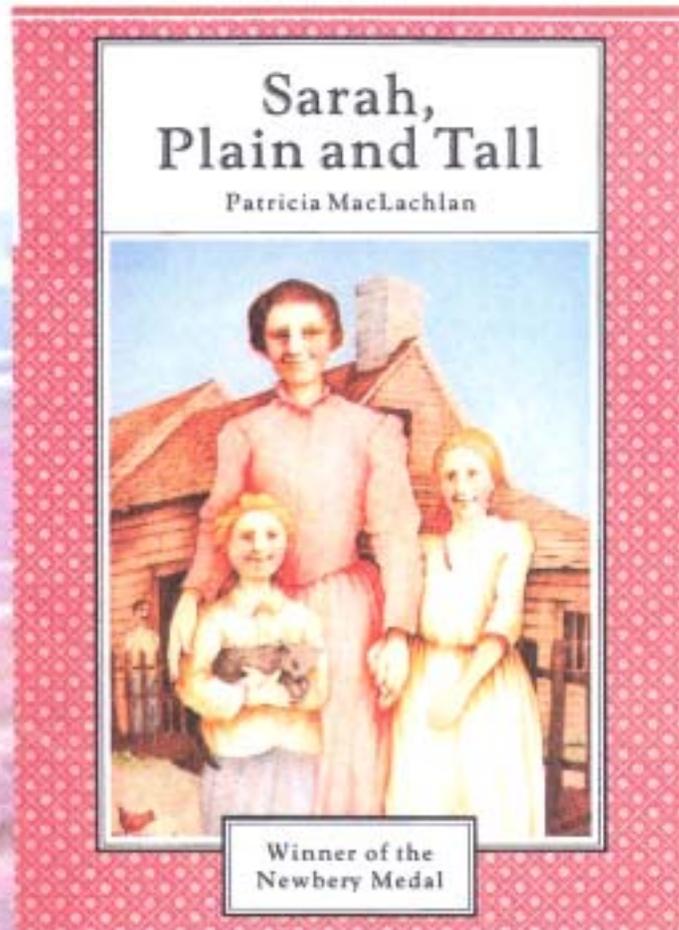


“Widowed WM WLTM SWF for LTR.
Must like kids.” *

(* Widowed White Male Would Like to Meet Single White Female for Long-Term Relationship)

or

No *Tall* Tale: Just the *Plain* and Simple Truth



A 4th Grade Integrated, Interdisciplinary Thematic
Approach to the Western Movement Through
Sarah, Plain and Tall, by Patricia MacLachlan

By: Karen Sabo
Jennifer Walker
Luana Coppus
Jami Scott-Honigford

Bellevue City Schools
125 North Street
Bellevue, OH 44811

By: Susie Stanfield

New London Schools
1 Wildeat Drive
New London, OH 44851

Unit Title:
No Tall Tale: Just the Plain and Simple Truth.

OVERVIEW

I. CONTENT:

Pioneer life defined how western U.S. developed the “Pioneer Spirit” as it still defines Americans today. Sarah Plain and Tall is a depiction of how one woman’s choice affects a family’s life forever. Themes of loss, love, fear and hope intertwine this poignant story of the human spirit. This interdisciplinary unit was designed for fourth graders to understand and evaluate how influences such as historical events, environmental settings, and economic conditions affect not only characters within the story but affect the reader as well.

II. PROCESS:

Knowledge of this unit will be refined through learning activities such as reading literature, media samples, hands-on activities, debate, cooperative learning and authentic assessment.

III. PRODUCT:

By using critical thinking skills and the creative thinking process students will gain an understanding of the reasons for Sarah’s westward movement as well as the positive and negative consequences of her choice. Students will have the opportunity to apply higher order thinking skills and extend this process into their every day life.

**Unit Overview: Alignment with
National / State / District Pupil Performance Standards**

Overarching Benchmarks / Standards / Goals for **COMPLETE unit of study:**

Benchmark 1: Literacy Text

Standard A: Describe thoughts words and interactions of characters

Benchmark 2: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Standard A: Compare and contrast information on a single topic or theme across different text and non-text resources

Benchmark 3: Writing Applications

Standard A: . Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge

Benchmark 4: Earth and Space Sciences

Standard A: Explain that air surrounds us, takes up space, moves around us as wind, and may be measured as barometric pressure.

Standard B: Identify how water exists in the air in different forms; e.g., in clouds, fog, rain, snow and hail.

Benchmark 5: Data Analysis and Probability

Standard A: Create a plan for collecting data for a specific purpose.

Standard B: Represent and interpret data using tables and bar graphs.

Standard C: Interpret and construct Venn diagrams to sort and describe data.

Standard D: Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data.

Standard E: Propose and explain interpretations and predictions based on data displayed in tables, charts, and graphs.

Standard G: Identify the median of a set of data and describe what it indicates about the data.

Standard H: Use range, median and mode to make comparisons among related sets of data.

Benchmark 6: Economics

Standard A: Explain ways in which individuals and households obtain and use income.

Benchmark 7: Geography

Standard A: Use a linear scale to measure the distance between places on a map.

Standard C: Describe the location of Ohio relative to other states and countries.

Benchmark 8: Citizenship Rights and Responsibilities

Standard A: Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Benchmark 9: Social Studies Skills and Methods

Standard: A Use a problem-solving/decision-making process which includes:

- a. identifying a problem
- b. gathering information
- c. listing and considering options
- d. considering advantages and disadvantages of options
- e. choosing and implementing a solution
- f. developing criteria for judging its effectiveness

Standard B: Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic

- a. atlases
- b. encyclopedias
- c. dictionaries
- d. newspapers
- e. multimedia/electronic sources

Benchmark 10: Measurement

Standard A: Identify and select appropriate units of measure of area and perimeter

Standard B: Develop and uses strategies to find perimeter using string or links, area using tiles or a grid, and volume using cubes; e.g., count squares to find area of regular or irregular shapes on a grid, layer cubes in a box to find its volume.

Benchmark 11: Number, Number Sense and Operations

Standard A: Estimate the results of computation involving whole numbers, fractions and decimals, using a variety of strategies.

**I-SEARCH INDEPENDENT RESEARCH PROJECTS
FOR GIFTED AND TALENTED STUDENTS: PROJECT BASED LEARNING
FOR MULTIPLE INTELLIGENCES**

1. PARADOXES:

Most pioneer children did not go to school after elementary school. For some of today's children, not being made to go to school sounds very appealing. Write a report explaining why or why not that it is necessary to get a high school diploma.

