther Forbes.

**Materials (minimum one book title and/or one primary source):**

- Discoveryeducation.com or United Streaming (if you have subscription)
- Gravois, Michael. *Hands on History: The American Revolution: Fantastic Easy-to-Make Projects That Help Kids Learn and Love History*. New York: Scholastic, 2003.
- Forbes, Esther. *Johnny Tremain*. Boston: Houghton Mifflin Company, 1943.
- Historywiz.com: Eyewitness account by George Hewes
- Painting: *Boston Tea Party* by W.D. Cooper
- Sheldon, Ken. *Tunes That Teach American History*. New York: Scholastic, 2005.
- Related materials: Sweeney, Alyse. *Lift the Flap Timelines: American History*. New York: Scholastic, 2004.

**Strategies/Procedures:**

**Day one:**

Play CD “The Tea and the Taxes” from *Tunes That Teach American History* (Ken Sheldon). Using the Domino page (*American Revolution: Fantastic Easy-to-Make Projects That Help Kids Learn and Love History* by Michael Gravois, pages 5 and 27), discuss events preceding the Boston Tea Party: French and Indian War, Proclamation of 1763, Sugar Act, Stamp Act, Boston Massacre, Tea Act. Have students fill in domino five: The Tea Act, and domino six: The Boston Tea Party. Use Historywiz.com to present the painting and the eyewitness account of the Boston Tea Party. Show Discovery Education or United Streaming video clip: *The American Revolution: Rebellion and Preparing to Fight: the Tea Act* (2:19).

**Day two:**

Play CD “The Tea and the Taxes”. Show Discovery Education or United Streaming video clip: *Field Trips to Yesterday: The Road to Revolution: Historical Boston: The Boston Tea Party* (1:38). Review discussion questions from day one. Read Chapter 6 of *Johnny Tremain* by Esther Forbes.

**Day three:**

Play CD “The Tea and Taxes”. Show Discovery Education or United Streaming video clip: *Causes of the American Revolution: Countdown to Independence: The Boston Tea Party* (2:25) and *The Intolerable Acts* (:46). Students will make a “Step Book” of the Boston Tea Party (cause, effect, consequences) (*American Revolution: Fantastic Easy-to-Make Projects That Help Kids Learn and Love History* by Michael Gravois, pages 12-13) Show Discovery Education video clip: *The American Revolution: From Colony to Constitution: The Road to Revolution: Boston Tea Party* (1:26).

**Tennessee Social Studies Curriculum Correlations:**

- 4.5.07a
- 4.1.08b8

**Evaluation/Assessment:**

- “Step Book”
- Unit Test

**Author’s Evaluation:** The lesson flows smoothly in the middle of the unit on the American Revolution. A variety of methods and instructional aids appeal to a wide range of learners. The lesson successfully combines literature and history. The students were interested and successfully grasped the material, as presented in the Step Books they made. One drawback with this lesson is the time factor: with so many standards to cover, it may be difficult to spend three days on one topic. I was able to circumvent that by using part of my Language Arts period for reading *Johnny Tremain*. Some components could be omitted in order to save time.

# Coming to America: Indentures and Slaves

Submitted by Debbie Slack, Deer Lodge, TN

## **Objectives/Purpose:**

- Students will understand the role of indentures and slaves in populating successful American colonies.
- Students will discuss similarities and differences between the lives of white indentured servants and African American slaves.
- Students will understand some of the atrocities of slavery, including extreme deprivation and discriminatory laws.

Students will describe the life of a typical slave or indentured servant.

**Grade Level:** Intermediate

**Group Size:** four to eight

**Lesson Time:** four or five fifty minute classes

**Background Information:** Students should be aware that much of Atlantic North America was colonized by Great Britain from early in the seventeenth century until the American Revolution. Because of severe labor shortages, workers were indentured, meaning their labor was exchanged for passage and the promise of opportunity. For background information, see *A Virtual Tour of Historic St. Mary's City, Spray Tobacco Plantation*, <http://www.stmaryscity.org/virtual%20tour/Plantation/Plantation.html> and *Indentured Servants and Enslaved People* <http://www.stmaryscity.org/virtual%20tour/Plantation/Plantation%20Servants.html>.

## **Materials:**

- McGill, Alice. *Molly Bannaky*. Boston: Houghton Mifflin Company, 1999. Molly Bannaky was an indentured servant in colonial Maryland who, in the book, bought, freed, and married a slave. They became the grandparents of Benjamin Banneker, a highly regarded scientist, mathematician, and the first black man to publish an almanac.
- Richard Frethorne, Letter to His Father and Mother, 1623. *"Our Plantation Is Very Weak": The Experiences of an Indentured Servant in Virginia, 1623*. US History Matters: The US Survey Course on the Web. <http://historymatters.gmu.edu/d/6475> , or Virtual Jamestown: <http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1012> This letter describes hunger, sickness, theft, hard work, and fear of death by Indian massacre suffered by an indentured man on a Virginia plantation some sixty years before Molly Bannaky was indentured.
- Virtual Jamestown, Indentured Servants Basic Search Results, Anna Price. [http://www.virtualjamestown.org/indentures/search\\_indentures.cgi?search\\_type=individ&id=478&db=middlesex\\_ind](http://www.virtualjamestown.org/indentures/search_indentures.cgi?search_type=individ&id=478&db=middlesex_ind) This is the record of an indentured servant similar in age, occupation, destination, and date of indenture to Molly.
- Handler, Jerome S and Tuite, Michael L. Jr. *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*. Updated 17 Dec 2009.

