

HONEST-to-GOODNESS
INDIANA
Est. 1816



VISIT INDIANA

4TH GRADE SOCIAL STUDIES

CURRICULUM



Presented by
Indiana Office of Tourism Development

VisitIndianaTeachers.com

Dear Indiana Educator:

It is my great pleasure to present our *Visit Indiana: 4th Grade Social Studies Curriculum* resource guide. Created for teachers by teachers in accordance with the Indiana Academic Standards, this resource guide provides the tools you'll need to connect your students with Indiana's history through the lens of travel and tourism. Built on Problem-Based Learning methodology, students will develop flexible knowledge, effective problem-solving skills, self-directed learning and effective collaboration skills as they explore Indiana, its history and allure.



This resource guide has been officially endorsed by the Indiana Bicentennial Commission and will challenge students to:

- Work in teams
- Research geography
- Examine climate and weather patterns
- Solve mathematical questions related to travel
- Comprehend economic patterns
- Learn about the historical significance of Indiana places, people and events of interest

Thank you for choosing to use our *Visit Indiana: 4th Grade Social Studies Curriculum* resource. I hope you find it as enjoyable to teach as we did to create. For more information and online resources, go to www.visitindianateachers.com.

Best regards,

Mark Newman
Executive Director
Indiana Office of Tourism Development
1 North Capitol Avenue, Suite 600
Indianapolis, IN 46204
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Thank You

Thank you, Noblesville's Promise Road Elementary fourth grade teachers, for your assistance in the creation of this resource guide. Special thanks to Bruce Blomberg, Indiana Department of Education Social Studies Specialist, for his thoughtful leadership and insight.

PROJECT OVERVIEW

PROJECT OVERVIEW

| | | | | |
|-------------------------------------|---|---|------------------------------|-----------------------|
| Project Name | Visit Indiana: 4 th Grade Social Studies Curriculum Resource | | Duration: | 5-6 Weeks |
| Subject Areas | Social Studies | | Grade Level: | 4 th Grade |
| Scenario | <p>In today's economy . . .</p> <ul style="list-style-type: none"> families are finding it difficult to identify meaningful leisure experiences that have educational, social, economic, cultural and historical value; travel expenses continue to increase (hotels, airfare, gas, food) which makes it difficult to find affordable outlets for leisure time; businesses in Indiana are challenged to make ends meet. | | | |
| Driving Question | How can teachers provide a meaningful educational experience and, at the same time, aid students in becoming "Indiana travel agents" of a sort by teaching them about Indiana travel destinations and encouraging intrastate exploration? | | | |
| Sub Questions | <p><u>Geography</u> → How is the travel industry in each of Indiana's regions influenced by geographical landforms/features?</p> <p><u>Economy</u> → How are businesses affected or could be affected by economic fluctuations?</p> <p><u>History</u> → What historical significance do Indiana's regions have and how do they influence the travel industry?</p> <p><u>Climate</u> → How are travel destinations affected by Indiana's seasons and weather patterns?</p> | | | |
| Major Products & Outputs | Group: | <ul style="list-style-type: none"> Voice Thread for individual counties or groups of counties <ul style="list-style-type: none"> QR Code displayed on each county linking to Voice Thread Super-sized Indiana travel map <ul style="list-style-type: none"> 92 counties All major roadways, bodies of water, fields, forests, and cities represented Created accurately and to scale Print or digital brochure | Presentation Audience | |
| | | | | Class |
| | | | X | School |
| | Individual: | <ul style="list-style-type: none"> Project essay Individual's teamwork components Classroom assignments | X | Community |
| | | | | Experts |
| | | | X | Web |
| | | | | Other |

PROJECT STANDARDS

History – Standard 1

- 4.1.14 Students will create and interpret timelines that illustrate the history of Indiana.
- 4.1.15 Students will determine the difference between a fact from opinion and fact from fiction in historical documents in order to identify the central idea each document addresses.
- 4.1.16 Students will use primary and secondary sources and online source materials; they will construct a brief narrative about an event in Indiana history.

Civics & Government – Standard 2

- 4.2.1 Students will explore the transition of Indiana as a territory (that originally included Illinois and Ohio) to a state with the development and creation of Indiana's Constitution. Specifically, they will explore the territorial issues addressed by the Constitution and the major purposes of the Preamble.
- 4.2.2 Students will describe the difference between individual rights given to citizens in the original 1816 Constitution and the changes made in 1851.
- 4.2.3 Students will identify the three different parts of the state's government that were created at the Constitutional Convention held in the state's capital, Corydon.
- 4.2.4 Students will identify who was elected and appointed into the major offices of Indiana's first governor and General Assembly, as well as the county commissioners that served as delegates.
- 4.2.7 Students will use a variety of resources to recommend an itinerary to leisure travelers interested in Indiana heritage tourism with ways and tips for them to indulge in stories, places and occurrences of historical significance that are attractive and appealing.