2. ATTRIBUTES:

Describe the personal characteristics of pioneers who headed west. Prepare a skit that portrays these people's characters traits.

3. ANALOGIES:

Compare a general pioneer store to a modern day supermarket. What are the similarities and differences. Create a labeled diagram of each store and compare the two pictures.

4. DISCREPANCIES:

Women have worked hard for equal rights for recent history and are now guaranteed them. Is this really so? Create a graph of where women stand today in regards to equal pay.

5. **PROVOCATIVE QUESTIONS:**

Survey the class asking the following questions: Would you have liked the way the pioneers traveled westward? What type of travel would you prefer? What state would you choose to settle in? Create a graph displaying your results.

6. **EXAMPLES OF CHANGE:**

Give examples of changes in the meanings of words from past to present (E.g. chiefs, forty-niners, braves, cowboys) What other examples can you find? Make a mobile showing the contrast between the pioneer meaning and the present day term (E.g. an Indian chief-Kansas City Chief).

7. **EXAMPLES OF HABIT:**

Roles of men and women in the pioneer days were very rigid. After reading and watching, *Sarah Plain and Tall* list the man's role and the woman's role on the prairie. Write and produce a skit having conversations between a pioneer and present day man and woman discussing their roles.

8. **ORGANIZED RANDOM SEARCH:**

Interview a teacher and research the teacher's role in the 1800's. Prepare a documentary for TV which will show the changes in the teaching profession through the years.

9. **SKILLS OF SEARCH:**

Research pioneer food and cooking utensils. Make a traditional pioneer recipe.

10. **TOLERANCE FOR AMBIGUITY:**

Suppose Sarah did not have the funds to pay for her trip to Kansas. Role play situation where Sarah is asking her brother for financial support. Use details from the story to write your role play.

11. **INTUITIVE EXPRESSION:**

Brainstorm all the sights, sounds, smells, tastes and touches that you experience in your wagon train camp at night. Create a "feelings" poem that make the reader understand your experiences.

12. **ADJUSTMENT TO DEVELOPMENT:**

Create a brochure to entice people to become a mail order bride or groom.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Research a famous woman during the 1800's. Dress in costume to present a rap of your life.

14. **EVALUATE SITUATIONS:**

Two pioneers are in the middle of a wagon train. One accuses the other of stealing his water. Role play your mediation process.

15. **CREATIVE READING SKILL:**

Read the book, *Trouble for Lucy* by Carla Stevens. develop a lesson plan to teach other children about pioneer life using information found in this book.

16. **CREATIVE LISTENING SKILL:**

After listening to different pioneer songs, create a pioneer song/rap of your own using information from the songs.

17. **CREATIVE WRITING SKILL:**

Choose a pioneer from any time period, in any field, and after thorough research into his/her life and accomplishments, write a script for a five minute "This is Your Life" presentation. Choose a friend to help you produce the program for the class.

18. **VISUALIZATION SKILL:**

Create a power point presentation about a week in the life of a pioneer child. Present to the first grade children in your school.

ACADEMIC / CRITICAL THINKING SKILLS
ANALYZING HUMAN ACTIVITIES! (AHA!)

STATE STANDARD # 2A, 6A

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: **There were many reasons people relocated in the late 1800's. Some of these included: Marriage, jobs, religious freedoms, better life for family. Students will gain an understanding of a "mail order bride."**

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]

Textbook or Database: Novel, songs, movie clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set:

1. Show students a current personal ad for a date.
2. Show old personal old ad for a mail order bride.
3. Listen to song, "Bring Me My Bride" and "Mail Order Bride"

Students will:

1. Compare and contrast life in Maine and Kansas during the late 1800s.
2. Gain an economic understanding of why it was necessary for mail order brides.

Formative Assessment: *Discuss, brainstorm and compare and contrast*

COMPREHENSION:

1. Discuss reasons for economic need for past personal ads.
2. Debate who benefited more, the man or the woman.
3. *Short-term / Cumulative Assessment: Debate*

APPLICATION:

Anchoring Activity / Anticipatory Set: Read Poem about taking a journey to a new place.

Students will create a (class / team product): Students play the role of Sarah. Students will make a suitcase and are allowed to take ten items on their trip. Five items are tangible and five intangible.

Formative Assessment / Rubric for Product Please note* Rubrics will be teacher made according to concepts expected to be demonstrated.

Multicultural and/or ESL and/or Bilingual Link: Sarah's packing compared other cultural journeys (Grandfather's Journey, All for the Better).

Mathematics/Science Link and/or Humanities Link:

1. Discuss the Maine fishing industry and Kansas's agricultural industry.
2. How much did the ads cost?

School-to-Career/Tech Prep Link:

1. Who printed the ads?
2. Who delivered the ads?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Watch clips of commercials. Discuss different propaganda (bandwagon, glittering generalities, red herring, testimonial, plain folks, Name calling etc.)

Students will: search for ads in magazines and newspapers and classify each type of propaganda.

Class/team/individual product: Classification chart

Summative Assessment: Chart

INDIVIDUAL JOURNAL ASSIGNMENT:

Write their own commercial/for a mail order bride using one propaganda strategy.

HOMELINK:

Ask what reasons would make your family relocate? What 3 things would you take with you and why?

STATE STANDARD # 2A, 3A,

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: There were a variety of modes of transportation during the late 1800's. Students will understand the timeline of transportation beginning from walking, horse and buggy, through the invention of trains. They will compare and contrast each mode.

2. TRANSPORTATION

Textbook or Database: Novel, Video clips,

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Students view train scene from “Tall Tales”, covered wagon scene in “West of Oregon”, and covered wagon scene in “Skylark”. Students listen to song “I’ve been working on the Railroad”

Students will: Identify various means of transportation during pioneer times (Walking, boats, wagons, trains).

Formative Assessment: *Discussion*

COMPREHENSION:

Given a picture students will explain in writing the advantages and disadvantages of each mode of transportation. (E.g. stage-coach carried long distances faster than walking, but it was bumpy and broke down a lot)

Short-term / Cumulative Assessment: Written explanations

APPLICATION:

Anchoring Activity / Anticipatory Set: Sing “Sweet Betsy From Pike” and “Oh Shenandoah”

Students will create a (class / team product): Students work in cooperative groups and compose a new song, “The Wheels on the Wagon” to the tune, “The Wheels on the Bus.”

