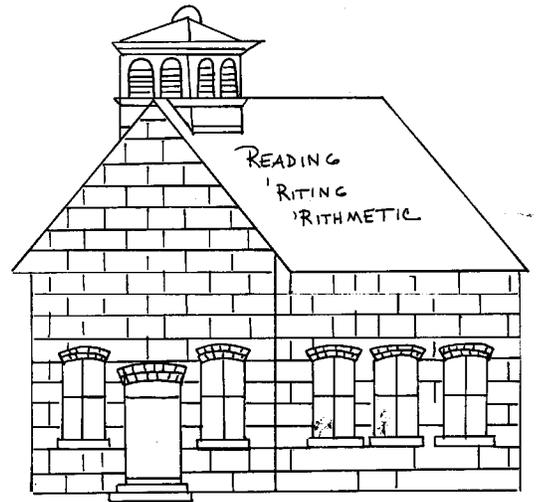




Social Studies

Learning Experiences

Reading, 'Riting, 'Rithmetic



SS
1

- ▲ roots of American culture
- ▲ information about traditions
- ▲ how traditions were passed
- ▲ view historic events through eyes of those who were there

SS
2

- ▲ read historical narratives
- ▲ distinguish between past/present/future
- ▲ explore lifestyles/beliefs/traditions

SS
5

- ▲ what it means to be a good citizen
- ▲ identify/describe rules/responsibilities
- ▲ participate in activities

Ellen Lauder milk, Nancy Murinka

Port Byron Central School

A. A. Gates Elementary School

30 Maple Avenue

Port Byron, NY 13140

(315) 776-5731

btomassocny.tds.net



Grade 4

Children will need enthusiasm for learning, copies of preparation lessons, spelling lists, and a poem to memorize. Costumes from home such as long skirts and bonnets for the girls, and jeans or overalls for the boys add to the authenticity.

Reading, 'Riting, 'Rithmetic is a reenactment program used in the 4th Grade as an integral part of the local history study. The children prepare for, and actually participate in a pioneer school day. The children will develop an appreciation for the child of the 19th century by actually "walking in their shoes." The children will begin to view history not as a text of famous events and people, but a story of ordinary people like themselves.

Because this unit is activity-oriented, and is based on the lives of 4th grade students, nothing is needed except an enthusiasm for learning. Background for understanding is provided in activities, literature, and documents from the past.

The teacher's role in this unit is to familiarize the students with the classrooms and learning of the 19th century. This is introduced by reading from children's literature. These will include chapters from Laura Ingalls Wilder's stories, *Caddie Woodlawn*, and the *American Girl Learns A Lesson* series by Pleasant Company. The teacher then provides opportunities for

the class to experience reading, writing, and arithmetic lessons from the past. These will involve reading from McGuffey readers, practicing writing with a quill pen and ink, and solving arithmetic problems from the past. The teacher also provides a spelling list to study for a future spelling bee, and poetry to memorize and recite on pioneer school day.

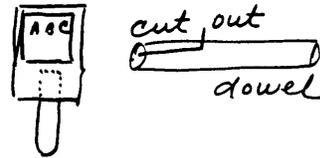
The teacher runs the reenactment day following the schedule used at a one-room schoolhouse in the 19th century. There is a series of morning lessons in reading, writing, and arithmetic, along with recess. Activities such as poetry recitation, spell-down, geography memory game, oral math contest, and singing are included in the school day.

PROPS

McGuffey Readers - purchased - special-ordered at bookstores

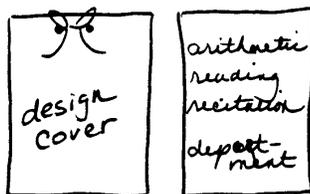
Horn books - handmade

- 1) cut out from thin plywood
cover with clear contact
write on with permanent marker
- 2) cut from cardboard
paste paper
have kids draw on own ABC's, proverbs
cover with contact
- 3) use decorator plaque →
add printed copy
cover with contact



slates - purchased or
can be made with 9x12" masonite
spray with chalkboard finish (Hammett's)
seal edges with masking tape

report cards



name cards to exchange with friends



autograph books

design cover / a recess
sew pages / activity -
gathering
signatures

Steve Caney's Kids America is a
great resource for old autograph
book sayings

Copy Book

design + print cover on cardstock
(use old x table
pictures from ABC books)
hand sew old paper to inside.

Quill Pens

best made from turkey feathers
cut nib - will last for years!