- *Plan of the British Slave Ship "Brookes," 1789*  
<http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=5&categoryName=&theRecord=75&recordCount=77>
- *Decks of a Slaving Vessel, 1823-24*  
<http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=5&categoryName=&theRecord=68&recordCount=77> These are pictures showing the terrible conditions of slave transport. Although they are from a time much later than the setting of *Molly Bannaky*, they get the point across.
- Maps that include England, West Africa, and Mid-Atlantic North America; map of the Chesapeake Bay showing Jamestown, Virginia, and the Eastern Shore.
- For background or student research see: Virtual Jamestown, Laws on Slavery, <http://www.virtualjamestown.org/laws1.html>. Especially relevant to *Molly Bannaky* are laws XVIII, XIX, XX. These laws describe the punishment for interracial unions. Notably, the child of a white woman and Negro man was to be bound over as a servant until the age of thirty; the mother was either to pay a fine or be indentured for five years.

### **Strategies/Procedures:**

- Examine the cover and title page of *Molly Bannaky* for clues as to setting, character, and time period. (Molly is an English name, her clothes are that of a working girl pre-American revolution, the story will involve passage on a ship).
- Read the book aloud as a class. Discuss vocabulary\* and examine the illustrations for clues about Molly's life. (Note the hints of Bannaky's farm background as he thinks of Molly with straw-colored hair, grass-colored eyes, and skin the color of the bottom of a melon.)
- \* Words not all my students were familiar with: obstinate, shawl, scullery, jittery, frothy, brim, seeped, gallows, executed, bonded, callused, fertile, juttled, cure, regal, bidder, irrigation, crop rotation, drought.
- Point out the labor intensity of growing tobacco and the importance of tobacco economically. Note that tobacco has long been an important crop in Tennessee. See Tobacco Quick Facts for background info:  
[http://www.nass.usda.gov/Statistics\\_by\\_State/Tennessee/Quick\\_Facts/tobacco.pdf](http://www.nass.usda.gov/Statistics_by_State/Tennessee/Quick_Facts/tobacco.pdf)
- Study maps. Show where Molly lived on the Eastern Shore of the Chesapeake Bay, and the route across the ocean from England. Bannaky probably came from West Africa, possibly through the infamous Elmina Castle off the coast of Ghana. Discuss the trade routes of slaves to America, tobacco to Europe, cash or manufactured goods to Africa for more slaves.
- Look at and share excerpts from or a summary of Richard Frethorne's letter to his parents. Compare his situation to Molly's as described in the book.
- Look at the record of servant Anna Price. Note the alternate spelling of "Mariland" and "liveing", and that Anna's signature was "marked." Many people were illiterate, and even those who could read and write often did so phonetically rather than with standard spellings. Note that indentures had a record of their name, birthplace, age, and parents. Slaves, on the other hand, completely lost their identities and were usually named as we would name a pet when they were bought. Ask the students to imagine how they would feel if someone grabbed them, threw them into prison for months, and dropped them off in China or somewhere they couldn't understand the language, were given strange food,

strange clothes, and a strange name. There would be no hope of ever being found by their family or of returning home. If they escaped, they would be easily recaptured because of being a different race, or likely would starve in the woods if not killed by natives.

- Study the picture of the slave ship. Note the lack of anything labeled "bathroom". Ask the students to consider what would happen if they were captured slaves and the person they were chained next to got sick or died in the hold of the ship with no light, little fresh air, little food, etc. Compare to the illustration of Molly's passage - she, too, was probably crowded into unsanitary spaces, but at least she had the freedom to go on deck occasionally, was healthy when she boarded the ship (slaves may have been in prison for months or been wounded during capture before sailing), was allowed to have her own clothes and some personal items, and had a shorter passage.
- Create a chart or Venn diagram comparing colonial indentured servants to slaves. Consider: passage to America, the culture of home and America (indentured were coming to a similar culture, slaves to new language, religious traditions, food, climate, etc) , type of work done, length of service, living conditions (slaves were sometimes treated better than indentured because they required a greater investment), etc.

**Tennessee Social Studies Curriculum Correlations:** 4.1.01, 4.1.02, 4.3.01.a, 4.5.04b, 4.5spi.8, 4.5tpi.6

**Evaluation/Assessment:**

Students will pretend to be either a slave or an indentured servant in America circa 1700. They will create a journal entry or letter home describing: passage to America, the situation they are in (good or mean master), the type of work they do, and how America is alike or different from home. Since most slaves and indentured were illiterate, the letters/journals might be "as told to." My students copied their work onto unlined paper, which we dipped into coffee to stain and "age" the pages.