Formative Assessment / Rubric for Product: Present to class

Multicultural and/or ESL and/or Bilingual Link: Discuss other modes of transportation around the world (gondolas, rickshaws)

Mathematics/Science Link and/or Humanities Link: Map out on the floor using masking tape and actual wagon, determining realistic size and what one would actually be able to take on the trip.

School-to-Career/Tech Prep Link: Who would fix the stagecoach if broken? Who fixes transportation problems today? What tools did they use compared to tools they use today?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Students view “Back to the Future” video clip about the modified car and skateboard.

Students will: Create a mode of transportation for the future that can be used on any terrain. They will explain the construction, speed and special features the vehicle has.

Class/team/individual product: Presentation and share

Summative Assessment: Rubric

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about a family trip you took with your family. Explain how you traveled, and what you saw. Can be real or made up.

HOMELINK:

Discuss with your parents how you could modify your bike to make it better in some way and make a drawing to show your bike with your modification.

STATE STANDARD # 2A, 3A

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Communication is vital to human existence. It is needed for survival as well as entertainment. Students will identify modes of communication as well as compare each.

3. COMMUNICATIONS

Textbook or Database: Novel, videos, movie clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Listen to Karen Carpenter’s “Mr. Postman”; Read Caleb, Anna and Sarah’s letters to each other from “Sarah Plain and Tall.”

Students will: Brainstorm modes of communication. Discuss evolution of communication (e.g. smoke signals, lanterns, letters, pony express, U.S. Postal Service, Email, and Text-messaging)

Formative Assessment: Discussion

COMPREHENSION:

Students will explain advantages and disadvantages of each mode of transportation above.

Short-term / Cumulative Assessment: Discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Demonstrate writing with a quill pen and ink.

Students will create a (class / team product): Prepare a recipe of charcoal honey ink. Students will use this mixture to write a brief message consisting of their name, date and school. Type this message on the computer and compare.

Formative Assessment: Written piece made by hand and on computer

Multicultural and/or ESL and/or Bilingual Link: Research how other forms of communication are used in other culture (Native Americans, Chinese, and Japanese etc.)

Mathematics/Science Link and/or Humanities Link: Research how the cost of mailing a letter has change throughout the years.

School-to-Career/Tech Prep Link: Invite a postmaster to discuss his/her occupation or view video clip (United Streaming) on a postal worker’s job.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Students bring in stamp collections to share

Students will: Create their own stamp. Check at your local post office/internet websites to see if they have accessibility to publish stamp.

Summative Assessment: Present their stamps

INDIVIDUAL JOURNAL ASSIGNMENT:

Choose the most important mode of transportation discussed and support why you feel it is most valuable.

HOMELINK:

Make up a code with a key. Write a brief message using the code and have someone decipher it.

STATE STANDARD # 1A; 8A; 9A, a,b,c,d,e,f

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Protecting and conserving can be done externally as well as internally. Students will identify examples for each.

4. **PROTECTING AND CONSERVING**

Textbook or Database: Novel, Movie clips, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Show various Boy Scout, Girl Scout, military badges, karate belts. Ask what these badges stand for (Integrity, wisdom, bravery, honesty, skill level)

Students will: Sort badges into physical skill and intrinsic character. Discuss how each is important to a whole person.

Formative Assessment: Discussion

COMPREHENSION:

Explain how Sarah protects her self physically and emotionally by things she says, does, and what others say about her. (Character Analysis sheet)

Short-term / Cumulative Assessment: Rubric

APPLICATION:

Anchoring Activity / Anticipatory Set: Show clips of Sarah protecting internal and external possessions from movie (Sarah and bringing cat into house, the wind storm, Sarah wearing overalls)

Students will create a (class / team product): Work in cooperative groups and create a reader's theater to act out one the clips shown above.

Formative Assessment / Rubric for Product: Reader's theater skit

Multicultural and/or ESL and/or Bilingual Link: Compare protective dwellings in Maine and Kansas. Use reference materials such as atlases, encyclopedia, and multimedia sources

Mathematics/Science Link and/or Humanities Link: Compare the sizes of houses of Maine and Kansas. Discuss materials used to make each dwelling and the sturdiness of the materials.

School-to-Career/Tech Prep Link: Discuss how houses are made

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show scene from "Sarah Plain and Tall" about the windstorm. Show scene blizzard scene from "Little House on the Prairie"

Students will: Construct a new safety device that will help people in dangerous situations. Use a problem-solving/decision-making process to identify a safety problem, gather information, list and consider options of new device, consider advantages and disadvantages of options choose and implement the new device, and judge its effectiveness

Class/team/individual product: New safety product with paragraph explaining above criteria

Summative Assessment: Rubric

INDIVIDUAL JOURNAL ASSIGNMENT:

Describe a time when you had to protect yourself physically and emotionally.

HOMELINK:

Show and explain new safety product to family members.

STATE STANDARD # 3A, 5C, 2A,

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Does education always have to be book knowledge? What other things can a person learn other than school subjects?

5. **PROVIDING EDUCATION**

Textbook or Database: Novel, Movie Clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Visit Lyme Village Historical School House, or clip from Little house on the Prairie School House

Students will: Describe a typical day in a pioneer school house (Dunce cap, slates, ink wells, 3 mile walk)

Formative Assessment: Discussion

COMPREHENSION:

Compare knowledge Sarah and Caleb learned at school to what Sarah taught them at home. (Swimming, singing, sewing, drawing) Create a Venn diagram

Short-term / Cumulative Assessment: Venn diagram

APPLICATION:

Anchoring Activity / Anticipatory Set: Poem about a one room school house and sing "School Days, Cool Days"

Students will create a (class / team product): Turn your classroom into a one room school house. Conduct school in this manner for the day.

Formative Assessment / Rubric for Product: Participation

Multicultural and/or ESL and/or Bilingual Link: Compare school in US with school's around the world

Mathematics/Science Link and/or Humanities Link: Rote math relays

School-to-Career/Tech Prep Link: Email Kelley's Island or Put-In-Bay teacher who is in charge of a one room school situation and asks questions about their school day.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read a poem about school

Students will: Design a crossword puzzle to demonstrate what you have learned about schools today and in the past.

Class/team/individual product: Crossword puzzle

Summative Assessment: Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a diary entry of your day as a students in a one room school house in the 1800's

HOMELINK:

Interview parents about what it was like when they had to go to school.

