

## Unit 4-3, Spring Semester: Home Improvement

### *Alternate Specialized LEADS Unit*

**Time frame for units:** Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

#### **Theme Overview:**

As we all discover our sense of self and cultivate our values, morals and beliefs, it is the people with whom we live and the places in which we live that form our sense of home or place of refuge. The third marking period theme, “**Home Improvements,**” was selected because in each of the unit’s books, the main characters are all on a journey to find new homes or reconnect with the people and places once lost. During this interdisciplinary study of the Midwest region, students will analyze the impact of this region’s legends, people and communities in determining environmental, economical, cultural and regional accomplishments. Furthermore, students will synthesize the relationships historically and geographically between the Midwest, Southeast and Northeast regions. Through a variety of possible projects, students will research and investigate the people, landmarks, tourist attractions, natural resources, transportation, industry, inventions and civil rights movements that are the foundations of the United States. In addition, students will read a variety of genres including expository text, historical fiction, and realistic fiction, as they simultaneously research topics on suggested websites. The thematic unit will incorporate language arts, social studies and technology standards. Students will be able to work as individuals, on teams, and in small groups.

**Please refer to LEADS Unit 4-4 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.**

#### **Language Arts Materials**

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 4th grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

**Core:** Riding Freedom (DRA 38) by Pam Munoz Ryan  
Snowshoe (DRA 24) by Nancy Thompson  
Escaping the Giant Wave (DRA 40) by Peg Kehret

**NOTE:** *\*\*If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story. \*\**

**Guided Reading:** Grasshopper Summer (DRA 28-30) by Ann Turner  
Civil War on Sunday (DRA 28) by Mary Pope Osborne  
Kate Shelley and The Midnight Express (DRA 24) by Wetter

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then

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the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

## Social Studies Materials

### Existing District Materials to support units:

#### Mc Graw Hill Leveled Readers: Grade 2

- J - Jamie in Old California
- M - Sequoyah
- M - The Underground City - (1880 Seattle, Washington)
- M - The Light of One Candle - (1761 Slave Boston, Mass.)
- N - A Voice for Her People ( New Mexico)

#### Grade 4

- M - Ruthie Rides the Trolley - from Indiana to Illinois
- R - Paul Revere Midnight Ride

#### Carbo Books: O - Who Was Sacagawea?

- O - Who Was Ben Franklin?
- O- Who Was Annie Oakley?

#### New Nonfiction Materials:

DRA	Title
2	What Lives in a Swamp
6	Wood
14	Thomas Edison
14	Washington, D.C.
18	River Life
18	A Good Place for a City
22	Alexander Graham Bell and the Telephone
22	Old Glory
24	Who Was Ben Franklin?
24-28	Pilgrims of Plymouth Big Book Kit

The following pages contain the LEADS Unit 4-3, “Home Improvements” including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

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**Proposed Unit 4-3:  
Home Improvements**

**SS Topic: Midwest Region**

(Midwest: WI, MI, ND, SD, IO, IL, IN, OH, KS, MN, NB, MO )

**Core Novel**

Bud Not Buddy

**Guided Reading  
Below Level**

Grasshopper  
Summer

**Guided Reading  
On Level**

Escape into the Night

**Guided Reading  
Above Level**

The Watsons Go  
To Birmingham -  
1963

Project Mulberry

A Long Way from  
Chicago

### **Fourth Grade, Unit 3**

#### **Theme Overview:**

As we all discover our sense of self and cultivate our values, morals and beliefs, it is the people with whom we live and the places in which we live that form our sense of home or place of refuge. The third marking period theme, “**Home Improvements**,” was selected because in each of the unit’s books, the main characters are all on a journey to find new homes or reconnect with the people and places once lost. During this interdisciplinary study of the Midwest region, students will analyze the impact of this region’s legends, people and communities in determining environmental, economical, cultural and regional accomplishments. Furthermore, students will synthesize the relationships historically and geographically between the Midwest, Southeast and Northeast regions. Through a variety of possible projects, students will research and investigate the people, landmarks, tourist attractions, natural resources, transportation, industry, inventions and civil rights movements that are the foundations of the United States. In addition, students will read a variety of genres including expository text, historical fiction, and realistic fiction, as they simultaneously research topics on suggested websites. The thematic unit will incorporate language arts, social studies and technology standards. Students will be able to work as individuals, teams and in small groups.