Ink

purchased easily
great if you use home made recipe!
(included in packet)

Battle dore

purchased or
can be made easily in class
similar to hornbook but on paper and
folded

Table Book

a first general textbook
contains reading grammar and arithmetic
lesson.
available at Cooperstown bookstore
can make your own class version

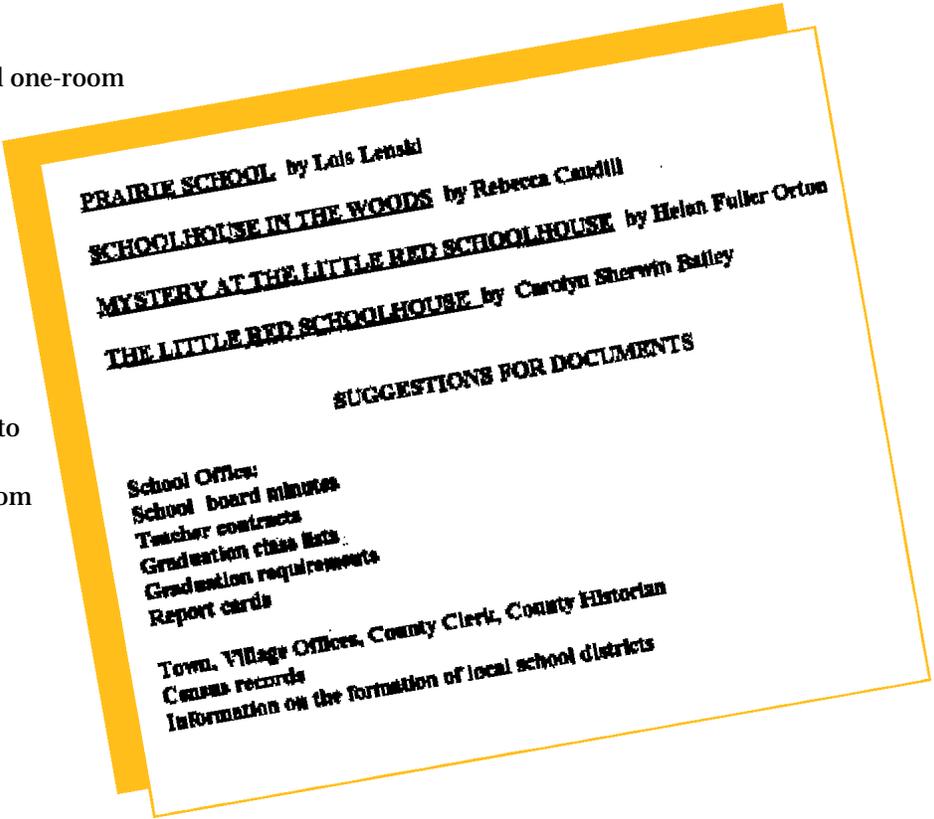
The children may do a variety of activities with children's literature. These may involve writing story summaries, creating comparison charts or Venn diagrams, or writing fictional school diaries. Working in learning centers, the children practice writing with proper quill penmanship, look at primers and hornbooks, and solve difficult word problems from the past. They study proposed spelling lists, and learn a poem to recite.

The focus of these lessons is to familiarize the students with the schooling of the past. Most activities are done in cooperative work groups, with a range of ability in each group. Often the activities are done at learning centers with the children helping each other. The range of reading abilities can be addressed by incorporating a range of grade-level materials, and by reading difficult materials to the class.

The reenactment can be done at an actual one-room schoolhouse, or arranged in your own classroom. Modern desks and chairs are removed from the room, and replaced with benches (usually obtained from school gym). Cardboard boxes or shelves can be used to block off "pioneer school" from the rest of the classroom.

Materials and Supplies

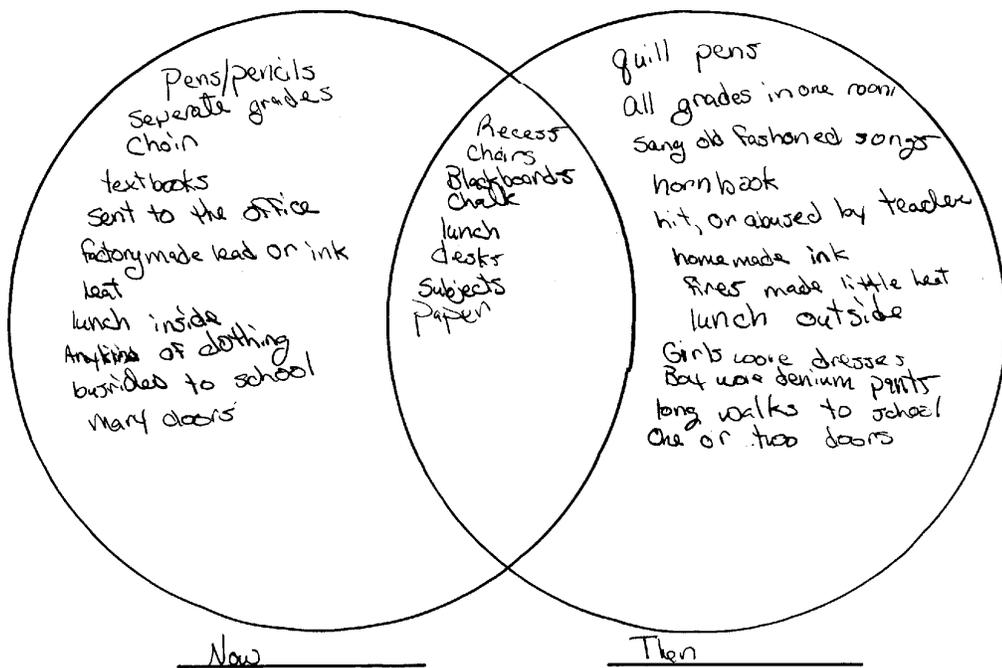
- copies of children's literature relating to one-room schoolhouse experiences
- McGuffey readers (reprints ordered from bookstores)
- quill pens, ink
- worksheets
- copies of poems
- spelling list (teacher-generated)
- schedule for school day
- access to one-room school (optional)