**Author's Evaluation:**

The most animated part of this lesson was when we talked about conditions on the slave ship. The horror of it began to sink in when I asked them to imagine everyone in the class being crammed into one corner of the room, chained together for weeks, having to lie in human waste, food and water being shared from a common bucket. Many of the journal entries became a bit fanciful, reflecting a lack of understanding of the powerlessness and often poverty of slaves and servants. Repeating this unit, I would create a slave character and/or use an indentured servant's record and assign students to write about different parts of that person's life to be put together as a group project. Consider inviting your county extension agent or a farmer to visit and tell your class about growing tobacco. Morgan County's agent, Kelly Ammonette, told me about picking worms off tobacco plants as a nine year old boy and getting terribly sick from nicotine absorbed through his skin. This would help tie the unit to Tennessee.

## ***Two Tickets to Freedom***

Submitted by Jyl Smithson, Knoxville, TN

**Objectives/Purpose:** The student will:

- Practice analyzing and interpreting primary sources.
- Understand the hardships of slavery and the role of abolitionists in helping slaves gain their freedom.
- Compare and contrast different groups of people and place them in historical context.

**Grade Level:** Fourth grade

**Group Size:** Whole group or small reading groups

**Lesson Time:** This lesson is a five-week unit of study, based on reading two chapters a week. It can be expanded based on the use of suggested enrichment activities.

**Background Information:** Students should have baseline knowledge of the roots of slavery in America. The purpose of this lesson is to provide students with a deeper understanding of the hardships of slavery and how many enslaved Americans went to great lengths to gain their freedom. Students will also see how abolitionists played a vital role in providing safe havens for slaves vying for freedom.

**Materials (minimum one book title and/or one primary source):**

- Freedman, Florence B. *Two Tickets to Freedom The True Story of William and Ellen Craft, Fugitive Slaves*. New York: Scholastic, 1971.
- Vocabulary Worksheet
- Migration Chart for students and Teacher's Guide
- Image of Ellen Craft in disguise (available at website, Documenting the American South: <http://docsouth.unc.edu/neh/craft/menu.html>)
- Suggested discussion questions and enrichment activities
- "Teacher's Guide and Primary Source Analysis Tool" (available at website Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/guides.html>)
- Primary Source: Slavery reward posters and warning to "colored people of Boston" (available at website, Underground Railroad Site, University of California, Davis: <http://education.ucdavis.edu/NEW/STC/lesson/socstud/railroad/SlaveLaw.htm>)
- U.S./Canada/England Map
- Venn Diagram

**Strategies/Procedures:** Attached to this document are three resources for your use. The first document outlines discussion questions and suggested enrichment/research activities. The second document is a vocabulary worksheet for your students. The third document is a "Migration Chart" to use as you follow the Craft's journey. Instead of or in addition to the chart, you may choose to mark a map as your class follows their journey.

- The teacher will discuss primary sources and nonfiction with students. Prior to showing the image of Ellen Craft, make sure you cover the title of the image, as it will disclose that

she is a woman. Using the Library of Congress Analysis Tool, have students observe and reflect on the image. Show students the “Migration Chart”, map, and vocabulary worksheets. Read chapter one and use a Venn diagram to compare and contrast the Craft’s lives with a typical slave’s life.

- Read chapters two and three. Update chart and vocabulary. On page 23 there are two powerful similes. The teacher may choose to remind students of similes. The students can illustrate this scene. Show the images of actual slave reward posters. Have students imagine they are the owners of William and Ellen Craft. Have them make a reward poster for their return.
- Read chapters four and five. Update charts. The teacher may choose to remind students about personification. On the last page of chapter five, there is an example of personification. The teacher may ask the students to illustrate this.
- Read chapters six and seven. Update charts. The teacher will lead the students through creating a Venn diagram that compares and contrasts the heroes of Boston. The teacher may also lead an analysis of pages 61–71 to look for the different strategies used to fight the Fugitive Slave Bill. Lead a discussion about the different strategies. Also, you can show the “Caution Sign to all Colored People of Boston”. Have students write about what they would have done if they lived in Boston during this time.
- Read the final chapters. Discuss the book. Teachers may choose to have students write a book report or their reaction to the book.

**Tennessee Social Studies Curriculum Correlations:** 4.5.05, 4.6.1, 4.6.2, 4.6.3

**Evaluation/Assessment:** The students may be assessed on the activities provided throughout the novel study including class participation, the Migration Chart, Vocabulary worksheet, Venn diagrams, and story illustrations. Students may also be assessed through a final writing activity.

**Author’s Evaluation:** This lesson will provide students with a deeper understanding of slavery and how people viewed slaves during this time in history. It provides the opportunity for students to feel the emotion of slavery from a more personal perspective than just reading in a history book.