Geography – Standard 3

- 4.3.1 Students will use latitude and longitude to recognize locations and features of Indiana.
- 4.3.2 Students will estimate distances between two places on a map, using a map scale.
- 4.3.3 Students will locate, identify and label Indiana on a map as one of the 50 United States, as well as Indiana's state capital, major cities, rivers, lakes, natural resources, crop regions, and significant landmarks on a blank map of the state.
- 4.3.4 Students will map and describe the major regions of Indiana.
- 4.3.5 Students will explain how glaciers shaped Indiana's landscape and environment.
- 4.3.6 Students will investigate how geographic and geologic landforms were formed (e.g., hills and valleys in southern Indiana, caves in Marengo and dunes along Lake Michigan, etc.).
- 4.3.7 Students will investigate and identify the effects of typical weather patterns and climate on travel; they will explain how those trends can predict the weather.
- 4.3.9 Students will describe the importance of major transportation routes during the exploration, settlement, and growth of Indiana.

Economics – Standard 4

- 4.4.2 Students will recognize that prices change as a result of changes in supply and demand for specific products.
- 4.4.7 Students will identify entrepreneurs who have influenced Indiana and the local community.
- 4.4.8 Students will define profit and describe how profit is an incentive for entrepreneurs.

ADDITIONAL STANDARDS & IDEAS

The *Visit Indiana: 4th Grade Social Studies Curriculum* leaves room for teachers to incorporate additional learning opportunities; make the program your own and integrate all areas of study, including; Mathematics, Science, English, and Language Arts. Here are a few examples of ideas and activities that can be utilized with the previously mentioned subject areas. These subject areas can be directly correlated with the Indiana Department Office of Education's Academic Standards for fourth grade, as demonstrated below:

Mathematics:

- 4.M.1** Measure length to the nearest quarter---inch, eighth---inch, or millimeter.
- 4.M.2** Determine what two cities are farthest apart from each other in Indiana and the estimated travel time between those two cities.
- 4.M.3** Calculate gas mileage based on miles traveled.
- 4.AT.1** Create a spending budget for a trip.
- 4.NS.1** Read, write, and round whole numbers and decimals.
- 4.C.1** Use standard algorithms for repeated addition and subtraction.

Science:

- 4.3.2** Identify flora and fauna indigenous to Indiana.
- 4.2.1** Examine the properties and importance of limestone to Indiana.
- 4.4.4** Identify how technology has changed life in Indiana during the twenty---first century.
 - Research businesses that use science and are based in Indiana.
 - Investigate what opportunities might be available through Celebrate Science Indiana.
www.celebratescienceindiana.org

English and Language Arts:

- 4.RV.2.5** Incorporate Indiana newspapers into reading assignments.
- 4.RN.4.1** Explain how an author uses reasons and evidence to support a certain point of view in a text.
- 4.ML.1** Critically review articles from magazines, newspapers, or blogs about Indiana.
- 4.W.3.1** Develop a writing assignment asking what three things a student will take on a trip to an Indiana city of his or her choice.
- 4.W.3.3** Develop a writing assignment written from the perspective of a famous fictional character who visits an Indiana city or town.
- 4.W.3.2** Construct an informative text to examine a specific county (or group of counties) in order to communicate ideas and information clearly.
- 4.RV.1** Use detailed word choice and content-specific vocabulary.
- 4.RL.2.1** Develop the topic using facts, definitions, concrete details, quotations, and examples related to the topic in order to support the point of view.
- 4.W.4** Create a cohesive text linking ideas within categories of information using transitional words and phrases.
 - Identify books written by Indiana authors.

Guest Speaker Suggestions:

- “Weather watchers” in your area
 - Meteorologists
 - Fire and safety personnel
- Representatives from your area who can talk about how many out-of-town visitors come to the area each year
- Local historical society volunteers to speak about the history of your area or around the state
- Area cycling enthusiasts who have visited a variety of trails and parks throughout the state
- Restaurant owners or chefs who can speak to the local farms and why many restaurants choose to purchase from local farms and/or suppliers
- Museum directors

Field Trips:

- Incorporate a problem-based learning tourism component from your curriculum into already-scheduled field trips your class or school is taking