#### **Driving Questions:**

- **Why do families uproot themselves to search for a better life?**
- **What makes your home a home?**
- **Compare and contrast the differences between the Midwest, Northeast and Southeast regions. How do the natural resources, cultural beliefs, physical features, history, and industry affect the citizens of those regions?**
- **How did the evolution of transportation facilitate the Westward Expansion?**
- **Analyze how a character’s sense of worth determines his or her motives in searching for home and acceptance.**
- **How does an author’s background influence the purpose and intent of his or her work?**

#### **New Jersey Core Curriculum Standards specific to this unit:**

**Standard 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.**

- A.1. Explain how present events are connected to the past.
- A. 2. Apply terms related to time including years, decades, centuries, and generations.
- A. 3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
- A. 4. Organize events in a time line.
- A. 5. Distinguish between an eyewitness account and a secondary account of an event.

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- A. 6. Distinguish fact from fiction.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

### **A. Civic Life, Politics, and Government**

- A. 1. Describe the characteristics of an effective rule or law (e.g., achieves purpose, clear, fair, protects rights and the common good).
- A. 2. Differentiate between power and authority.
- A. 3. Recognize that government exists at the community, county, state, and federal levels.
- A. 4. Recognize national, state, and local legislators and government officials and explain how to contact them for help or to express an opinion.
- A. 5. Describe the contributions of voluntary associations and organizations in helping government provide for its citizens.

### **B. State and Nation**

- B.1. Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.
- B.2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem.
- B.3. Describe how American values and beliefs, such as equality of opportunity, fairness to all, equal justice, separation of church and state, and the rights guaranteed by the United States Constitution and the Bill of Rights, contribute to the continuation and improvement of American democracy.
- B.4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.

### **C. The Constitution and American Democracy**

- C.1. Discuss how the Constitution describes how the United States government is organized and how it defines and limits the power of government.

**C.2. Discuss how governmental bodies make decisions and explain the impact of those decisions on school and community life.**

- C.3. Identify major services provided by state and local government.
- C.4. Delineate the respective roles of the three branches of the federal and state governments.

### **D. Citizenship**

- D.1. Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.
- D.2. Describe the significant characteristics of an effective citizen and discuss ways to influence public policy (e.g., serving in elected office, working on a campaign).

**D.3. Describe the process by which immigrants can become United States citizens.**

### **E. International Education: Global Challenges, Cultures, and Connections**

- E.1. Explain that the world is divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.
- E.2. Discuss how the United States interacts with other nations of the world through trade, treaties and agreements, diplomacy, cultural contacts, and sometimes through the use of military force.
- E.3. Explain why it is important for nations to communicate and resolve disagreements through peaceful means.
- E.5. Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
- E.6. Explain why it is important to understand diverse peoples, ideas, and cultures.
- E.7. Explain that even within a culture, diversity may be affected by race, religion, or class.
- E.8. Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
- E.9. Examine common and diverse traits of other cultures and compare to their own culture.
- E.10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.

**Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.**

#### **A. Family and Community Life**

- A.1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
- A.2. Compare family life in a community of the past to life in a community of the present.
- A.3. Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.
- A.4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
- A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.**

#### **B. State and Nation**

- B.1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans.
- B.2. Discuss the reasons why revolutionary leaders, including George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston fought for independence from England.
- B.3. Discuss New Jersey's role during the American Revolution.
- B.4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
- B.5. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.

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B.6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.

B.7. Describe the population shift from the farm to the city in New Jersey.

B.8. Discuss the value of the American national heritage including:

- Diverse folklore and cultural contributions from New Jersey and other regions in the United States
- History and values celebrated in American songs, symbols, slogans, and major holidays
- Historical preservation of primary documents, buildings, places of memory, and significant artifacts
- Stereotyping and discuss how it impacts self-image and interpersonal relationships.

**Standard 6.5 (Economics) All students will acquire an understanding of key economic principles.**

**A. Economic Literacy**

A.1. Distinguish between goods (e.g., objects) and services (e.g., activities).

A.2. Distinguish between a want and a need and explain how to choose needed goods and services.