Week	<b>Book Title: <i>Two Tickets to Freedom</i></b>	
Week 1	Pre-Reading	<ol style="list-style-type: none"> <li>1) Show picture of Ellen Craft to Students. Use Library of Congress Guide to respond to this primary source. Let students know it is an image of a woman. Why might she be dressed as a man?</li> <li>2) Discuss journals and primary sources</li> <li>3) Discuss nonfiction as a genre</li> <li>4) Review Migration Chart and Vocabulary WS (this is due for each chapter)</li> </ol>
Week 1	Chapter I	<ol style="list-style-type: none"> <li>1) Compare Ellen and William's lives as slaves to most slaves (use Venn Diagram)</li> <li>2) Discuss: which character has the biggest problem, Ellen or William?</li> <li>3) Locate Macon, GA on map</li> <li>4) Enrichment: Research Telegraphs and Railroads of 1848</li> </ol>
Week 2	Chapter II	<ol style="list-style-type: none"> <li>1) There are two similes on pg. 23. Locate the similes and draw an illustration of this scene</li> <li>2) Update Migration Chart and map</li> <li>3) Imagine you are the owner of Ellen and William. Create a reward poster for their return. Use the examples as a guide. Note: Reward posters are primary sources</li> <li>4) Discuss: Why do you think it was against the law for whites to teach slaves to read and write?</li> <li>5) Discuss: Why do you think William put the key to their cottage in his pocket?</li> <li>6) Discuss: Do you feel any suspense in this story at this point? How does the author use words to help you see a picture in your mind? Do you think Ellen's disguise will be good enough?</li> </ol>
Week 2	Chapter III	<ol style="list-style-type: none"> <li>1) Enrichment: Research Horse-drawn Omnibuses and steamers</li> <li>2) Update Migration Chart and map</li> <li>3) Discuss: talk about how emancipation could be viewed as an "unkind" act, how did Ellen stand-up for the slave point-of-view?</li> <li>4) Discuss: In this chapter, Ellen learns the truth about abolitionists. Is the author trying to help you understand something important about slavery?</li> </ol>

Week	<b>Book Title: <i>Two Tickets to Freedom</i></b>	
Week 3	Chapter IV	<ol style="list-style-type: none"> <li>1) Discuss: What was the advice the guard gave William? What do you think about the guard's actions?</li> <li>2) Update Migration Chart and map</li> <li>3) Discuss: How do you think Ellen and William's relationship help them make it to safety? Give examples of how they trust each other.</li> </ol>
Week 3	Chapter V	<ol style="list-style-type: none"> <li>1) Enrichment: Research the Underground Railroad, William Still, and Robert Purvis</li> <li>2) Discuss: Robert Purvis' life and connection to slavery</li> <li>3) Discuss: What did William think of Mr. Ivens? Do you think William will always remember him? What was Mr. Iven's religion? Does it surprise you that he would help the fugitives? What did Ellen first think of them? Why was she so fearful and what helped her change her mind?</li> <li>4) Look up the definition for personification. At the end of this chapter, the author uses personification. Find this example and illustrate the scene.</li> </ol>
Week 4	Chapter VI	<ol style="list-style-type: none"> <li>1) Update Migration Chart and map</li> <li>2) Compare the early Boston heroes to the new heroes (use Venn diagram)</li> <li>3) Discuss: Why was it difficult for free blacks in Boston? Why do you think it was like this?</li> <li>4) Look through pages 61 – 71. List the different ways the abolitionists tried to fight the Fugitive Slave Bill. Which way do you think is the best strategy? What important document did the resolution use to fight the new law?</li> <li>5) Discuss: Why did Ellen refuse to go with Mrs. Hilliard? What does this tell you about Ellen's character? Develop character maps for Ellen and William.</li> <li>6) Discuss: If you lived in Boston at this time, how would you treat Slave hunters?</li> </ol>
Week 4	Chapter VII	<ol style="list-style-type: none"> <li>1) Discuss: Why do you think the President answered Dr. Collin's letter the way he did? If you were President, what would you do?</li> <li>2) Discuss: Why do you think the author shared the actual words of the letter to the President?</li> </ol>
Week 5	Chapter VIII	<ol style="list-style-type: none"> <li>1) Update Migration Chart and map</li> <li>2) What disease was also in Canada? Do we have this disease even today?</li> </ol>

Week	<b>Book Title: <i>Two Tickets to Freedom</i></b>	
Week 5	Chapter IX	<ol style="list-style-type: none"> <li>1) What do you admire most about Ellen and William?</li> <li>2) Enrichment: Create a timeline of Ellen and William's journey to freedom</li> <li>3) Is the author trying to make a point? What was he trying to tell the reader?</li> <li>4) The Crafts believed that freedom was worth dying for. What do you think of this?</li> <li>5) Does the author tell you a story of good vs. evil? Is there cruelty in our world today?</li> <li>6) Based on reading this book, have you changed your mind about slavery? Would you have wanted to live during this time in our history?</li> </ol>

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 1**

**Name:** \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Envied</b>			
<b>Fortunate</b>			
<b>Flogging</b>			
<b>Tyrannical</b>			
<b>Tragic</b>			
<b>Apprentice</b>			
<b>Blacksmith</b>			
<b>Speculate</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 2**

**Name:** \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Abolitionist</b>			
<b>Sympathetic</b>			
<b>Sentinels</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 3**

Name: \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Deprivation</b>			
<b>Deaf</b>			
<b>Omnibus</b>			
<b>Indignantly</b>			
<b>Fidelity</b>			
<b>Liniment</b>			
<b>Obnoxious</b>			
<b>Indignantly</b>			
<b>Blacksmith</b>			
<b>Cabinetmaker</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 4**