PROJECT OUTLINE / ACTION PLAN

| PBL Phases | Action Steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Introduction | Entry event Letter, guest speaker, or video from Indiana Office of Tourism Development asking students to help promote tourism in Indiana. Specific details will be determined upon confirmation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Driving Question | Questions to be answered by the end of the project and questions to be addressed within the project <u>Driving Question:</u> <ul style="list-style-type: none">How can teachers provide a meaningful educational experience and, at the same time, aid students in becoming “Indiana travel agents” of a sort by teaching them about Indiana travel destinations and encouraging intrastate exploration? <u>Sub Questions:</u> <ul style="list-style-type: none">Geography → How is the travel industry in each of Indiana’s regions influenced by geographical landforms/features?Economy → How are businesses affected or could be affected by economic fluctuations?History → What historical significance do Indiana’s regions have and how do they influence the travel industry?Climate → How are travel destinations affected by Indiana’s seasons and weather patterns? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Needs to Know | Ongoing “Knows & Needs to Know” chart <ul style="list-style-type: none">Develop workshops mini-lessonsInformative writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaborate | Students will be placed into groups of 5-6 students within each classroom <ul style="list-style-type: none">Each classroom is assigned a region(s) within Indiana: <table><tr><th>North</th><th>East</th><th>West</th><th>Central</th><th>South Central</th><th>South</th></tr><tr><td>Elkhart</td><td>Adams</td><td>Benton</td><td>Boone</td><td>Bartholomew</td><td>Clark</td></tr><tr><td>Fulton</td><td>Allen</td><td>Carroll</td><td>Hamilton</td><td>Brown</td><td>Crawford</td></tr><tr><td>Jasper</td><td>Blackford</td><td>Clay</td><td>Hancock</td><td>Daviess</td><td>Dubois</td></tr><tr><td>Kosciusko</td><td>Cass</td><td>Clinton</td><td>Hendricks</td><td>Dearborn</td><td>Floyd</td></tr><tr><td>Lake</td><td>DeKalb</td><td>Fountain</td><td>Johnson</td><td>Decatur</td><td>Gibson</td></tr><tr><td>LaPorte</td><td>Delaware</td><td>Montgomery</td><td>Marion</td><td>Franklin</td><td>Harrison</td></tr><tr><td>LaGrange</td><td>Fayette</td><td>Newton</td><td>Morgan</td><td>Greene</td><td>Orange</td></tr><tr><td>Marshall</td><td>Grant</td><td>Owen</td><td>Shelby</td><td>Jackson</td><td>Perry</td></tr><tr><td>Porter</td><td>Henry</td><td>Parke</td><td></td><td>Jefferson</td><td>Pike</td></tr><tr><td>Pulaski</td><td>Howard</td><td>Putnam</td><td></td><td>Jennings</td><td>Posey</td></tr><tr><td>St. Joseph</td><td>Huntington</td><td>Sullivan</td><td></td><td>Knox</td><td>Scott</td></tr><tr><td>Starke</td><td>Jay</td><td>Tippecanoe</td><td></td><td>Lawrence</td><td>Spencer</td></tr><tr><td>Steuben</td><td>Madison</td><td>Vermillion</td><td></td><td>Martin</td><td>Vanderburgh</td></tr><tr><td></td><td>Miami</td><td>Vigo</td><td></td><td>Monroe</td><td>Warrick</td></tr><tr><td></td><td>Noble</td><td>Warren</td><td></td><td>Ohio</td><td>Washington</td></tr><tr><td></td><td>Randolph</td><td>White</td><td></td><td>Ripley</td><td></td></tr><tr><td></td><td>Rush</td><td></td><td></td><td>Switzerland</td><td></td></tr><tr><td></td><td>Tipton</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Union</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Wabash</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Wayne</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Wells</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>Whitley</td><td></td><td></td><td></td><td></td></tr></table> | North | East | West | Central | South Central | South | Elkhart | Adams | Benton | Boone | Bartholomew | Clark | Fulton | Allen | Carroll | Hamilton | Brown | Crawford | Jasper | Blackford | Clay | Hancock | Daviess | Dubois | Kosciusko | Cass | Clinton | Hendricks | Dearborn | Floyd | Lake | DeKalb | Fountain | Johnson | Decatur | Gibson | LaPorte | Delaware | Montgomery | Marion | Franklin | Harrison | LaGrange | Fayette | Newton | Morgan | Greene | Orange | Marshall | Grant | Owen | Shelby | Jackson | Perry | Porter | Henry | Parke | | Jefferson | Pike | Pulaski | Howard | Putnam | | Jennings | Posey | St. Joseph | Huntington | Sullivan | | Knox | Scott | Starke | Jay | Tippecanoe | | Lawrence | Spencer | Steuben | Madison | Vermillion | | Martin | Vanderburgh | | Miami | Vigo | | Monroe | Warrick | | Noble | Warren | | Ohio | Washington | | Randolph | White | | Ripley | | | Rush | | | Switzerland | | | Tipton | | | | | | Union | | | | | | Wabash | | | | | | Wayne | | | | | | Wells | | | | | | Whitley | | | | |
| North | East | West | Central | South Central | South | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elkhart | Adams | Benton | Boone | Bartholomew | Clark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fulton | Allen | Carroll | Hamilton | Brown | Crawford | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jasper | Blackford | Clay | Hancock | Daviess | Dubois | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kosciusko | Cass | Clinton | Hendricks | Dearborn | Floyd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lake | DeKalb | Fountain | Johnson | Decatur | Gibson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LaPorte | Delaware | Montgomery | Marion | Franklin | Harrison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Starke | Jay | Tippecanoe | | Lawrence | Spencer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Steuben | Madison | Vermillion | | Martin | Vanderburgh | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Miami | Vigo | | Monroe | Warrick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Noble | Warren | | Ohio | Washington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Randolph | White | | Ripley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Tipton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Union | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Wabash | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Wayne | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Wells | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Whitley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| PBL Phases | Action Steps |
|-------------------------------|---|
| Collaborate (cont.) | <ul style="list-style-type: none"> • Within each classroom, student teams will be assigned a group of counties around which to build a project/presentation • Groups/teams establish a “Work Plan” • Groups/teams create a “Collaborative Contract” |
| Workshops | Weather & Seasons <ul style="list-style-type: none"> • Guest speaker – e.g., meteorologist • Discuss weather and effects of seasonality on the different regions of Indiana |
| Workshops | Scaling <ul style="list-style-type: none"> • Guest speaker – e.g., map industry related • Map scales and features • Math mini-lesson |
| Workshops | Geographical Features <ul style="list-style-type: none"> • Identify land features common in Indiana • Discuss land features found on maps • Address types of maps |
| Workshops | Expository Essay/Persuasive Writing <ul style="list-style-type: none"> • Persuasive language • Writing paragraphs and essays |
| Workshops | Voice Thread <ul style="list-style-type: none"> • Using clear and concise language to convey a message • Following logical order with transitions |
| Workshops | QR Codes <ul style="list-style-type: none"> • Connecting visual presentation of map with the oral presentation of Voice Thread |
| Inquiry | Investigate information/data needed in order to answer the driving question <ul style="list-style-type: none"> • Build basic background knowledge with social studies textbook • Write letters to request information that will be used throughout the project |
| Create | Students will integrate their voice & choice while completing the project <ul style="list-style-type: none"> • Create a large map of Indiana that would serve as a local advertisement to promote tourism in Indiana • Each student/group will have the shape of their counties: <ul style="list-style-type: none"> ○ Roads – Interstates 465, 70, 65, 69, 74, etc. ○ Major Cities ○ Landforms – hills, fields, sand dunes, forest, caves, rivers (Wabash, Ohio, Tippecanoe, and White), etc. ○ Buildings ○ QR Code • Presentation: <u>Voice Thread</u> |
| Revise | <ul style="list-style-type: none"> • Students will review their project to make improvements and adjustments as needed |
| Present | <ul style="list-style-type: none"> • Students will present their projects to an authentic audience through their Voice Thread presentation |
| Reflect | <ul style="list-style-type: none"> • Students will reflect through self-assessments and debrief as a group, class, and/or grade level |