A.3. Explain the three functions of money in the economy.

- ✓ Medium of exchange (e.g., buying)
- ✓ Measure of value (e.g., price comparison)
- ✓ Store of value (e.g., saving)

A.4. Discuss how natural, human, and capital resources are used to produce goods and to provide services.

A.5. Explain that prices are the money value of goods and services and that prices change as a result of supply and demand.

A.6. Define consumers as buyers and producers as workers and sellers.

A.7. Explain that people can improve their ability to earn income by gaining new knowledge, skills, and experiences.

A.8. Describe how to earn and save money in order to purchase a needed or desired item.

**B. Economics and Society**

B.1. Explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.

B.2. Describe products and services that are developed, manufactured, or grown in New Jersey.

**Standard 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.'**

**A. The World in Spatial Terms**

A.1. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.

- A.2. Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
- A.3. Estimate distances between two places on a map using a scale of miles.
- A.4. Identify the major cities of New Jersey, the United States, and the world.
- A.5. Identify the major countries, continents, bodies of water, and mountain ranges of the world.
- A.6. Locate time zones, latitude, longitude, and the global grid.

## **B. Places and Regions**

- B.1. Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, housing).
- B.2. Explain changes in places and regions over time and the consequences of those changes.
- B.3. Describe the geography of New Jersey.
- B.4. Discuss factors involved in the development of cities (e.g., transportation, food, marketplace, religion, military protection).

## **C. Physical Systems**

- C.1. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.

## **D. Human Systems**

- D.1. Describe the development of transportation and communication networks in New Jersey and the United States.
- D.2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.

## **E. Environment and Society**

- E.1. Differentiate between living and non-living natural resources.
- E.2. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

## **Materials**

### **Suggested Core Novel:**

*Bud Not Buddy* by Christopher Paul Curtis (**C**)

### **Alternative Core Novel and/or guided reading selections:**

*The Watsons Go To Birmingham - 1963* by Christopher Paul Curtis (**C**) \*

*Project Mulberry* by Linda Sue Park (**C**)

*A Long Way from Chicago* by Richard Peck (**C**)

*Escape into the Night* by Lois Walfrid Johnson (**A**)

*Grasshopper Summer* by Ann Turner (**E**)

*Textbook: Harcourt Brace: States and Regions*

*Textbook: McGraw Hill McMillan: A Place Called Freedom*

\* Please note there is some colorful language on page 82, paragraph 3. Be sure to preview the passage and decide if it is appropriate to share with your class. You may want to obtain parental

consent before sharing the novel with your students. This language exemplifies character development.

### **Independent Reading/Research:**

#### **Scott Foresman Pearson leveled readers:**

<b>Title</b>	<b>F &amp; P Level</b>	<b>DRA</b>	<b>Lexile</b>
The Chicago American Giants	N	30	730L
The Chicago Defender and the Great Migration	Y		860L
Journey to Statehood	Y		770L
Spreading Across the Continent	S	44+	1040L
Making Connections: American Indians/Settlers	T	44	1000L
New World, New Neighbors	S	44+	970L
Heading West	Q	40	910L
Lewis and Clark	N	30	840L
Two Great Waters	S	44	980L

### **Teacher Resources:**

#### **Bud, Not Buddy**

<http://www.carolhurst.com/titles/budnotbuddy.html>

A summary with discussion ideas and activities

[http://www.bookrags.com/Bud, Not Buddy](http://www.bookrags.com/Bud,_Not_Buddy)

A study guide for the novel including themes, style, topics for discussion, etc.

#### **Project Mulberry**

<http://suzyred.com/2006projectmulberry.html>

Summary of the book and links with information ranging from the author's homepage to the lifecycle of the silkworm moth

#### **The Watson's Go to Birmingham, 1963**

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780385321754&view=tag>

Teaching ideas and activities to accompany the novel.