Name: \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Overboard</b>			
<b>Fugitives</b>			
<b>Sympathy</b>			
<b>Platform</b>			
<b>Slaveowner</b>			
<b>Pickpocket</b>			
<b>Boardinghouse</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 6**

Name: \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Ancestors</b>			
<b>Refuge</b>			
<b>Inferior</b>			
<b>Segregation</b>			
<b>Discrimination</b>			
<b>Bigotry</b>			
<b>Resolution</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 7**

**Name:** \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Bowie Knife</b>			
<b>Obligations</b>			
<b>Roundabout</b>			
<b>Inhospitable</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 8**

**Name:** \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Heroism</b>			
<b>Accommodations</b>			
<b>Intolerable</b>			
<b>Overcrowded</b>			
<b>Exhibition</b>			

*Two Tickets to Freedom*  
**Vocabulary**

**Chapter 9**

**Name:** \_\_\_\_\_

<b>Vocabulary Word</b>	<b>Meaning</b>	<b>Base Word</b>	<b>Compound Word?</b>
<b>Poverty</b>			
<b>Cooperative</b>			
<b>Foresee</b>			

***TWO TICKETS TO FREEDOM***  
**MIGRATION CHART**

NAME: \_\_\_\_\_

<b>STARTING POINT</b>	<b>STOPPING POINT</b>	<b>TRANSPORTATION</b>	<b>DATE</b>	<b>WHO HELPED?</b>
Macon, GA				

**TWO TICKETS TO FREEDOM  
MIGRATION CHART**

**Teacher's Guide**

<b>Chapter</b>	<b>STARTING POINT</b>	<b>STOPPING POINT</b>	<b>TRANSPORTATION</b>	<b>DATE</b>	<b>WHO HELPED?</b>
Chapter II	Plantation in Macon, GA	Train Station in Macon, GA	Walk	December 21, 1848	No one
Chapter III	Macon, GA	Savannah, GA	Train	December 21, 1848	No one
Chapter III	Savannah, GA	Charleston, SC	Omnibus and Steamer	December 22, 1848	No one
Chapter III	Charleston, SC	Wilmington, NC	Steamer	December 22, 1848	Southern Captain (military officer)
Chapter III	Wilmington, NC	Richmond, VA and Fredericksburg, VA	Train	December 23, 1848	No one
Chapter IV	Fredericksburg, VA	Washington, D.C.	Steamer	December 23, 1848	No one
Chapter IV	Washington, D.C.	Baltimore, MD	Train	December 24, 1848	No one
Chapter IV	Baltimore, MD	Philadelphia, PA	Train	December 24, 1848	Train Conductor Train Officer
Chapter IV	Philadelphia, PA	Boardinghouse in Philadelphia	Walked	December 25, 1848	A Free Negro on the Train Robert Purvis William Still
Chapter V	Boardinghouse in Philadelphia	Delaware	Steamer	Jan./Feb. 1849	The Quaker Family, Burkley Ivens
Chapter VI	Delaware/the Iven's Farm	Boston, MA	Train	1849	Reverend Theodore Parker Mary Carson Mrs. Loring
Chapter VIII	Boston, MA	Portland, ME	Train	1849	Reverend Samuel May Daniel Oliver
Chapter VIII	Portland, ME	St. Johns, New Brunswick Canada and Windsor, Canada	Steamer	1849	No one
Chapter VIII	Windsor	Halifax, Nova Scotia, Canada	Coach	1849	Mr. Canady

**Teacher's Guide**

<b>Chapter</b>	<b>STARTING POINT</b>	<b>STOPPING POINT</b>	<b>TRANSPORTATION</b>	<b>DATE</b>	<b>WHO HELPED?</b>
Chapter VIII	Halifax	Liverpool, England	The steamer, <i>Cambria</i>	1850	Reverend Frances Bishop
Chapter VIII	Liverpool, England	Bristol, England	Unknown	1850	Mr. Estlin William Wells Brown
Chapter IX	England	Georgia	Unknown	1870's	

## **Jamestown: Settling in the New World**

Submitted by Denise Vermeulen, Knoxville, TN

**Objectives/Purpose:** To provide students with an understanding of the challenges and the opportunities that the early settlers faced in journeying to the New World and establishing the first permanent settlement in Jamestown. Through reading and writing students will determine the reasons for colonial settlement and examine the ways Native American culture changed as a result of the contact with European cultures.

**Grade Level:** Fourth grade

**Group Size:** Twenty-five students

**Lesson Time:** Five one-hour sessions

**Background Information:** Students will have already learned about early explorers and England's attempt to colonize the Roanoke area in North America through the use of *Tennessee Through Time: The Early Years*.

**Materials:** Class set of *Blood on the River* by Elisa Carbone; activity description and assessment rubric; "Generally Speaking" worksheet; paper/pencil (optional materials include student interactive notebooks/journals made from lunch bags, rubber bands, and coffee or tea stained paper)

Supplemental Materials: Primary source documents can be found at:

- [http://www.virtualjamestown.org/fhaccounts\\_desc.html](http://www.virtualjamestown.org/fhaccounts_desc.html) , writings of John Smith, George Percy, Edward Wingfield, and Lord de la Warr;
- <http://www.americanjourneys.org/aj-074/index.asp>, text of John Smith's *A True Relation*.