	4	3	2	1	
Proficiency Report for Process Writing Class _____ 19__-19__ Teacher _____ Student Name _____	Independently writes in paragraphs with introductory sentences, main ideas, and supporting detail	Independently creates a logical plan that includes a beginning, middle, and end	with teacher-directed plan follows a logical sequence with beginning, middle, and end	with teacher-directed plan ideas jump all over	ORGANIZATION <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	Independently supports topic very clear, detailed many examples given to support main idea clearly shows purpose for writing creative or clever	Independently supports topic very clear examples and details used to support main idea	teacher-directed topic and plan clear, but simple main ideas only few details or examples	teacher-directed topic and plan not sure of topic, words, verbs	SUPPORTING TOPIC <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	very descriptive sentences include adjectives, adverbs, descriptive phrases, similes, and personification	descriptive sentences include adjectives, adverbs, descriptive phrases	beginning to describe sentences with nouns, verbs and adjectives	little descriptive basic sentences of nouns and verbs	WORD CHOICE <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	varied use of repeated sentences structures include phrases, compound sentences, and unique sentence beginnings	expanded sentences that vary in length and include phrases	simple sentences that begin in a similar way	sentence fragments and run-ons	SENTENCES <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	no errors	scarcely correct	many errors	serious errors	SPELLING / CAPITALIZATION <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40
	correct use of " " , in planning	correct in most , , ? !	many errors in punctuation	punctuation mostly ignored	PUNCTUATION <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 20 30 40

General Scoring Rubric
(Abbreviated Version)

	3	2	1
Degree of Understanding	Excellent	Fairly good	Minimal
Selection of Information	Relevant	Generally relevant	Parts may be irrelevant
Accuracy of Information	Accurate	Moderately accurate	Inaccurate; misunderstood
WRITING	3	2	1
Accomplishment of Task	Successful	Reasonably successful	Not successful
Organization	Logical, focused, clear	Minor flaws; may lack focus	Confusing; no direction
Development	Well developed, explained, supported	Fairly well developed and explained	Minimally developed
Sentence Structure	Correct; varied	Some errors; limited variety	Many errors; lacks variety
Vocabulary	Clear, precise, expressive	Appropriate; not vivid, precise, or expressive	Limited; unsuitable
Mechanics	Few significant errors	Several errors	Many significant errors