| PBL Phases | Action Steps | | | |
|-----------------------------------|---|-----------------|--|---|
| Assessments | Formative Assessments (During Project) | | | |
| | Letter, guest speaker, or video from Indiana Office of Tourism Development asking students to help promote tourism in Indiana. Specific details will be determined upon confirmation. | | | |
| | Quizzes/Tests | X | Practice Presentations | X |
| | Journal/Learning Log | | Notes | |
| | Preliminary Plans/Outlines/Prototypes | | Checklists | X |
| | Rough Drafts | X | Concept Maps | X |
| | Online Tests/Exams | | Other: | |
| | Summative Assessments (End of Project) | | | |
| | Written Product(s) with rubric (Paper): | X | Other Product(s) or Performance(s) with rubric: | |
| | Oral/Digital Presentation, with rubric (Voice Thread): | X | Peer Evaluation (4Cs Rubric) | X |
| Multiple Choice/Short Answer Test | | Self-Evaluation | X | |
| Essay Test | | Other: | | |
| Resources Needed | On-site People: <ul style="list-style-type: none">Fourth grade teachers | | Community Resources: <ul style="list-style-type: none">Indiana Office of Tourism DevelopmentLocal visitor bureausMap industry expertsWeather expertsMiniature model expertsOther media specialists | |
| | Equipment: <ul style="list-style-type: none">Computers with InternetFlip camerasiPads | | Group Map Project Materials: <ul style="list-style-type: none">Construction paperPoster board or other materialPaint, markers, clay, etc. | |
| Reflection Methods | (Individual, Group, and/or Whole Class) | | | |
| | Journal/Learning Log | X | Focus Group | X |
| | Whole-Class Discussion | X | Fishbowl Discussion | X |
| | Survey | | Other: | |

PROBLEM-BASED
LEARNING UNIT

PROBLEM-BASED LEARNING UNIT

Problem-Based Learning: PBL Introduction Unit

The purpose of this unit is to prepare students with the essentials needed prior to a problem-based learning unit.