Video supplements:

- <http://www.historyisfun.org/> The Jamestown Settlement
- <http://streaming.discoveryeducation.com/> Exploring the World: The English Come to America: Jamestown and Plymouth - A Segment of: *Exploring the World: The English Come to America: Jamestown and Plymouth*

**Strategies/Procedures:** In general, the daily procedures remain consistent and will include:

- Review of previous day's reading by sharing generalizations and cause/effect relationships
- Identifying and defining new vocabulary
- Daily oral reading and discussion
- Daily journal writing

**Day one:**

- Preview book by discussing cover and elements of historical fiction.
- Read aloud chapters 1-6. Students are encouraged to keep a running list of words/page numbers they may not be familiar with as they come across them in their reading. After reading, students use context clues and class discussion to define words new to their vocabulary.

- Students are introduced to the journal writing assignment. Each student assumes the identity of one of five characters (Richard, Capt. John Smith, Sir Edward Maria Wingfield, Capt. Newport, or Reverend Hunt) and summarizes the daily reading through the eyes of that character, injecting both historical facts and personal reflection in their writing.

**Day two:**

- Before reading, students form at least one generalization about the conditions early settlers faced traveling to the New World and identify at least one cause/effect relationship. Students share generalizations and cause/effect statements as a means for reviewing previous day's lesson.
- Read chapters 7-11.
- Following the reading, class discussion of new vocabulary and daily journal writing activity.

**Day Three:**

- Write and share generalization of daily life in the new settlement and cause/effect relationship.
- Read aloud chapters 12-17.
- Class discussion and daily journal writing activity.

**Day Four:**

- Write and share generalization of Native American treatment of the settlers and two cause/effect relationships from previous day's reading.
- Read aloud chapters 18-22.
- Class discussion and daily journal writing activity.

**Day Five:**

- Write and share generalization about Reverend Hunt, Samuel, or Captain Smith and two cause/effect relationships from previous day's reading.
- Read aloud chapters 23-27.
- Class discussion and daily journal writing activity.

**Tennessee Social Studies Curriculum Correlations:**

- Social Studies: 4.1 spi 4; 4.3 spi 3; 4.3 spi 4; 4.5 spi 5;
- Language Arts: spi 0401.1.16; spi 0401.3.1; spi 0401.3.3; spi 0401.3.6; spi 0401.3.8; spi 0401.5.1; spi 0401.5.2; spi 0401.5.6; spi 0401.6.2;

**Evaluation/Assessment:** Students will be assessed informally on a daily basis through observation during discussion following chapter readings. Student journal writing that incorporates both historical facts and personal reflection will serve as a formal assessment. In addition, students will form generalizations and identify cause/effect relationships throughout their reading to reinforce comprehension.

**Author's Evaluation:** Students truly immersed themselves in the study of Jamestown through this novel. By asking students to assume the identity of one of the characters, they were able to take ownership in their own learning. Although this lesson required a relatively large block of time, I was able to incorporate our social studies curriculum into language arts for that week. In the end, we were able to meet curriculum standards in reading, writing, and social studies in a more meaningful way within our daily time constraints.

## *Blood on the River* Journal Assignment

The novel, *Blood on the River*, is a 1<sup>st</sup> person narrative written through the eyes of Samuel Collier, an 11-year-old orphan who boards the *Susan Constant* and journeys to the New World.

But, as we know, there is always more than one side to the same story. That's where you come in. Your job is to assume the identity of one of the other main characters: Captain John Smith, Richard, Sir Edward Maria Wingfield, Reverend Hunt, or Captain Newport. Following each daily reading, you will record your journal entry from the point of view of your chosen character. Your entry should summarize what you have read, but be presented through the eyes of the character you have chosen instead of Samuel Collier.

Following the genre of historical fiction, your daily entries should be factual as well as include your own personal thoughts.

Now, let your voyage begin! Use the rubric as a guide to completing this assignment. Each daily entry will be worth a total of 10 points.

CATEGORY					
<b>Creativity</b>	Journal entry contains several factual details along with personal thoughts that contribute to the reader's enjoyment. (6 pts)	Entry contains a few factual details and personal thoughts that make it entertaining to read. (5 pts)	Entry contains little factual details and/or personal thoughts. Little effort was made to engage the reader. (3 pts)	There is no evidence of factual details or the author does not seem to have used much imagination that is authentic to the period in history. (2 pts)	
<b>Mechanics</b>	Entry is written in complete sentences with capital letters and punctuation marks. (2pts)			Entry contains incomplete or run-in sentences, missing punctuation and/or capital letters. (1 pt)	
<b>Neatness</b>	Entry is neat and easy to read with no distracting marks. (2 pts)			Reader has difficulty due to poor handwriting or other distracting marks that take away from the appearance. (1 pt)	

Name \_\_\_\_\_

## Generally Speaking ...

Write a generalization about what it was like traveling in a ship to the New World.

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Write a generalization about Capt. John Smith, Sir Edward Maria Wingfield, Samuel, or Reverend Hunt.

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Write a generalization about living conditions in the new settlement of Jamestown.