Amy
Name

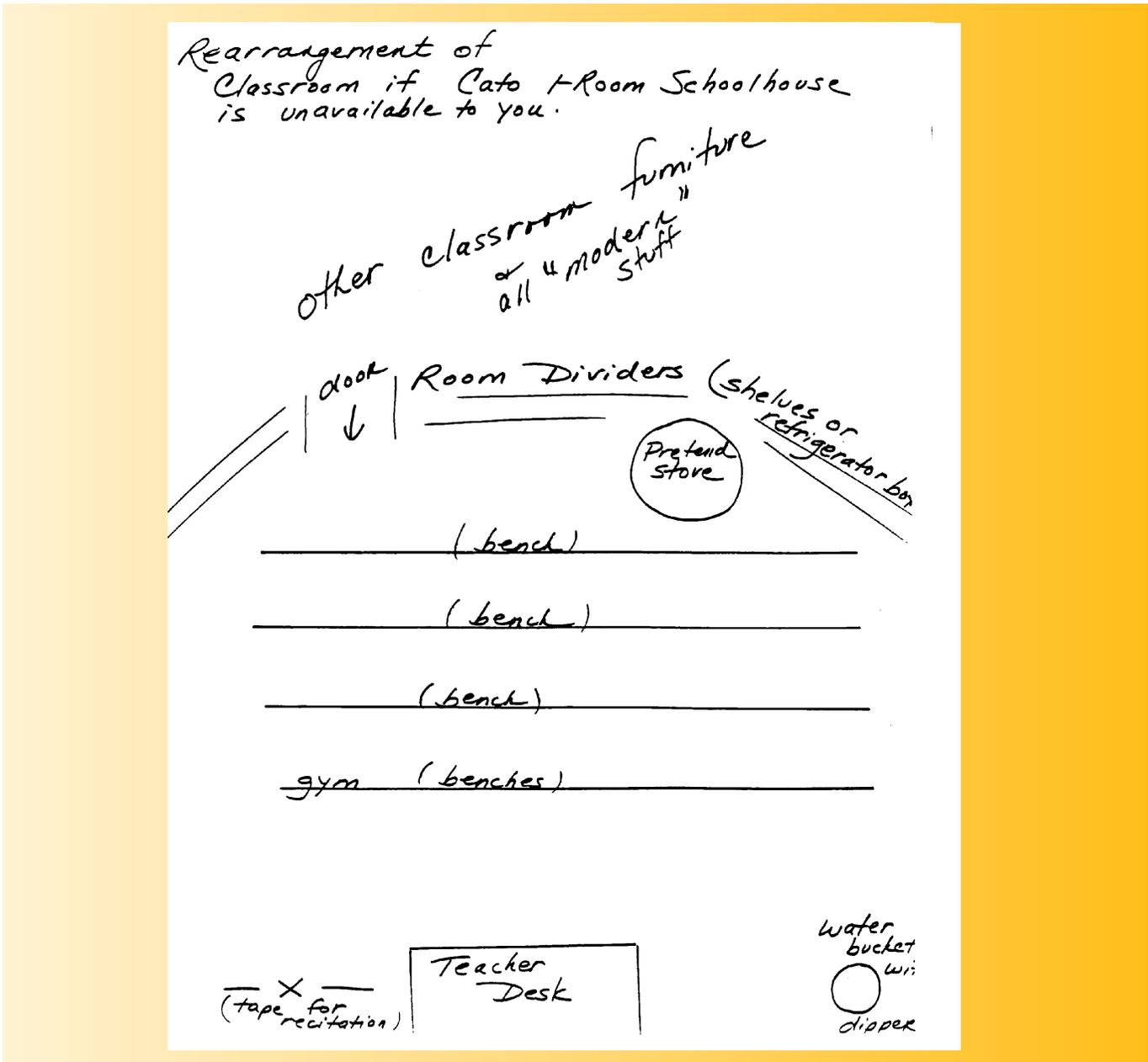
ASSESSMENT



The personal reflection essay is the best insight for the teacher. The children are asked to tell about their experience at the schoolhouse, and to decide which type of learning they prefer. The supporting statements for their choice can be a basis for assessment, or for group debate and discussion.

Another evaluative piece is the Venn diagram, comparing 19th century learning with today's schooling. The paper, "You Be The Teacher," from the Laura Wilder's activity guide gives the children the opportunity to view the school from the other side of the classroom.

There are also ample opportunities to discuss the literature read, to write story summaries, and to make dioramas of the schoolroom. Most of the activities used to prepare for the reenactment can also be used as assessment tools. All of the activities can be gathered together and used as part of a portfolio, if the teacher wishes.