STATE STANDARD # 5A, B, C, D, E, G, H; 9B, e

ESSENTIAL QUESTION: How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: **Tools are essential for survival, especially in the Mid-west during the late 1800's.**

Students will identify tools during this time period as well and tools currently used for the same tasks.

6. MAKING AND USING TOOLS AND/OR TECHNOLOGY

Textbook or Database: Novel, Movie clips, Lyme Village, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Walking field at Lyme Village

Students will: Identify types of tools used by pioneers

Formative Assessment: Discussion

COMPREHENSION:

Students will choose a pioneer tool and describe how it was used in real life.

Short-term / Cumulative Assessment: Discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Read Shel Silverstein's "Homework Machine" Poem
Students will create a (class / team product): Students will act out the use of a tool and others will guess what tool it is.
Formative Assessment / Rubric for Product: Demonstration
Multicultural and/or ESL and/or Bilingual Link: Compare our tools to other cultures
Mathematics/Science Link and/or Humanities Link: Oregon Trail CD ROM
School-to-Career/Tech Prep Link: Invite a farmer to come in and discuss what tools he/she uses

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Sing "Pick a Bale of Cotton", "Shucking of the Corn", "I've been Working on the Railroad"
Students will: Create a song they would sing while doing their own chores
Class/team/individual product: Song
Summative Assessment: Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Write an acrostic Poem using favorite tool

HOMELINK:

Brainstorm 10 most common tools found at home. Students go home and tally the amount of each type of tool they have. The next day at school students and teacher will create a class graph of each tool. They will then figure out the mean, median and mode of each tool.

STATE STANDARD # 3A, 2A

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Recreation was very important to pioneers. Sarah taught Caleb and Anna to swim, sing and draw. Students will identify and participate in various pioneer games as well as create their own.

7. PROVIDING RECREATION

Textbook or Database: Novel, Books, Movie Clips, Songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Read from the book "If you were a Pioneer on the Prairie" the section, would you have fun? Pg. 42
Students will: Play pioneer games such as marbles, checkers, horseshoes, crack the whip
Formative Assessment: Participation

COMPREHENSION:

Give examples in a paragraph of recreational activities from Sara Plain and Tall (singing, drawing, dancing, swimming).
Short-term / Cumulative Assessment: Paragraph

APPLICATION:

Anchoring Activity / Anticipatory Set: Show clip from Toy Story

Students will create a (class / team product): In cooperative groups students will teach classmates a recreational game of their choice.
Formative Assessment / Rubric for Product: Discussion, participation
Multicultural and/or ESL and/or Bilingual Link: Show toys of different countries
Mathematics/Science Link and/or Humanities Link: Figure probability with dice.
School-to-Career/Tech Prep Link: Invite an employee from the recreational department or YMCA to discuss their occupation

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show clip from “Flubbed”

Students will: Create a brochure to sell fictitious recreational item.

Class/team/individual product: Brochure

Summative Assessment: Rubric

INDIVIDUAL JOURNAL ASSIGNMENT:

Write your directions/ rules for your brochure fictitious toy

HOMELINK:

Play a game at home with a family member.

STATE STANDARD # 9A, a,b,c,d,e,f; 3A

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Throughout the ages many women have been responsible for changes in the political system. Examples include owning property, voting, higher paying jobs, women’s’ rights

8. ORGANIZING AND GOVERNING

Textbook or Database: Novel, movie clips, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: America Will Be: Pgs. 515-517 What your Fourth Grader Needs to know by E.D. Hirsch

Students will: List 10 opportunities women have today. Read p. 204 on women’s Rights. List 10 opportunities that women did not have in 1880’s

Formative Assessment: Discussion

COMPREHENSION:

After viewing the film clip from Mary Poppins “Sister Suffragettes” and hearing the song, “I am Woman” by Helen Reddy they will choose a right that women did not have in the 1800’s and write a letter in support of women getting that right.

Short-term / Cumulative Assessment: share letter

APPLICATION:

Anchoring Activity / Anticipatory Set: Read “Ain’t I a Woman?” By Sojourner Truth

Students will create a (class / team product): Script their understanding in the form of reader’s theater “Ain’t I a Woman?”

Formative Assessment / Rubric for Product: Reader’s Theater Presentation

Multicultural and/or ESL and/or Bilingual Link: Women’s suffrage/ leadership around the world both positive and negative (e.g. Mother Theresa, Queen Elizabeth, Margaret Thatcher, Condoleezza Rice, Middle East Men dominant over women)

Mathematics/Science Link and/or Humanities Link: Research past local elections and compare voter turnout. Compare local and national election information.

School-to-Career/Tech Prep Link: Invite a woman to discuss her career.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: View “Little Rascals” voting scene

Students will: After a discussion of rights versus privileges students will debate school rights vs. privileges.

Class/team/individual product: Students will write their own Declaration of Rights. I have the right to... I have the privilege to... Share their passages

Summative Assessment: Rubric for Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a letter to Sarah telling her what has changed for women's rights and what has not.

HOMELINK:

Discuss 5 rights and 5 privileges at home. Write them down and bring them to school.

STATE STANDARD #1A; 3a; 9A a,b,c,d,e,f;

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Students will understand the difference of moral issues (right vs. wrong) and ethical issues (right vs. right). They will apply this knowledge to events in Sarah, Plain and Tall as well as real life.

9. MORAL, ETHICAL AND SPIRITUAL BEHAVIOR

Textbook or Database: Novel, movie clips, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing "Clementine" Show clip of movie "Sarah Plain and Tall where Sarah and Jacob argue about whether to put out his dead wife's items for Anna to accept her death.

Students will: Identify ethical dilemmas in the novel (e.g. Ch 5. Death of the sheep; Ch. 9 Caleb does not want Sarah to leave)

Formative Assessment: Discussion

COMPREHENSION:

Discuss how feelings of loss were demonstrated in the novel. Students share examples of types of loss. Make a list of examples, effects of it and possible solutions for each situation.

Short-term / Cumulative Assessment: Participation/discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Show students a scrapbook/photobook. Ask students the day before to bring in their own pictures to share.

Students will create a (class / team product): Take the role of Anna and create a memory book for Caleb. Include how she looked, things she did and said.

Formative Assessment / Rubric for Product: Memory book

Multicultural and/or ESL and/or Bilingual Link: Student share their own scrapbooks with the class

Mathematics/Science Link and/or Humanities Link: Research life span of people living in the late 1800's to now.