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Write a generalization about the relationship between the Native Americans and the colonists in Jamestown.

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# **GeoCaching: Navigation to and Exploration of Hidden Treasures in Your Community and Your World**

Submitted by Susan R. Wagner, Maryville, TN

**Objectives/Purpose:** The Tennessee social studies curriculum not only covers the area of history but also geography. In this two-day lesson, fourth grade students will use maps and GPS technology. The students will integrate latitude and longitude coordinates in navigating the school grounds and locating hidden geocaches in a team competition for geocaches finds.

**Grade Level:** This lesson is based upon Tennessee fourth grade standards, but can easily be modified for upper elementary and middle grade students.

**Group Size:** One class size - approximately twenty to twenty-five students, eventually grouped into teams of four.

**Lesson Time:** Two class sessions – 45 to 60 minutes each.

**Background Information:** I used this lesson as an introduction to exploration bridging from our unit on geography. After students learned to locate cities on a U.S. and world map using latitude and longitude, they were able to relate this information to the use of technology. I polled the class on how many families had global positioning satellite receivers [GPSr]. Approximately half the students' families owned a GPSr as either a navigation device in their automobiles or as an aid in hunting, fishing, or camping.

## **Materials:**

- Books:
  - McKinney, John. *Let's Go Geocaching: Boys' Life Reader* New York: D. K. Publishing, 2008
  - G&R Publishing. *It's a Treasure Hunt: Geocaching and Letterboxing*. New York: CQ Products, 2007
  - GPS PDF - Kids Page with History, Vocabulary and Puzzle. <http://www.geocacher-u.com/resources/placemat2.pdf>
- Websites:
  - Geocaching University: <http://www.geocacher-u.com/>
  - Geocaching - The Official Global GPS Cache Hunt Site: <http://www.geocaching.com/>
    - \*You will need to be a member by setting up a free account to access their special satellite maps which show hidden geocaches in your area.
    - \*\*Note: official geocaches listed in the geocache.com database cannot be hidden on school grounds. For this activity - the geocaches created for the school site are not listed in the internet database.

## **Equipment:**

- **Computer and/or Smartboard** for viewing geocaches websites and maps
- **GPSr units** with coordinate readings preset to read Latitude and Longitude in degrees, minutes, and seconds. I borrowed a set from our Agriculture Extension Agency through

the University of Tennessee's 4-H department <http://www.utextension.utk.edu/4H/>. Units can also be acquired for schools through various technology grants as well.

- **Map of school or event location** with compass rose indicating cardinal directions and area landmarks, buildings, topography marked. I drew these maps for our geocaches course.
- **Students' Interactive Social Studies Notebooks** - composition books, for notes, resources, foldables, and articles.
- **Geocache Forms.** I created a form for each cache similar to cache forms found on <http://www.geocaching.com/>, only much simpler. I had the latitude and longitude coordinates from where I had hidden the caches at the top of the forms, a description of the cache including the size and how difficult it would be to find it. I also included a scrambled word clue. Students could unscramble the word if they desired or needed extra help finding the geocache. This clue could really point the students to the cache. I made copies of each clue sheet for each group.
- **Examples of geocaches clue sheets** from <http://www.geocaching.com/>
- **Three geocaches containers created for the hide:**
  - Two large geocache containers
    - Approximately one gallon. I used an empty coffee can, covered in camo duct tape,
    - An ammo style box. This is a typical geocaches container
  - One micro cache container-
    - Small, Altoids-type tin, spray painted with a magnet attached
- **Inside Each Geocache**
  - In each can: Blue, Red, and Yellow cards or certificates indicating First to Find (ten points); Second to Find (five points); and Third to Find (two points).
  - Log sheet for students to sign.
  - Prizes (cache) for students to retrieve from the larger geocaches; the smaller or "microcache" will only contain the reward cards and the log sheet.

**Strategies/Procedures:** This lesson takes two classroom periods.

The first day's lesson introduces students to the concept of Global Positioning Satellites and history behind the purpose and use of this technology. Many still know that GPSr are used in finding locations, getting directions, etc. Show students the geocaches and explain that geocaching is a game which is played on a global level using GPSr units. People use the GPSr units to use precise latitude and longitude coordinates to find hidden geocaches.

Explain how to use the GPSr units and show students how to reach the screen with the latitude and longitude coordinates.

End the lesson by having students complete and glue their Geocaching University's Kid Page <http://www.geocacher-u.com/resources/placemat2.pdf> into their Interactive Social Studies Notebooks.

*Prior to the second lesson, I hide the geocaches at three different locations on our school grounds. I take the latitude and longitude readings of each hide for the students' clue sheets. Make sure to place them so that once students have found the location with their GPSr units, the caches can be found. Some suggestions for hiding places: in the nook of trees, under a porch or*

*bench, behind a bush, etc. I attached the microcache (Altoids can) under a downspout with the adhesive magnet.*

The second day's lesson culminates in student teams seeking out the hidden geocaches. This takes the form of a game, where each team desires to be the FTF or "First to Find" the hidden geocaches container. Each geocaches contains the Blue, Red and Yellow cards with the points. When teams find the geocaches, they are to take the card with the highest points, a prize, and then sign the logbook. At the end of class time, student teams meet together to discuss their experiences and see which team wins.