[http://www.bookrags.com/The Watsons Go to Birmingham 1963](http://www.bookrags.com/The_Watsons_Go_to_Birmingham_1963)

A study guide with chapter summaries, themes, quotes, and topics for discussion

#### **Birmingham, Alabama during 1963**

[http://www.english.uiuc.edu/maps/poets/m\\_r/andall/birmingham.htm](http://www.english.uiuc.edu/maps/poets/m_r/andall/birmingham.htm)

Informational site about the Birmingham, Alabama bombings in 1963

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## **A Long Way from Chicago**

<http://www.bookrags.com/studyguide-a-long-way-from-chicago/>

A study guide with chapter summaries, themes, quotes, and topics for discussion

[http://teacher.scholastic.com/clubs/pdfs/longwayfromchicago\\_t.pdf](http://teacher.scholastic.com/clubs/pdfs/longwayfromchicago_t.pdf)

Book summary with possible questions to assist with discussions

## **Chicago in 1929**

<http://hubpages.com/hub/ST-Valentines-Day-1929-Chicago>

Teacher informational site about the ongoing feud of famous gangsters, Al Capone and Bugs Moran

## **Grasshopper Summer**

<http://www.carolhurst.com/titles/grasshoppersummer.html>

Summary and possible activities to accompany the novel

## **Westward Expansion**

<http://www.americanwest.com/pages/wexpansi.htm>

Information about Westward Expansion of the United States, including maps of the Oregon Trail, Pony Express Route, and the Lewis and Clark Expedition

<http://edtech.kennesaw.edu/web/westward.html>

Information about the history of the Westward Expansion including events, documents, and important people

## **Pony Express**

<http://www.americanwest.com/trails/pages/ponyexp1.htm>

Information and descriptions of the Pony Express, including routes, costs, founders, failures and successes

## **Louisiana Purchase**

<http://lsm.crt.state.la.us/cabildo/cab4.htm>

Information on the treaties and events leading up to the Louisiana Purchase in 1803

## **Lewis and Clark Expedition**

<http://www.pbs.org/lewisandclark/inside/index.html>

Information about Lewis and Clark's famous expedition westward including the equipment brought, the members of the journey, and misconceptions and facts about their journey

<http://www.pbs.org/lewisandclark/trailmap/index.html>

Interactive trail map of their journey

## **The Great Depression**

<http://www.english.uiuc.edu/maps/depression/depression.htm>

An informational teacher resource on the Great Depression including the Dust Bowl

## **Dust Bowl**

<http://www.cccok.org/museum/dustbowl.html>

Informational teacher resource about the economy and effects of the Dust Bowl during the 1930s

## **Agriculture**

<http://www.usda.gov/wps/portal/usd/home>

The official United States Department of Agriculture Website

## **The Middle West Region**

<http://www.infoplease.com/ipa/A0875014.html>

General information about the Middle West region of the United States

## **Native American Reservations**

[http://en.wikipedia.org/wiki/Indian\\_reservation](http://en.wikipedia.org/wiki/Indian_reservation)

Information about the beginning, reasoning and controversy behind Indian Reservations in the United States

<http://www.healing-arts.org/tribes.htm>

Official list of federally recognized Native American Tribes

## **The World's Fair**

<http://xroads.virginia.edu/~ma96/WCE/title.html>

Information about the 1893 World's Fair in Chicago

## **Audio-Visual**

[www.unitedstreaming.com](http://www.unitedstreaming.com)

Possible video and clip topics:

The Middle West Region: Environment

Middle West Region, The: People and Heritage

Lewis and Clark: Tools of Survival

Native America: Expansion

The Louisiana Purchase

Frontier Life

Moving West

[http://www.history.com/media.do?id=tdih\\_may14\\_broadband&action=clip](http://www.history.com/media.do?id=tdih_may14_broadband&action=clip)

May 14, 1804 Lewis and Clark depart

4/03/1860 Pony Express mail service begins

May 22, 1843 Great Emigration departs from Oregon

## **Middletown Township Public Library**

<http://www.mtpl.org>

With a Middletown Township library card, students, teachers and families can log on to the library website and have access to a variety of databases to find supplemental materials for research, pbl's and other needs.

### **Suggested Student Activities:**

#### ***Theme introduction activities:***

1. In small groups, let the students brainstorm the qualities of a good home.
2. Label poster boards for each group with the words "Home Sweet Home" and distribute markers. Ask students to draw small "doodles" on poster boards that represent physical features of a home as well as the feelings the word "home" evokes.
3. After a few minutes, ask students to look at other groups' posters and add to the posters if they wish.
4. As a reading journal entry, ask students to write a definition for the word "home" as it applies to their personal experiences. In addition, ask students to think of ideas for improvements to their own homes, both structurally and emotionally.