School-to-Career/Tech Prep Link: Discuss responsibilities of ministers (circuit riders) then and now.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read excerpt from "Fantastic Mr. Fox" by Roald Dahl when badger asks Fox if it is alright to steal food from the farmers who are trying to kill them (CH 14)

Students will: Evaluate situations in which moral and ethical decisions are made. (E.g. Is it right to steal when you know that you need your product to save someone's life?)

Class/team/individual product: Brainstorm chart/Discussion

Summative Assessment: Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Write individual moral/ethical dilemma.

HOMELINK:

Have student read the following statement to their parent: Back in my day, I would have never _____. Parent complete the statement

STATE STANDARD # 2A; 3A; 5C

ESSENTIAL QUESTION: How does the Universal Theme of Aesthetic Needs create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Aesthetic beauty encompasses this book in physical landscapes and descriptions. Students will identify and compare various aesthetically pleasing descriptions within the novel.

10. AESTHETIC NEEDS

Textbook or Database: Novel, movie clips, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing “America the beautiful”, “This Land is Your Land”, “ Oh Give Me a Home” Read quote in Ch 1 on pg 5 of Sarah Plain and Tall, ‘ Outside the Prairie...”

Students will: List what Sarah, Caleb and Anna wrote about the beauty of Maine and Kansas in their letters.

Formative Assessment: Discussion

COMPREHENSION:

Compare the information written by characters above. Use a Venn diagram

Short-term / Cumulative Assessment: Venn diagram

APPLICATION:

Anchoring Activity / Anticipatory Set: View “Vanishing Prairie” by Disney. View Film “Sarah Plain and Tall depicting seascape in the beginning of movie.

Students will create a (class / team product): Cooperative groups students create diorama of either Maine or Kansas using information written in the story.

Formative Assessment / Rubric for Product: diorama

Multicultural and/or ESL and/or Bilingual Link: Read “Grandfather’s journey” Compare landscapes in both stories

Mathematics/Science Link and/or Humanities Link: Research Flowers Sarah grew in her garden on page 41.

School-to-Career/Tech Prep Link: Invite Mona Rutger (Back to the Wild), Soil water and Conservation to visit.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read poems depicting landscapes in the West and by the sea.

Students will: Create two more triorama sections in addition to the one created above. The other two must include features of Kansas and Maine (which ever one they did not choose for the application activity) and their own community. Glue them all together to form a pyramid of trioramas.

Class/team/individual product: trioramas.

Summative Assessment: Rubric

INDIVIDUAL JOURNAL ASSIGNMENT:

Write an entry explaining the beauty you see in a local park, playground etc.

HOMELINK:

Bring in pictures of places you have been or would like to go.

STATE STANDARD #7A,C;

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Students will use linear measurements to calculate the distance from one place to another. They will then estimate the time it would take to travel from one place to another.

11. Social Studies

Textbook or Database: Novel, songs, movie clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing “Oklahoma”

Students will: Draw a map showing route that Sara may have taken from Maine to Kansas.

Formative Assessment: Map

COMPREHENSION:

Using the map drawn in the knowledge activity, students will calculate the distance in miles and kilometers and answer the following questions: How long would it take to get there in a car? What would the cost be?

Short-term / Cumulative Assessment: Calculations

APPLICATION:

Anchoring Activity / Anticipatory Set: Display various maps

Students will create a (class / team product): Chart a route from where you live to a place of interest out of your state.

Formative Assessment / Rubric for Product: Chart

Multicultural and/or ESL and/or Bilingual Link: Chart a route from where you live to a place of interest out of your country.

Mathematics/Science Link and/or Humanities Link: Using the map drawn in the application activity, students will calculate the distance in miles and kilometers and answer the following questions: How long would it take to get there in a car? What would the cost be?

School-to-Career/Tech Prep Link: Invite a travel agent to talk about their career

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Singing “Leaving on a Jet Plane”

Students will: Students will choose one of the places they mapped a route to and will plan an itinerary for their vacation.

Class/team/individual product: itinerary

Summative Assessment: Rubric

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about things you would see on your vacation

HOMELINK:

Interview parents about how they plan vacations.

STATE STANDARD # 4 A, B

ESSENTIAL QUESTION: How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Weather played a big role in “Sarah Plain and Tall” Students will understand how weather affects our daily lives as well.

12. Science

Textbook or Database: Novel, songs, movie clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: View clips of “wizard of Oz” tornado scene, “Perfect Storm” Ocean Scene, and “Twister

Students will: Describe survival techniques

Formative Assessment: Discussion

COMPREHENSION:

Students will explain how the phrase “Survival of the fittest” applies to Pioneers

Short-term / Cumulative Assessment: Discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Read Stephen Crane “The Open Boat”, Show Bottled tornadoes

Students will create a (class / team product): Make bottled tornadoes. Brainstorm why some people survive natural disasters and others do not.

Formative Assessment / Rubric for Product: Tornadoes

Multicultural and/or ESL and/or Bilingual Link: Discuss different types of natural disasters and safety procedures around the world.

Mathematics/Science Link and/or Humanities Link: Discuss jet streams, ocean currents and trade winds

School-to-Career/Tech Prep Link: Meteorology. Invite Blizzard Bill Spencer from channel 24.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Show pictures of homes and how they are protected from natural disasters.

Students will: Research and build a prairie home or coastal home showing protection from the elements

Class/team/individual product: Home they create

Summative Assessment: Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Students write entry on tornado procedures for pioneers homes and schools(no basements or sirens)

HOMELINK:

Discuss disaster plan with parent

STATE STANDARD # 10 A,B

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Estimation, area and perimeter are important to agriculture of today as well in the past.

13. Math

Textbook or Database: Novel, songs, Movie clips

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing “Green Acres”

Students will: Identify different sizes of farms today compared to farms of pioneers.

Formative Assessment: Discussion

COMPREHENSION:

Give examples of the chores Jacob, Sarah, Caleb and Anna had to do on the farm. Estimate the time that it would take complete each.

Short-term / Cumulative Assessment: Chart of chores

APPLICATION:

Anchoring Activity / Anticipatory Set: View chore clip from “Little House on the Prairie”

Students will create a (class / team product): Create a schedule of a pioneer child’s day, and a present child’s day.

Formative Assessment / Rubric for Product: Schedule

Multicultural and/or ESL and/or Bilingual Link: Compare children’s daily schedules from different cultures.