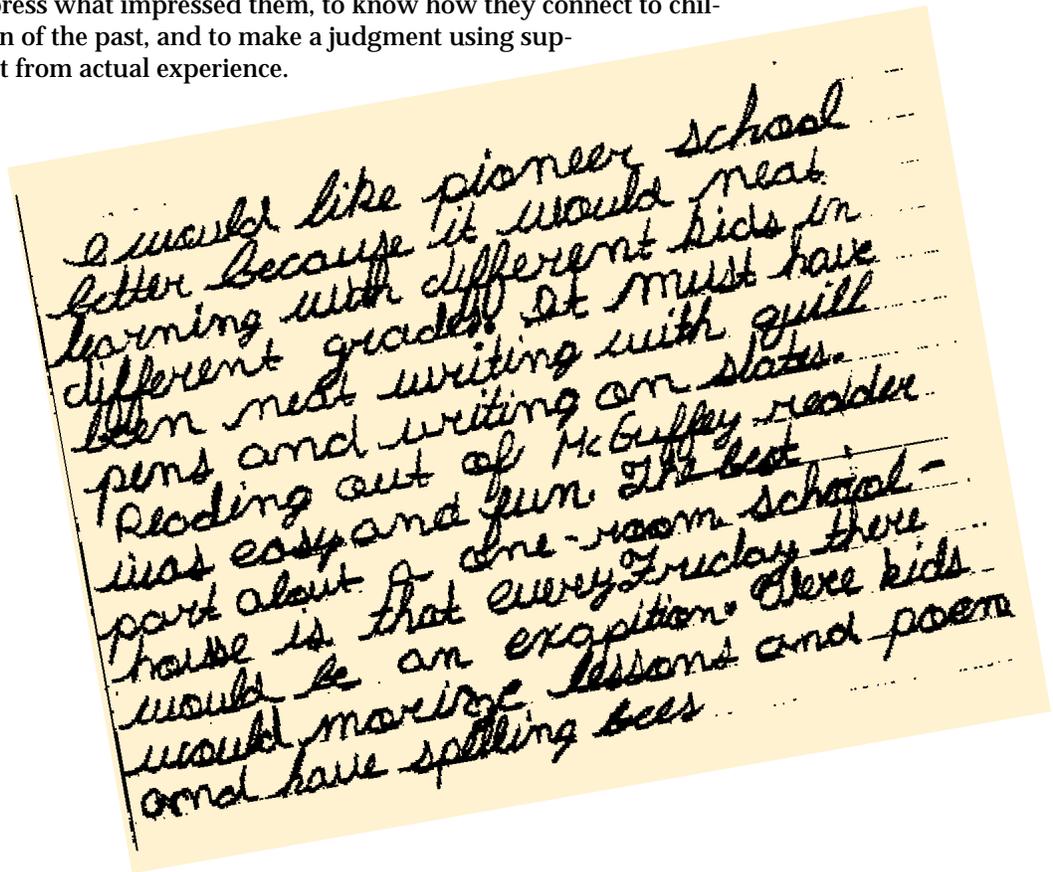


Student Work

The pre- and post-activities give students ownership of the schoolhouse experience. All of the pre-activities build an understanding of 19th century school life, which will enrich the actual experience. The literature sharing is especially good for making the connection for children of today to children of tomorrow.

The on-site activities help build the realism. They add the feeling of actually being there for the class.

The post-activities allow the children to reflect on their experience. They are able to express what impressed them, to know how they connect to children of the past, and to make a judgment using support from actual experience.



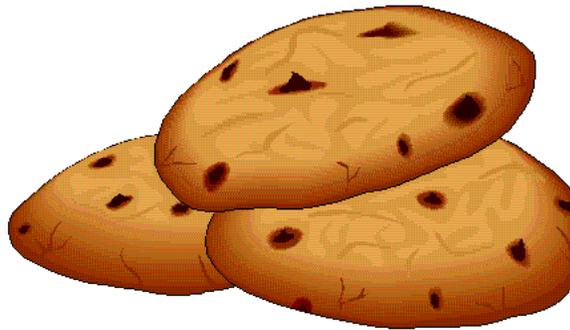
REFLECTION: REFLECTION:

REFLECTION

This unit connects all levels of learning for the student. It is a study of history without texts and dates. The children experience pioneer living on their level, with the common experience of schooling as the connection. The writing and literature lessons fit naturally into the unit, as do math and geography. This unit can be as extensive or as limited as the teacher desires, and can be adapted to fit all learning styles.

I have used this reenactment unit for 12 years, and find it the most successful activity I do with children. The enthusiasm and interest for the history of schools is very positive. I have recently included primary documents to this unit, bringing in school board notes, report cards, and graduation programs for the children to compare to the present. It is such a natural connection. I feel this type of learning experience may take more planning time, but the benefits are worth the effort.

Cookie Factory



SS

4

- ▲ individuals/groups satisfy needs/wants
- ▲ scarcity requires individuals to make choices
- ▲ societies organize their economies
- ▲ investigate economic decisions
- ▲ locate economic information

SS

5

- ▲ willingness to consider other viewpoints
- ▲ participate in activities
- ▲ suggest alternative solutions
- ▲ evaluate consequence
- ▲ prioritize solutions
- ▲ propose action plan

This interdisciplinary project allows students to work together to make decisions, solve problems, and learn about the world of work and economics. They will produce, promote, “sell”, and evaluate a product —cookies.

Valerie Jodoin, Billie VanCour

Beekmantown Central School

West Chazy Elementary School

P.O. Box 223, 44 Academy Street

West Chazy, New York 12992

(518) 493-3761

FAX (518)493-4194

Grade 2

Introduce concepts and terms (factory, product, produce, employee, supervisor, survey, customer, production).

Students sign up for the team of their choice:

Accounting

- figure out cost of cookie, collect and count money

Research

- research prices of cookie dough, frosting, and sprinkles
- find out how many cookies we would need (take orders with or without frosting)
- graph results later

Management

- decide sequence in making cookies
- define jobs needed and write job descriptions
- collect feedback from workers
- write a note to workers about how to change jobs (if they want to)
- create a time card to use

Design

- design cookie cutter size and shape
- decide on frosting, color, and sprinkles

Customer Service

- design a survey for customers
- compile results

Advertising

- talk to classes about sale of cookies
- decide on factory name
- make advertising signs and write notes to classes
- collect feedback in regards to advertising