#### ***Core Text Activities:***

1. Listen to daily read-alouds and discuss vocabulary words.  
**(Teachers are responsible for selecting vocabulary words for their classroom word walls. This allows for differentiated instruction and targets the classroom's specific needs.)**
2. Predict possible outcomes and the ramifications of the characters' actions.
3. Critique and appraise decisions made by the characters, citing specific examples from the text.
4. Make inferences using textual information and providing supporting evidence.
5. Make revisions to original predictions with text supported evidence.
6. Analyze author's intent.
7. Differentiate between fact and opinion.
8. Utilize visual imagery to compare and contrast novels between states and time periods.

### **Suggested Short Term Projects (2-4 weeks) that could result in long-term PBL's (entire mp):**

#### **All in the Family!**

1. Students will select their favorite character from one of the unit books.
2. Students will create a guide documenting how the character survived in that family.
3. The guide will include:
  - a. Character family tree

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- b. Photos or pictures
- c. Lists of Rules the character follows
- d. List of Favorites: foods, places, games, books, hobbies, etc.
- e. Family History

**Extension:**

Students will also create a guide documenting how to survive in their own families. Students will include the same aforementioned information. As a culminating activity, students can compare and contrast their guides to the characters' guides. They will write a short essay connecting their lives to those of their selected characters.

**West or Bust!**

You are living on the East coast. Your family has decided to find a better life in the Mid-western region.

1. Select a location for your new home.
2. Design a route to travel to your new home during the 19<sup>th</sup> century.
3. Design a route to travel to your new home during the 21<sup>st</sup> century.
4. Create a time capsule for each journey. The capsule should include:
  - a. Maps showing travel routes: keep in mind the time period
  - b. Itemized costs
  - c. Method of transportation
  - d. Travel Itinerary: # of days, stops, miles
  - e. Journal entries
  - f. Souvenirs: Pictures, tickets, photos

**Design to Sell**

1. Students will select a setting from one of the unit books.
2. Students will design a "dreamhouse" set in the time period of the book.
3. Students will research and analyze:
  - a. Landscape and Geography
  - b. Materials needed to build the house. Ideally they will build the house with native resources.
  - c. Structure of the house: Does it correctly reflect that time period?
  - d. Location: Is it viable? Can they obtain employment? Is it safe for their families? Is it structurally sound?
4. Students will design blueprint of the house.
5. Students will produce a real estate advertisement detailing the house features such as: number of bedrooms, number of bathrooms/outhouses/privies, size of rooms, heating, kitchen amenities, etc.

**Westward Expansion Game ([www.discoveryeducation.com](http://www.discoveryeducation.com))**

1. Students will research various topics related to Westward Expansion.
2. Students will develop a board game to demonstrate a concept relevant to Westward Expansion. Topics could include: The Pony Express, The Oregon Trail, The California Trail,

The Overland Trail, Gold Rush routes, The Cherokee Trail, The Mormon Trail or The Nez Perce Trail.

3. Students will work in groups with assigned roles:
  - a. **Historian:** Provide background information and work with each person in the group to determine critical and relevant historical details. (cities, natural resources, historical happenings, etc.) Draw routes on the maps and assist all group members with the game design process.
  - b. **Cartographer:** Use a foam board or cardboard to design a map of the area being featured. They should include geographic features such as rivers and mountains. This will be the game board.
  - c. **Game Designer:** Examine popular board games and discuss the best models. Decide what events happen on the journey west and if they correlate to “good” or “bad” in terms of the game rules. For example, finding gold would be a “good” thing, while a buffalo stampede would be considered a “bad” thing. Draft game instructions.
  - d. **Artists:** Draw details on the map like trading posts, post offices, gambling, houses, jails, mining camps, Native American territories, etc. Assist game designers with details for game pieces or cards.

### **Author Keepsake Box**

1. Students will work in groups or independently while conducting an author study about one of the author’s from any of the fourth grade novels they have read thus far.
2. Students will research the author’s personal and professional accomplishments, interests, hobbies, etc.
3. Students will determine the author’s intent when writing various books (persuade, entertain, inform).
4. Students will create an Author Keepsake Box with touchstones reflecting the author’s life. All items will be stored in shoebox. Using a decoupage art technique, students will decorate the box with computer clipart or downloaded images representing the author’s life and works.
5. Students will share the boxes with classmates or younger classes.