Student team members are assigned roles. Each team had two GPSr units, those people were in charge of navigating to the geocaches by latitude and longitude coordinates. One person had the physical map with schoolyard landmarks. This person used these landmarks to assess the terrain and mark the team's path. The final person on the team uses the clue sheet to give the description of the cash and sign the logbook of each geocache.

### **Tennessee Social Studies Curriculum Correlations:**

- 4.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 4.3.02 Identify and use key geographical features on maps (i.e. mountains, rivers, plains, valleys, forests).
- \* Integration - this unit also integrates well with space history and science technology.

### **Evaluation/Assessment:**

- On day one, use the kids' page: <http://www.geocacher-u.com/resources/placemat2.pdf> to assess students understanding of the key concepts, vocabulary and rules of geocaching. These pages were included in the Geocaching Unit of our interactive social studies notebooks.
- On day two, I explained the rules of the geocaches hunt. I watched how students used the GPSr units to navigate our school grounds. I made myself available for questions. After the time was up, we gathered in our outdoor pavilion to discuss the experience. Teams were also scored based upon the number of points or reward cards they had found.
- Students were also awarded extra credit for going on the <http://www.geocaching.com/> website and printing out geocaches clues sheets or maps.

**Author's Evaluation:** This activity was well worth the effort in design and setup. The students were extremely enthusiastic and tying in old world exploration to today's technology helped students see the relevance to using maps and knowing latitude and longitude. Several students continued geocaching with their families and brought in pages from <http://www.geocaching.com/> for extra credit.

## **Christopher Columbus and *Pedro's Journal***

Submitted by Meredith Weatherstone, Knoxville, TN

**Objectives/Purpose:** The student will be able to relate the time period of Christopher Columbus and the purpose of his expeditions with journal writing of experiences.

**Grade Level:** This was taught with a third grade group of on-level and advanced reading students. This could be taught also in second through fifth grades.

**Group Size:** I worked with two smaller reading groups combining them for this activity for a total of eleven children. For most of this activity they worked in pairs and small groups.

**Lesson Time:** It was a two week unit that they worked on for thirty to forty-five minutes daily.

**Background Information:** When introducing the unit we read some background on Christopher Columbus. The students each had a copy of pages fifteen and sixteen from "Columbus, Christopher (1451-1506)", *Explorers of the New World, The Captain's Log*. Cambridge: Softkey Multimedia Inc., 1995. We completed an oral K-W-L chart in order to see what the children already knew about Christopher Columbus. We then read the two pages about Christopher Columbus together in order to add some information to our chart. When getting to a discussion about who sent him on the voyages, I introduced a picture of an actual agreement between Columbus and the crowns of Spain from *The Book of Privileges* <http://www.loc.gov/exhibits/treasures/images/bop.jpg>. This showed them a tangible document of what Columbus was sent out to do. Even though it is not in English the students were fascinated by it.

When I introduced *Pedro's Journal* we looked through it to see how a journal is kept. The children were each given a folder for them to label as their journal. Part of their requirements during this reading is to keep a journal as they do daily reading as if they were a passenger on the ship. So during week one they wrote a journal entry for four days that they read about, and during week two they wrote four more journal entries about days that Pedro wrote about.

### **Materials:**

- "Columbus, Christopher (1451-1506)", *Explorers of the New World, The Captain's Log*. Cambridge: Softkey Multimedia Inc., 1995.
- *The Book of Privileges* <http://www.loc.gov/exhibits/treasures/images/bop.jpg>.
- Conrad, Pam. *Pedro's Journal*. New York: Scholastic Inc., 1991.
- *Reading Wings Targeted Treasure Hunt: Pedro's Journal*. Baltimore: Success for All Foundation, 2004.
- Notebooks/folders for the students' individual daily journals.

**Strategies/Procedures:** The first day was a whole group lesson of building background information and setting up expectations. Because I used an on-level reading group and an advanced reading group I had them choose a partner from the other group to work with for partner reading and discussion. Days two through three of each week the students worked in their small groups/partners to complete the assigned reading for the week, the discussion

questions, the individual journals, and the weekly captain's log. Day four we came together for a whole group discussion of the reading. Day five was always an assessment day. This routine was repeated in week two as well.

**Tennessee Social Studies Curriculum Correlations:** 3.1.2, 3.1.5, 3.3.9, 3.3.10, 3.3.11

**Evaluations/Assessment:** Each week there was a weekly assessment (test) over the content. I also used the daily team talk questions from the *Reading Wings Targeted Treasure Hunt* as a weekly grade. There was an "Adventures in Writing" each week to be completed as a captain's log and a daily individual journal as a shipmate.

**Author's Evaluation:** It was so exciting to see the children working in small groups doing student facilitated discussion about the reading material. The daily journal practice for the students was extremely interesting to read. Some of the students really got into the character they had become on the ship. I was very surprised at the end of the book when the children told me that Pedro died. When we reread it and then brought out our copy of the background information on Christopher Columbus that we read at the beginning of this unit they realized that they made it back home after all.

## 2009 Participants

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