1. Did you like our cookies?

yes no

2. Circle what you liked the best.

spinkles

frosting

taste

shape

3. Do you have any suggestions?

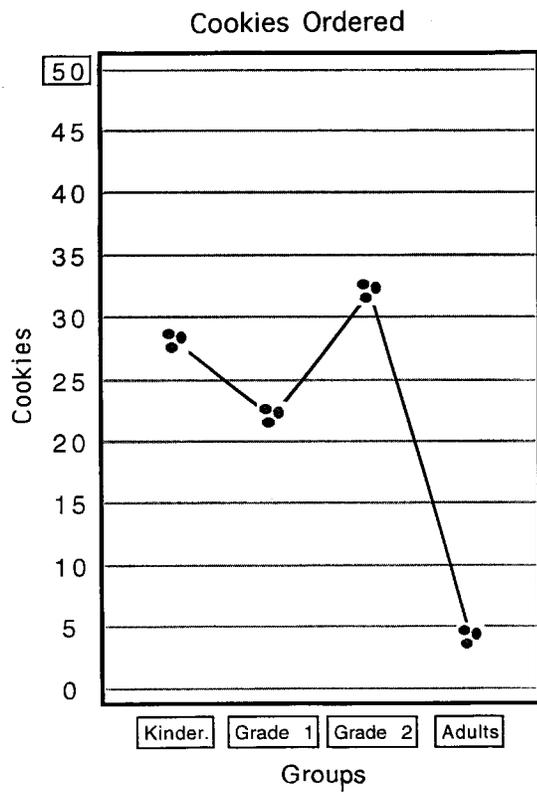
A. Meet in small groups to accomplish team goals.
(Teacher facilitator)

B. Meet as a whole group to brainstorm ingredients and utensils needed to make sugar cookies. (Teacher facilitator) For homework, research a sugar cookie recipe to find out what the ingredients are and compare it to the prepared dough we will be using.

C. Sign up for jobs:
roller
cutter
mover
remover
froster
sprinkler
janitor
deliverer
(Teacher is baker)



D. Factory opens and students do jobs (use time cards). Our factory opened three times. The first time, the cookies were given as free samples to all students K-2. The second time, the cookies were “sold”, after calculating the cost per cookie. Students in other classes “paid” in paper money that they had to “earn” in a manner decided within their own classroom. This money was counted later by the **Accounting Team**. The third time, the cookies were given to parents at our end of the year *Celebration of Learning*.



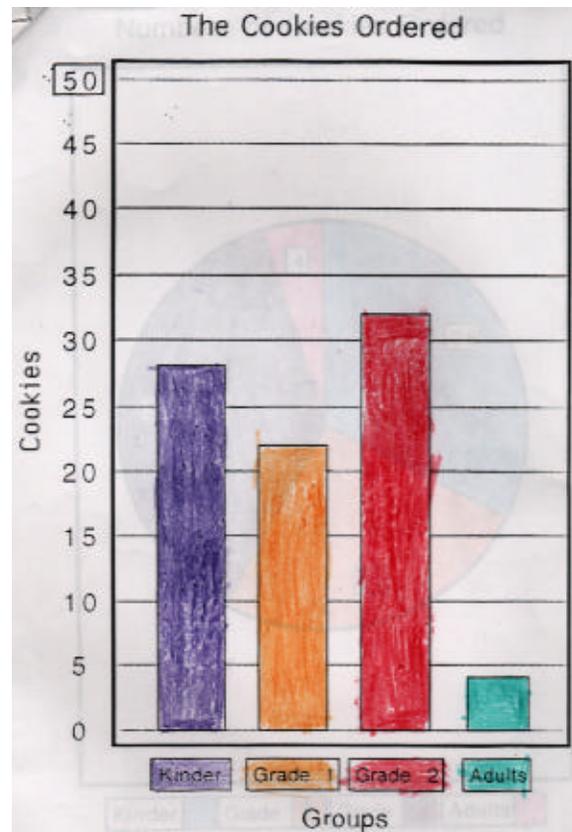
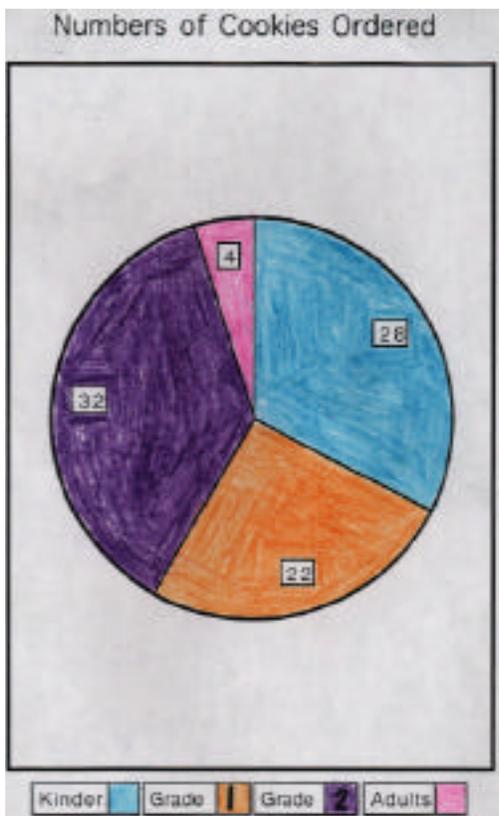
E. Have an employee meeting(s) to evaluate the factory. (Use **Robert's Rules of Order**). This may lead to smaller team meetings and eventual oral reports to group. (Teacher facilitator)

F. Students write a description of their jobs.

G. Possible extension activities: graphing (computer), design and have technology department make their own cookie cutter, visit a bakery in the community to compare, counting money, and letter writing, as needed.