Mathematics/Science Link and/or Humanities Link: Observe art work from this time period

School-to-Career/Tech Prep Link: View agricultural businesses and product from each (e.g. ketchup, orange juice)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Sing Mrs./Mr. (teacher's name) Had a Farm...

Students will: Create their own farm on graph paper. Compute the perimeter and area of their farm.

Class/team/individual product: created farm

Summative Assessment: *Created farm*

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a paragraph about what agricultural products you grow on your farm

HOMELINK:

Discuss how much money you spend on groceries in a week.

STATE STANDARD # 1A; 8A

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Novels and stories describe a character's journey. Sometimes this is a physical journey or it can be an inward emotional journey.

14. Humanities/Literature

Textbook or Database: Novel, movies, songs

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Movie clip from "Little House on the Prairie"

Students will: Describe the character traits of each of the characters (honesty, trustworthiness, caring, helpful)

Formative Assessment: Discussion

COMPREHENSION:

Rewrite a major event as if Jacob's family had moved to Maine instead of living in Kansas. How would Jacob, Anna or Caleb's character traits help or hinder in the transition?

Short-term / Cumulative Assessment: Share paragraphs

APPLICATION:

Anchoring Activity / Anticipatory Set: Read excerpt from Laura Ingalls Wilder's diary

Students will create a (class / team product): Imagine being a character in the novel. What would you do differently and the same?

Formative Assessment / Rubric for Product: Share pieces

Multicultural and/or ESL and/or Bilingual Link: Describe the connection between character traits of Native Americans vs. traits of pioneers.

Mathematics/Science Link and/or Humanities Link: Visit from the guidance counselor. Talk about character traits that persevere

School-to-Career/Tech Prep Link: Pick a career – Look at character traits of characters in the story. Pick out careers that each would be successful at doing based on their traits.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Clip of "Huckleberry Finn" Journey down the river.

Students will: Create a chart of the character's physical and emotional journey throughout the story. Note the stage of the journey and what he/she learned.

Class/team/individual product: chart

Summative Assessment: *chart*

INDIVIDUAL JOURNAL ASSIGNMENT:

Put yourself in Caleb's place. What questions would you ask your big sister if a stranger was arriving at your house?

HOMELINK:

Ask family members to describe someone or something they miss.

STATE STANDARD # 2A

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Fine Arts were essential for pioneers since they had no technology to entertain them. Students will discuss and participate in examples fine arts enjoyed in the late 1800's

15. Fine Arts

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: View “Oklahoma” square dance scene

Students will: List square dance vocabulary (circle to the left, promenade home)

Formative Assessment: Discussion

COMPREHENSION:

Discuss importance of dancing during pioneer days as compared to dancing today

Short-term / Cumulative Assessment: Discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Square dance to “Get Along Little Doggies”

Students will create a (class / team product): Their own square dances and perform for class

Formative Assessment / Rubric for Product: Perform dance

Multicultural and/or ESL and/or Bilingual Link: Perform another dance from another country (polka)

Mathematics/Science Link and/or Humanities Link: Measure are/perimeter of dance floor in hands

School-to-Career/Tech Prep Link: Research careers of pioneers (Storytellers, artists, singers, photographers etc.)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: read “Barn Dance” by Bill Martin Jr.

Students will: Arrange a barn dance social. Class will design invitations and dress in appropriate clothing

Class/team/individual product: Barn Dance

Summative Assessment: Participation

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will outline their jobs/responsibilities for the barn dance

HOMELINK:

Family will assist students for gathering supplies for the barn dance.

STATE STANDARD # 11A

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: Physical activity was just as important in the late 1800's as it is today. Students will identify, compare and create their own physical activities.

16. Physical Education

Textbook or Database:

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing “Rodeo Girl Won’t You Come out Tonight” Video clips from “City Slickers” “Horse Whisperer”, “Man from Snowy River”

Students will: Divide into groups and learn how to lasso, get on/off a horse etc.

Formative Assessment: Participation

COMPREHENSION:

Generalize the importance of fitness to pioneer life.

Short-term / Cumulative Assessment: Discussion

APPLICATION:

Anchoring Activity / Anticipatory Set: Bring in riding gear to show to class

Students will create a (class / team product): Riding demonstrations on stick horses

Formative Assessment / Rubric for Product: Demonstrations

Multicultural and/or ESL and/or Bilingual Link: Types of horses around the world/uses etc.

Mathematics/Science Link and/or Humanities Link: How many hands high would a draft horse be to a pony

School-to-Career/Tech Prep Link: invite horse specialist to talk about horses.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Rodeo clips from rodeo channel

Students will: Research, organize and set up a rodeo on stick horses

Class/team/individual product: Rodeo

Summative Assessment: Participation

INDIVIDUAL JOURNAL ASSIGNMENT:

Outline items and tasks for rodeo

HOMELINK:

Have family help gather rodeo supplies

STATE STANDARD # 9A a, b, c, e _____

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of _____ relate to mastery learning of _____? State the essential concept(s) that this specific lesson will teach.

ESSENTIAL QUESTION: The characters from Sarah Plain and Tall were faced with situations where they had to cooperate together. Student will learn the meaning of cooperation as well as demonstrate it in situations

17. Cooperation

Textbook or Database: Novel

KNOWLEDGE:

Anchoring Activity / Anticipatory Set: Sing “Whistle While you Work”

Students will: Read excerpt from CH 3 page 17 about Caleb and I did our chores. List chores that students do today

Formative Assessment: Discussion

COMPREHENSION:

Discuss what cooperation is. Create T chart of what cooperation looks like and sounds like

Short-term / Cumulative Assessment: Chart

APPLICATION:

Anchoring Activity / Anticipatory Set: Poem about cooperation

Students will create a (class / team product): a cartoon strip of a situation where people are working cooperatively with each other.

Formative Assessment / Rubric for Product: Rubric

Multicultural and/or ESL and/or Bilingual Link: Research cooperative roles of Native American/African Tribes

Mathematics/Science Link and/or Humanities Link: Play cooperative games

School-to-Career/Tech Prep Link: Invite guidance to talk about cooperation

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anchoring Activity / Anticipatory Set: Read quote, “There is a destiny that makes us brothers...none goes his way alone. All that we send into the lives of others...comes back into our own.