### **Booktalk Buddies**

1. In guided reading group, students will be assigned a topic or event from the book.
2. Students will have to give different perspectives about the topic or event from the characters point of view in the story.
3. Keeping in mind the character’s experience, the students will be expected to support their opinions with facts from the story. In addition, students will be expected to demonstrate a character’s motives and behaviors during the discussion.

### **Old McDonald had a Farm!**

1. Students will research farming and agriculture in the Midwest region.
2. Students will select a crop or livestock to produce on their farms.
3. Students will create a Power Point about the farm and include the following items:
  - Name of Farm

- Location : climate, natural resources, irrigation, potential environmental risks
  - Map of Farm: acreage, pastures, meadows, fields, hills, water sources
  - Labor Force: family, migrant workers, local residents
  - Buildings and machinery: housing, number of barns, silos, equipment
  - Outputs (crops, livestock, etc.)
  - Revenues
  - Sales Outlets (Do people come to farm for products? Do you transport items to grocery stores or other farms? Do you keep the outputs on the farm for family use?)
4. Charts, graphs, maps and clipart should be utilized throughout presentation.
  5. Students will present the Power Points to their classmates and if appropriate, share some of the food products produced at the farm or with the materials harvested at the farm.

**“ Ag Field Day” Extension:** Rather than produce a Power Point, students will create an “Ag Field Day.” During this special event, the entire school will be invited to view various exhibits representing each child’s farm. The students can create food products, games, how to demonstrations, “rides” on farm equipment, “livestock” petting zoo, storytelling, etc.

### **Ongoing Long- term Region PBL’s:**

#### **USA Regions Scrapbook**

Students will travel to predetermined locations throughout the United States using online virtual field trips, books and classroom resources to gather information about the different regions. Using journal pages (available on link below) and creating scrapbook pages, students will document their learning experiences. Teachers can add “center” activities to accompany various destinations. The artifacts created will go in the scrapbook.

#### **Region’s Tour Outline for all 5 regions**

<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>

Scrapbook materials needed include:

- 3 ring binder
- Sheet protectors
- Journal pages
- Paper: construction, colored copy, assorted scrapbook, colored tissue
- Markers
- Fancy scissors
- Stickers
- Ink stamps and pads
- Colored pencils
- Any brochures, clipart or photos students compile

#### **Backpacking through the USA**

Students will create backpacks or valises for each region. Students will visit websites, read books, conduct interviews and watch video clips to ascertain the key accomplishments, natural resources, history, economics, landscape and other cultural phenomena of that region. Students can utilize folders, large envelopes or construction paper to design their

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backpacks or valises. Student-created documents to include in the backpacks or valises could include:

- Maps
- Brochures
- Postcards
- Pictures/Photos
- Stickers
- Fashions & Accessories
- Travel Itinerary

**You Can't Stop the Beat!** (This project can be adapted for all regions and students could create a music company or portfolio compilation.)

1. Research various music from different the US regions being studied. Examine style, history and connection to unit themes (such as rebels, home, outdoor adventures).
2. Select a song that best represents the unit theme and write an explanation as to the connection this music has to an American historical event.
3. Pick a topic tied to the unit theme, and create a musical artist or band that would sing songs about that topic.
4. Create a track list of songs tied to the topic. They could be real or new ones produced by the "musical artist/s."
5. Select an original song track and write lyrics for the title. Lyrics should include vocabulary appropriate for the event or time period.
6. After finishing the song, make a CD jacket. The outside pieces should have artwork relevant to the musical artist/s and time period, as well as track lists.
7. The inside of the jacket should feature the new song lyrics.
8. Depending on access to computers, work can be published on Print Shop or created with classroom materials.

### **Assessments:**

- Informal daily observations
- Writing Conferences
- Anecdotal Notes
- Guided Reading and Writing Sessions
- Teacher-Designed Rubrics
  - Writing
  - Oral Presentation
  - Open-Ended Scoring Rubric
  - Final Project