Day 1-5: Building PBL Skills

Communication
Collaboration
Creativity
Critical Thinking

Day 6-10: Introduce PBL Process through Mini-PBL

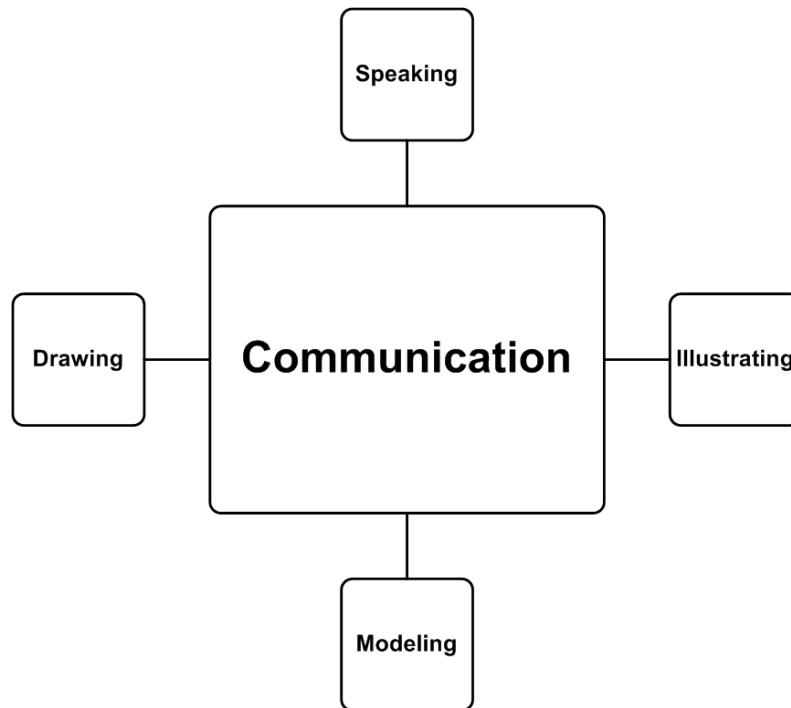
1. Introduction/Entry Event
2. Driving Question
3. Needs to Know
4. Collaborate
5. Inquire
6. Create
7. Revise
8. Present
9. Reflect

PROBLEM-BASED LEARNING UNIT

Day 1: Communication Introduction

Introduction w/Anchor Chart

- Discuss different ways to communicate



- Discuss important things to consider when communicating verbally

| Communication |
|---|
| Listening and Eye Contact <ul style="list-style-type: none">• Keep eye contact• Use hands naturally• Confident posture• Maintain active listening and know when it's your turn• Explain and restate in your own words |
| Speaking <ul style="list-style-type: none">• Speak clearly and fluently and change tone/expression to maintain interest• Speak in a style that is appropriate for the occasion and use communication for a range of purposes• Maintain a conversation and stay on topic for an extended amount of time• Share ideas and offer questions to help others share their ideas• Use courteous language; respectfully agree or disagree |

Day 1: Communication Introduction (cont.)

Practice

- Read the following instructions out loud to describe the picture of the chicken. Students should work on their own to draw what they hear, but they may not ask questions.
 1. Draw an egg shape
 2. Draw a circle touching the egg shape
 3. Draw a small circle inside the circle you have just drawn
 4. Draw three straight lines inside the egg shape
 5. Draw two small lines coming out of the circle that touch at one end
 6. Repeat just below
 7. Draw two longer lines coming out of the egg shape
 8. Draw a line to join up these two lines
 9. Draw three straight lines inside the shape you have just created
 10. Draw two lines coming out of the bottom of the egg shape
 11. Draw two short lines coming out of the lines you have just drawn



- Use the picture of the chicken to show students what they should have drawn.
- Ask students what made the task difficult. Reflect that it is because you can't check the information you are hearing. Good listening needs two-way communication.

PROBLEM-BASED LEARNING UNIT

Day 2: Communication Practice

Review w/Anchor Charts

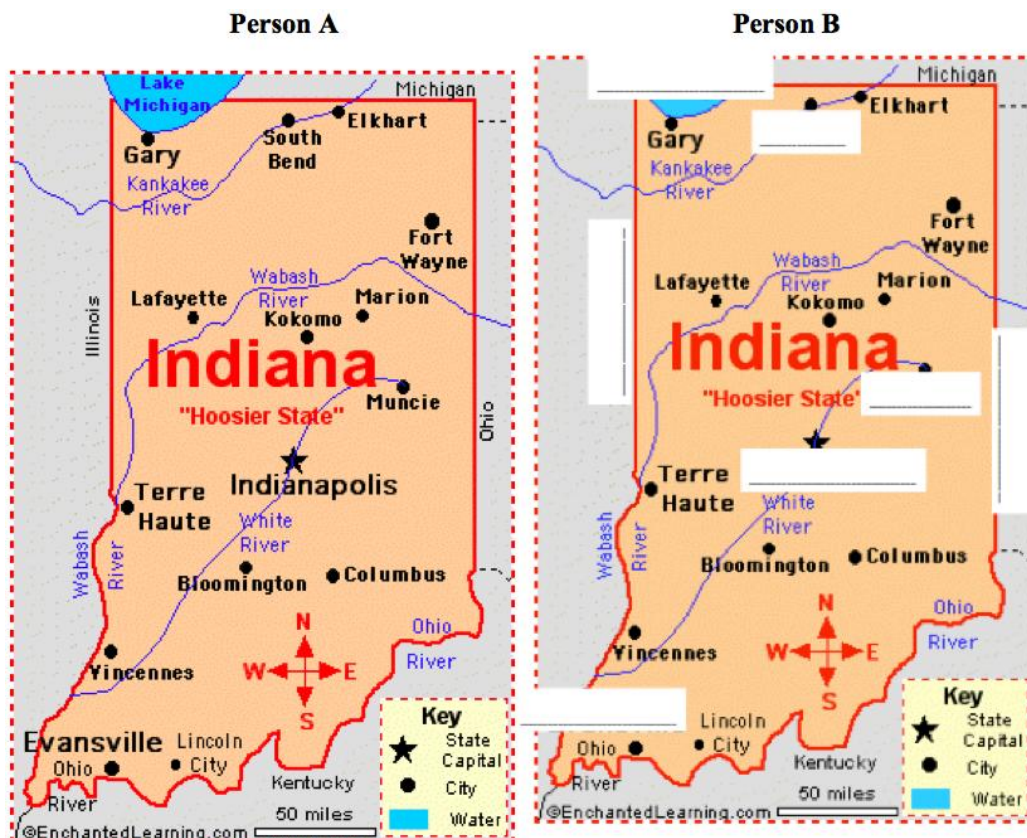
- Discuss different ways to communicate
- Discuss important things to consider when communicating