Students will: Make puppets and perform cooperative scenes from for Sarah Plain and Tall

Class/team/individual product: performance

Summative Assessment: Journal Assignment

INDIVIDUAL JOURNAL ASSIGNMENT:

Explain what the quote above means to you.

HOMELINK:

Cooperate with family members for the night.

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # _____.

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA:

Food is running low while your family is traveling in a wagon train. Your family has enough food to make it to the next settlement, but other families are running out. What do you do?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA:

You and your family are traveling by wagon train. You come across a family whose wagon axle is broken. If you stop to help, you will get behind the wagon train. Since traveling alone is dangerous, would you stop to help?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA:

You have arrived at the settlement and are meeting new people. Some people are making fun of your blind sister. What would you say?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA:

You are the owner of a railroad who is expanding west. You have come to an impasse. In one direction is a rare redwood forest. The only other option is to lay your tracks through a sacred Indian burial ground destroying it. You have NO other options. What would you do?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA:

You attend a one-room school. You are having trouble with your arithmetic. The person sitting next to you always gets a perfect slate. The teacher has promised a picnic to all students who get all their problems correct. You can see the other person's answers. What would you do?

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA:

At the end of the day of your family's barn raising, you find a saw that has been left behind. It is much newer than your father's saw. What would you do?

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA:

At the annual square dance everyone seems to be having a good time. You want to dance but the only partner left is the least liked person in the settlement. What do you do?

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

DILEMMA:

You are a Scout for your wagon train of 25 wagons. You have scouted ahead and found dangerous conditions. You report your discovery to the Wagon Master. He refuses to listen to your warning. What would you do?

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** creates moral/ethical dilemmas?

DILEMMA:

There is a man traveling in the wagon train who has some bad habits, like cussing and spitting. He is a good story teller and can play the harmonica and you enjoy being around him. Your parents disapprove of this man. What would you do?

10. **Aesthetic Needs**

ESSENTIAL QUESTION: How does the **Human Activity** of **Aesthetic Needs** create moral/ethical dilemmas?

DILEMMA:

After settling in a new home you notice your favorite beautiful doll is missing. A few months later a new family moves into the settlement and you see your doll in their belongings. What do you do?

<p style="text-align: center;">PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING</p>

1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE _____.

AHA #1: ways mails is exchanged

AHA #2: means of transportation

AHA #3: types of communication

AHA #4: ways to prepare and conserve for winter

- AHA #5: reasons you are required to attend school
- AHA #6: tools used during Pioneer times
- AHA #7: games people play

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8: controversial issues
- AHA #9: duties of a circuit rider
- AHA #10: prairie flowers
- AHA #11: landmarks
- AHA #12: natural disasters
- AHA #13: building practices
- AHA #14: art medias

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____ ?

- AHA #15: make music
- AHA #16: get exercise
- AHA #17: cooperate with your classmates

2. **VIEWPOINT MODEL (Human or Animate) USE CULTURAL LITERACY TERMS**

A. HOW WOULD _____ LOOK TO A(N) _____ ?

- AHA #1: the east coast look to a Kansas pioneer?
- AHA #2: jet look to a pioneer
- AHA #3: telephone look to a pioneer
- AHA #4: Gatling gun look to a sheriff
- AHA #5: your school look to a Pioneer child
- AHA #6: combine look to a farmer
- AHA #7: country music look to a pioneer teenager
- AHA #8: political convention look to Abe Lincoln

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____ ?

- AHA #9: MTV ...Circuit rider
- AHA #10: oil spill....Native American
- AHA #11: interstate highway.....wagon master
- AHA #12: barometerpioneer
- AHA #13: calculator.....store keeper
- AHA #14: laptop.....pioneer author
- AHA #15: video camera....daguerreotypist
- AHA #16: treadmill....pioneer woman
- AHA #17: team leader...bully

C. HOW WOULD Susan B. Anthony VIEW THIS?

(Use one person from history here)

- 1: Email
- 2: UPS
- 3: Cell phone
- 4: Protest permits
- 5: Recess
- 6: An electric drill

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE _____ ?

- AHA #1: a letter in the Pony Express riders bag
- AHA #2: a wagon wheel
- AHA #3: a mouthpiece on a telephone

- AHA #4: a noose
- AHA #5: dunce cap
- AHA #6: an ax
- AHA #7: a child's marble

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

- AHA #8: judges gavel
- AHA #9: bible
- AHA #10: river
- AHA #11: train
- AHA #12: hail storm
- AHA #13: yardstick in a one-room school house
- AHA #14: author's pen

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

- AHA #15: paintbrush
- AHA #16: stick in a hoop
- AHA #17: hand shake

4. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE _____. WHAT _____.

- AHA #1: there was no train system. How would you get a letter to a person across the country?
- AHA #2: you could travel West. What mode of transportation would you use? Why?
- AHA #3: you could talk to anyone from the west. Who would you talk to and why?
- AHA #4: you could write your own law. What would you write and why?
- AHA #5: teach a lesson in a one room schoolhouse. What would you teach and why?
- AHA #6: you could introduce a modern tool to the Pioneers. What would it be and why?
- AHA #7: introduce a modern dance to pioneers. What would it be and why?
- AHA #8: you were a town mayor. What ways would you control outlaws and why?
- AHA #9: church attendance was mandatory. What would you do on Sunday?

B. YOU CAN _____. WHAT _____?

- AHA #10: have all the colors.....would you change in nature's design?
- AHA #11: talk to John Wilkes Booth...would you ask?
- AHA #12: help the tornado victims...what would you do?
- AHA #13: work with Thomas Edison...advise would you give him?
- AHA #14: interview James Fennimore Cooper...would you ask him?
- AHA #15: have all of the banjoes in the worldrap song would you create?
- AHA #16: walk from Maine to Kansas...would you do to prepare for the walk?
- AHA #17: have your own TV show.....would you do or say to make people feel better?