The student needs:

- clean hands
- a time card



ASSESSMENT



- 1) observation of students during teamwork and cookie factory
- 2) photographs of teams and students performing cookie factory jobs
- 3) performance of tasks and completion of product (team planning and factory operation)
- 4) writing about the job they had and illustrating
- 5) drawing conclusions about their work and reporting at employee meetings
- 6) student-made surveys and graphs

The photographs indicate the level of involvement the students had with their jobs.

The survey informed us that the factory was a success.

The completed research showed that the students could gather and compile information.

The writing demonstrated how the team solved problems and that they understood their roles in the production process.

REFLECTION

We work in a small primary building (K-2). Our project involved the whole student body and staff. The project was expanded further into the school community when the technology department constructed the students' design for a new cookie shape. Finally, the project was carried outside the school into the local community when we visited a real bakery.

Possible problems might develop if your school has any policies about giving away food or does not celebrate holidays, which two of our factory openings centered around. However, the project could be easily adapted to any activity that has a sequence. Some examples might include other foods, such as pizza, crafts, or growing plants to sell.

Team Self-Evaluation Questions

Accounting

- How much did each cookie cost?
- Total cookie cost?
- How much should we charge next time?

Research

- Some teachers did not get any cookies. How can we solve that problem next time?
- Do we need the same amount of ingredients next?
- How do you know?

Management

- Do we need any more jobs?
- Did we have enough employees on each job?
- How did the employees feel about their jobs?

Design

- Was the design successful? How can you tell?
- What will next time's design be?

Customer Service

- What were the results of the survey?
- Can you figure out how to compile the results to share with all employees?
- What should we do differently?

Advertising

- Where are your signs?
- What should we do with them?
- Do you think people noticed them?
- How can we make sure that they do notice them?
- Did we have enough advertising?

Geography Booklet

INTERMEDIATE

Standards & Performance Indicators

SS

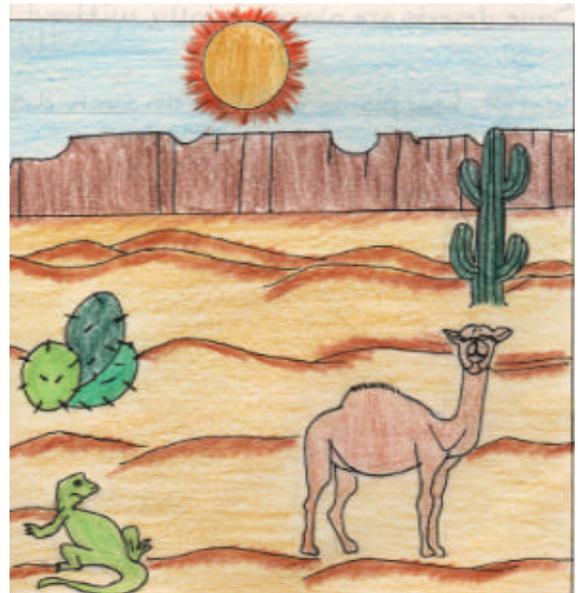
3

- ▲ gather geographic information
- ▲ present geographic information



As a culminating activity for a heterogeneously mixed sixth grade class, this activity introduces a unit on world geography.

Teacher



Valentina B. Schatoff

City School District of

New Rochelle

Isaac E. Young Middle School

270 Centre Avenue

New Rochelle, New York 10805

(914) 576-4360

WATOB@aol.com



Grade 6

The materials, supplies, and equipment needed to successfully complete this assignment are:

- old maps, discarded social studies textbooks
- old magazines (*National Geographic*, *Travel and Leisure*, etc.)
- Appropriate software (*Encarta*, etc.)

This unit of study connects to the standards in that it allows students to use geography as a tool to learn more about the world around them. This unit of study lends itself quite well to interdisciplinary study.

Teacher

Social Studies/Schatoff
Period _____

Name _____
Date _____

GEOGRAPHY BOOKLET PROJECT

Dear Student:

Congratulations! You have just been assigned your first long-term project. In this project you will use your knowledge and understanding of the definitions of common land and water terms to identify real examples of these forms on maps.

You will create a 10 term geography booklet using real world examples for each term. Your geography booklet can be a paper booklet or it can take the form of a video "booklet". The assignment sheet on the following page will detail all the requirements for this assignment.

Shown below are illustrations of two possible layout styles that can be used. If you can think of any others, please share them with me.



This unit could work well at every grade level, K-12, but is particularly suited for students at the Intermediate level. The assignment can be modified for those needing academic intervention or enriched for those students who need enrichment.