Recall Chicken-drawing activity

Practice

- Using a grade-level-appropriate map, have students communicate to another student where and what to label on the map (see following pages)
- Use interactive website to teach/introduce student to basic map skills

Directions: Using only the completed map and a compass to give directions, communicate to person B what goes into each blank



PROBLEM-BASED LEARNING UNIT

Day 3: Collaboration Introduction

Introduction w/Anchor Chart

- Discuss importance/purpose of collaborating
 - Task completion
 - Think deeper
 - Etc.

| Collaboration |
|---|
| Responsibility for Oneself: <ul style="list-style-type: none">• Complete tasks on time• Use feedback to improve his or her work• Do what he or she is supposed to do without being reminded• Prepare and be ready to work with the team; be available for meetings Helping the TEAM: <ul style="list-style-type: none">• Help the team solve problems, manage conflicts, and stay focused and organized• Share ideas that help the team improve its work• Give useful feedback (specific and supportive) to others so they can improve their work• Offer help to peers to assist in their work Respect Others: <ul style="list-style-type: none">• Listen carefully to teammates• Be polite and kind to teammates |

- Discuss important things to consider when collaborating

Demonstrate w/Activity

- Put students into groups of 4-5 students
- Give each group one piece of paper and tell them that they must collaborate to list as many things as possible that they ALL have in common
- The goal is to collaborate in order to complete the task
- At the end, reflect on what the activity demonstrated

PROBLEM-BASED LEARNING UNIT

Day 4: Collaboration Practice & Creativity Demonstration

Review Collaboration w/Anchor Charts

- Discuss importance/purpose of collaborating
- Discuss important things to consider when collaborating

| Creativity | |
|--|--|
| Think Creatively | |
| <ul style="list-style-type: none"> • Create new and worthwhile ideas with idea-creation techniques (such as brainstorming, organizers, etc.) • Explain, improve, analyze, and evaluate their own ideas | |
| Work Creatively with Others | |
| <ul style="list-style-type: none"> • Be open and responsive to new and diverse perspectives • Include group input and feedback into the work • Demonstrate originality and inventiveness • Work and understand the real-world limits to adopting new ideas • Understand and view failure as an opportunity to learn: a process of small successes and frequent mistakes | |
| Implement Innovations | |
| <ul style="list-style-type: none"> • Act on creative ideas to make a tangible and useful contribution | |

Introduction Creativity w/Anchor Chart

- **Introduce** teamwork roles and discuss jobs and/or make adjustments or additions as needed
- Although everyone should contribute/participate when working in a team, sometimes it is helpful to have assigned jobs so everyone can help complete the task

| Collaborative Jobs | |
|--------------------|---|
| Leader | Reads the task sheet and directs others to do their jobs, if needed. |
| Scribe | Writes the group activities (graphs or graphic organizers) |
| Liaison | If there is a problem after discussing the task at hand with your group, the liaison is the only person allowed to leave the station and ask the teacher a question |
| Material | Gathers all supplies needed for the group |
| Checker | Collects all papers and holds group work |
| On-Task | Tracks time and task to be completed. |

PROBLEM-BASED LEARNING UNIT

Day 4: Collaboration Practice & Creativity Demonstration (cont.)

Practice w/Activity

- Put students into teams of 4-5 students
- Give each team a project to complete using assigned jobs

A Bird's Eye View on Your Community Project

Directions: Create a visual representation of each location, #1-10. The locations must be in order from largest to smallest and labeled.