5. FORCED ASSOCIATION MODEL **USE CULTURAL LITERACY TERMS HERE**

A. HOW IS _____ LIKE _____?

- AHA #1: pony Express like the internet
- AHA #2: wagon wheel like airplane
- AHA #3: techno music like Western music
- AHA #4: a sheriff like a teacher
- AHA #5: a McGuffey Reader like spelling book
- AHA #6: computer like a slate
- AHA #7: dancing like painting

B. GET IDEAS FROM _____ TO IMPROVE _____.

- AHA #8: Elizabeth Caddy Stanton to improve women's rights
- AHA #9: preachers to improve each other
- AHA #10: Native Americans to improve conservation

- AHA #11: Pa Ingalls to improve travel
- AHA #12: Thomas Edison to improve weather forecasting
- AHA #13: Harriet Beecher Stowe to improve equal rights
- AHA #14: Walt Whitman to improve the environment

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

- AHA #15: square dancing....break dancing
- AHA #16: video games....pioneer games
- AHA #17: leading....following

6. **REORGANIZATION / SYNECTICS MODEL**

A. WHAT WOULD HAPPEN IF _____ ?

- AHA #1: there were no printing press invented
- AHA #2: all horses died
- AHA #3: telephones were outlawed
- AHA #4: Sarah had not traveled to Kansas
- AHA #5: kids did not have to go to school
- AHA #6: pioneers owned no tools
- AHA #7: if there were no barns to hold barn dances

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

- AHA #8: Abe Lincoln had never been assassinated
- AHA #9: if everyone lived by the "Golden Rule"
- AHA #10: the entire world was black and white
- AHA #11: the Indians stopped the settlers
- AHA #12: the weather was always the same
- AHA #13: there were no telescopes
- AHA #14: cameras were not invented

C. WHAT WOULD HAPPEN IF THERE WERE NO _____ ?

- AHA #15: musical instruments
- AHA #16: playground equipment
- AHA #17: cooperation

CULTURAL LITERACY

1. Dates:

- 1861 Kansas becomes state,
- 1880 Edison invents practical electric light bulb

2. Names:

- Horseless carriage, Bunsen burner, speed of light, hygienic standards, telescopes, circuit rider, pony express, steam/coal engines, gallows, marshal, deputy, vaccines, daguerreotype

3. Proper Names:

- Harriet Beecher Stowe, Elizabeth Caddy Stanton, Susan B. Anthony, Florence Nightingale, Helen Keller
- Livingstone, Burton & Speke
- Gatling, Bunsen, Edison, Pasteur
- Abraham Lincoln, John Wilkes Booth
- James Garfield

4. Ideas:

- Rights and privileges
- Suffrage
- Exploration, westward expansion

Conflict resolution (external and internal)

5. Phrases:

“Go west young man”

“Wagons Ho”

Plain and tall or plain Jane

RESOURCES

I. BIBLIOGRAPHY

Baker, Power Quotes
Craddock, Video Hound’s Golden Movie Retriever
Green, The Green Book of Songs by Subject
Grun, Timetables of History
Hellemans, Timetables of Science
Taylor, Curriculum Design for Excellence
Strouf, The Literature Teacher’s Book of Lists
Ohio Department of Ed. Curriculum Content Standards

II. BIBLIOGRAPHY

Miner, Why Did You Leave Me
Russell, Lives of Courage
Fuller, Women in the 19th Century
Jennings, Self Made Women
Short stories: The Open Boat by Crane
 The Bride Comes to Yellow Sky by Crane
 The Ransom of Red Chief by O. Henry
 Gift of the Magi by O. Henry
 The Rocking Horse Winner by D.H. Lawrence

III. Educational Films / Videos

United Streaming video (www.unitedstreaming.com) clips on:
Westward Expansion
Pioneers
Circuit riders
Transportation
Family grief
Oregon Trail
Railroads
Native Americans
Wagon trains
Susan B. Anthony
Suffrage

IV. Commercial Films / Videos

Back to the Future
City Slickers
Wild, Wild, West ‘99
Tall Tales
Legends of the Fall
Anna and the King ‘99
Beauty and the Beast
Mulan

Mary Poppins
The Apple Dumpling Gang
Little House on the Prairie
Gunsmoke
Dances with Wolves
Man from Snowy River
Twister
Wizard of Oz
Perfect Storm
Sarah Plain and Tall
Holes
Return to Snowy River

V. **Literature / Language Arts** (on reserve in Media Center for interest reading)

Fiction

Mustang by Margaret Henry
The Hobbit by Tolkien
Call It Courage by Sperry
Holes by Sachar
Running Out of Time by Hahn
Catherine Called Birdy by Patterson
True Confessions of Charlotte Doyle by Avi
The Whipping Boy by Fleishman
Dear Mr. Henshaw by Cleary
Out of the Dust by Hess
Sarah Plain and Tall by MacLachlan
The Outsiders by Hinton
Jacob Have I Loved by Patterson
The Great Gilly Hopkins by Patterson
Bridge to Terabithia by Patterson
A Day No Pig Would Die by Peck
Uncle Tom's Cabin by Harriet Beecher Stowe
Westward Ho by Kingsley
Last of the Mohicans by Cooper
Trouble for Lucy by Carla Stevens.

VI. **Poetry**

Use poetry from poets of the time:

William Wordsworth
Tennyson
Thoreau
Whitman

Also use poetry of Shel Silverstein and Jack Prelutsky

VII. **Drama** (Stage Productions)

Oklahoma
Annie Get Your Gun
Seven Brides for Seven Brothers

VIII. **Art Works**

Display works of: Whistler, Remington,

IX. **Music**

Musicians of the time: Chopin, Schumann, Verdi, Wagner

Modern songs to incorporate:

All American Girl by Hall and Oates

All She Wants to do is Dance by Don Henley
American Girl by Tom Petty
Baby's Got Her Blue Jeans On by Mel McDaniel
Attractive Female Wanted by Rod Stewart
Beauty and the Beast by Celine Dion
Big Girls Don't Cry by Frankie Vali
Bring Me My Bride from Original Broadway Cast
Brown Eyed Girl by Van Morrison
Girl That I Marry from Annie Get Your Gun
Hard Headed Woman by Cat Stevens
If Women Ruled the World by Joan Amatrading
Lady Sings the Blues by Billie Holiday
Mail Order Bride by Champion Jack Dupree
Rodeo Girls by Tanya Tucker
Back on the Chain Gang by Pretenders
Car Wash by Rose Royce
Workin' 9 to 5 by Dolly Parton
Buffalo Gals
Whistle While You Work
I've Been Workin' on the Railroad
Oh Susannah
She'll be Comin' Round the Mountain
Pick a Bale of Cotton
Theme songs from cowboy shows such as Rawhide and musicals such as Oklahoma and Annie Get Your Gun

X. Resource People / Mentors

Veterinarians
Metro Parks naturalist
School Counselors
PE teacher
Music teacher
Government service employees

XI. Field Trips

Lyme Village
County Fair Grounds

XII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

Oregon Trail