Teacher

DIRECTIONS

1. Read all pages of this assignment handout.
2. Choose at least 10 terms from the attached "Geography Terms and Definitions" list.
3. Using resources such as the encyclopedia, dictionary or atlas, find a real example of the landform somewhere in the world. Draw a map showing where the landform exists. You must label the surrounding features, countries and states. The labeling is very important because it will identify where the exact location is. Do not assume that I will know of the place you have chosen.
4. You may use a map as your drawing if it appropriately shows the landform, as would drawing a bay. If, however, the map shows only the location of the landform, then an illustration must be included. For example, a map showing the location of a desert does not show what a desert looks like. You might draw a sun shining on a sandy landscape with cactus growing.
5. Use each geography term in a sentence. The sentence will show that you understand the meaning of the word. General sentences in which any term could be inserted are not acceptable.

GEOGRAPHY TERMS BOOKLET INFORMATION SHEET

You will create a booklet with a minimum of 10 geographic terms. Below is a checklist of the five items that must be included on each page.

CHECKLIST

- 1. A geography term
- 2. The definition of the geography term
- 3. A drawing (picture, magazine clipping, etc.) that illustrates the geography term chosen
- 4. A map section showing where one of these landforms exists. You must show the name of the ocean, continent, country, etc., where it can be found
- 5. A sentence using the word correctly.

Definitions

This project was used as a culminating activity to assess how well students could translate their knowledge of a geographic term's definition into being able to recognize it on a map or in a drawing or photograph. Students were also evaluated on their ability to integrate the information they found and to put it into an organized, attractive, visual format.

archipelago	a group of many islands
atoll	a ring-shaped coral island or string of islands, surrounding a lagoon
basin	an area of low-lying land surrounded by higher land
bay	part of an ocean, sea, or lake, that extends into the land
beach	the gently sloping shore of an ocean or other body of water, especially that part covered by sand or pebbles
butte	a small, flat-topped hill
canal	a waterway built to carry water for navigation or irrigation, usually connecting two other bodies of water
canyon	a deep, narrow valley with steep sides
cape	a point of land extending into a body of water
channel	a narrow, deep waterway connecting two bodies of water
cliff	a high, steep overhang of rock or earth
coast	land along an ocean or sea
dam	a wall built across a river to hold back the flowing water
delta	a triangular deposit of sand and soil that collects at the mouth of some rivers
desert	a very dry area where few plants grow
dune	a mound, hill or ridge of sand that is heaped up by the wind
fjord	a deep, narrow inlet of the sea between high, steep cliffs
foothills	a hilly area at the base of a mountain range
glacier	a huge mass of ice that moves slowly down a mountain
gulf	part of an ocean extending into land, usually larger than a bay
harbor	a sheltered area of water where ships can anchor safely
hill	a rounded, raised landform, not as high as a mountain
island	an area of land completely surrounded by water
isthmus	a narrow strip of land, bordered by water that connects two larger bodies of land
lagoon	a shallow body of water partly or completely enclosed within an atoll; shallow body of sea water partly cut off from the sea by a narrow strip of land
lake	a large body of water surrounded by land on all sides

ASSESSMENT

Your grade will be based on many criteria. The project will be graded not only on the content but on the quality of your work.

- The booklet was colorful.
- The text and pictures were arranged attractively.
- There was detail in the drawings and pictures.
- The cover was eye-catching and colorful.

Four points will be deducted from your total score for every day that your project is late.

Geography Terms Booklet Rubric

	0	1	2	3	4	5
Content						
at least 10 terms						
correct spelling						
appropriate sentence						
correct definition						
map location for each term						
maps labeled correctly						
appropriate picture						
Visual						
done neatly						
print clearly/wordprocessed						
colorful						
detailed						
artistic						
appropriate cover						

Students progress was evaluated through ongoing observations and individual conferencing. The final product was presented to the teacher and the class. Each project was viewed, critiqued and discussed. Final evaluation was made using a scoring rubric.

Evidence that the students have mastered the objectives of this unit include the following measurable criteria:

They have:

- included a correct definition of a geographic term.
- indicated on an existing map or on a map of their own creation a real world location for their geographic term.
- written a sentence using the geographic term correctly.
- made a drawing showing that they understand what the specific land or water term looks like.

REFLECTION: REFLECTION:

REFLECTION:

The study of social studies, and especially of geography, is an integral part of educating students for the burgeoning global economy and for the coming millennium. That is why this unit is so well suited for the intermediate students. It allows them to make a connection between their classroom assignment and the world at large. It allows them to have a “final product” that is within the grasp of the vast majority of students.

The unit would better meet the needs of all students if the work were done exclusively in the classroom, rather than in the way I have assigned it in the past. This is because there can be a huge discrepancy in the quality of work between those who have access to parental intervention and a ready access to supplies and those who are left to finish the product left to their own devices. Otherwise, the unit is easy to implement and gives the students important skills while, at the same time, instilling a sense of accomplishment.