1. Galaxy: Milky Way
2. Planet: Earth
3. Continent: North America
4. Country: United States of America
5. State: Indiana
6. County: _____
7. Township: _____
8. City: _____
9. School: _____
10. Classroom: _____

PROBLEM-BASED LEARNING UNIT

Day 5: Critical Thinking Lesson

Review w/Anchor Charts

- Discuss important things to consider

| Critical Thinking |
|---|
| Ask Questions <ul style="list-style-type: none">• Ask clarifying questions to help you understand• Ask questions to search for answers |
| Use Information <ul style="list-style-type: none">• Use information to help students understand a topic or solve a problem• Discover good-fitting resources• Interpret information and draw conclusions• Make connections between information |
| Think Hard <ul style="list-style-type: none">• Take time to understand a topic or problem before solving• Use evidence to support your conclusions• Compare and contrast how different people might look at an issue, problem, or event• Solve different kinds of unfamiliar problems• Reflect on learning |

Practice w/Activity

- Give each student a Thinking Skills Chart
- Pick a Concept (For example: Group Work, Addition, etc.)
- First, in the “Knowledge” box, ask them to communicate through words or pictures that they “Know what it is.”
- Second, in the “Comprehension” box, ask them to communicate through words or pictures that they “Understand it.”
- Third, in the “Application” box, ask them to communicate through words or pictures that they “Know how to use it.”
- Fourth, in the “Analysis” box, ask them to communicate through words or pictures that they “Can analyze its parts.” (Synonyms for analyze: examine, study, consider, dissect, etc.)
- Fifth, in the “Creative thinking/Synthesis” box, ask them to communicate through words or pictures that they “Can extend and alter it.”
- Sixth, in the “Critical Thinking/Evaluation” box, ask them to communicate through words or pictures that they “Can analyze its parts.”

PROBLEM-BASED LEARNING UNIT

Day 6: Review “4-Cs”, Project Management Systems & Entry Event/Driving Questions

Review Anchor Charts and create “student” definition/symbol for each “C”

Explain basics of the PBL unit process:

- **Introduction:** Entry Event
- **Driving Question:** Question to be answered by the end of the project
- **Needs to Know:** T-Chart of “Knows” & “Needs to Know” for the project
- **Collaborate:** Groups/teams establish “Work Plan” and “Collaborative Contract”
- **Inquiry:** Investigate information/data needed in order to answer the driving question
- **Create:** Creatively include your voice and choice within the project
- **Revise:** Review project to make improvements
- **Present:** Give some type of presentation which illustrates/demonstrates the project and/or question to be answered
- **Reflect:** Self-assess and debrief

Introduce project-management systems

Other: Divide students into rubric project groups

PROBLEM-BASED LEARNING UNIT

Day 7: Entry Event/Driving Question

Review basics of the PBL unit process:

- **Introduction:** Entry Event
- **Driving Question:** Question to be answered by the end of the project
- **Needs to Know:** T-Chart of “Knows” and “Needs to Know” for the project
- **Collaborate:** Groups/teams establish “Work Plan” and “Collaborative Contract”
- **Inquiry:** Investigate information/data needed in order to answer the driving question
- **Create:** Creatively include your voice and choice within the project
- **Revise:** Review project to make improvements
- **Present:** Give some type of presentation which illustrates/demonstrates the project and/or question to be answered
- **Reflect:** Self-assess and debrief

Begin PBL Unit Project:

- **Introduction:** Entry Event → Principal/Assistant explain the philosophy of your elementary school and how it utilizes PBL
- **Driving Question:** Pose question to students:
“How can we, as <Name of School> 4th graders, develop group work expectations and a group work grading tool?”
- **Needs to Know:** Create a T-Chart of “Knows” and “Needs to Know” for the project

Day 8: Research & Work Session

Collaborate: Groups/teams establish “Work Plan” and “Collaborative Contract”

Inquiry: Investigate information/data needed in order to answer the driving question

Create: Creatively include your voice and choice within the project

Revise: Review project to make improvements

Day 9: Presentations

Present: Give some type of presentation which illustrates/demonstrates the project and/or question to be answered

Day 10: Reflection

Reflect: Self-assess and debrief

WORKSHEETS

WORKSHEETS

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- Landforms and Physical Geography – Crossword Puzzle – Version A
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Day 5: Critical Thinking

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- Think Tank
- Thinking Skills List

Day 6-10: Problem-Based Learning Project Forms

- What the 4 Cs Mean to Me!
- Basic PBL Process
- PBL Retrieval Chart
- Collaborative Jobs & Contract
- Collaborative Work Plan
- Research Documentation
- Research Collection
- Interactive Map Research
- Indiana Map Questing
- Dream Vacation
- Five-Paragraph Expository Essay Template

Geographical Landform Dictionary

Name _____

Using the following link, <http://harcourtschool.com/glossary/horizons/index.html> look up the geographical landforms discussed in class. In each box write the name of a landform, draw a picture of that landform and in the box underneath write the definition and list one fact.

1. Landform: _____

2. Landform: _____

3. Landform: _____

1. Definition: _____

2. Definition: _____

3. Definition: _____

Fact: _____

Fact: _____

Fact: _____

Geographical Landform Dictionary

Name _____

Using the following link, <http://harcourtschool.com/glossary/horizons/index.html> look up the geographical landforms discussed in class. In each box write the name of a landform, draw a picture of that landform and in the box underneath write the definition and list one fact.

4. Landform: _____

5. Landform: _____

6. Landform: _____

4. Definition: _____

5. Definition: _____

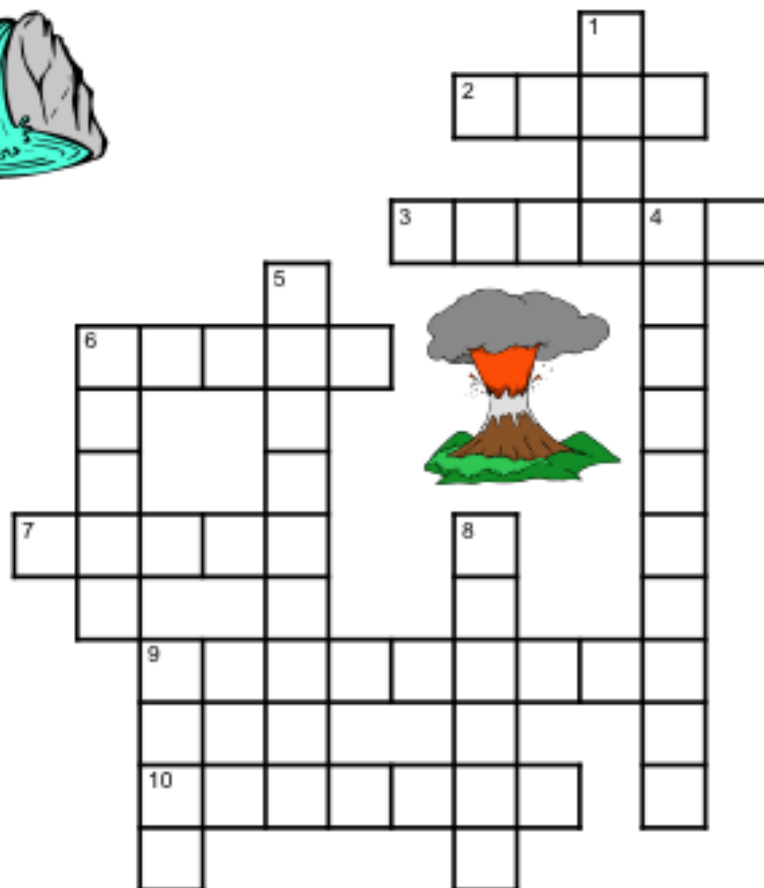
6. Definition: _____

Fact: _____

Fact: _____

Fact: _____

Landforms Crossword Puzzle



Word bank

- Oasis
- Ocean
- River
- Peak
- Desert
- Waterfall
- Cave
- Rainforest
- Island
- Volcano
- Coastline
- Lake

Across

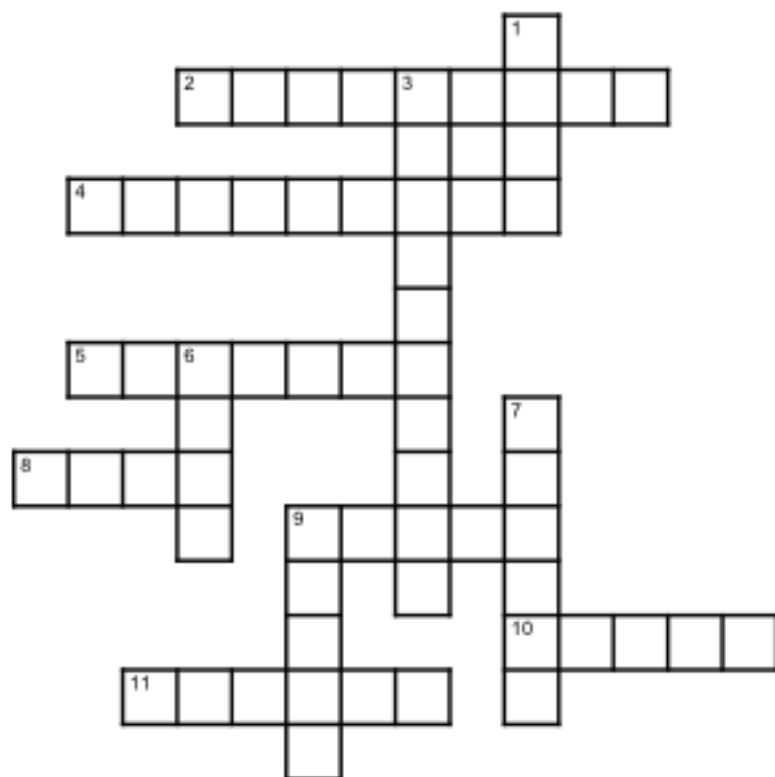
- 2 the highest point of a mountain
(4)_____
- 3 What is the Sahara? (6)_____
- 6 big sea like the Pacific (5)_____
- 7 big water which is always running (5)

- 9 where the sea meets the land
(9)_____
- 10 a mountain that spits fire (7)

Down

- 1 piece of water surrounded by land
(4)_____
- 4 place with lots of big trees
(10)_____
- 5 water which comes running down from a high place (9) _____
- 6 a piece of wet land in the desert
(5)_____
- 8 piece of land surrounded by water
(6)_____
- 9 hole in the mountain (4)

Landforms Crossword




Across


2. w _ t _ r f _ l _  (9)

4. c _ astl _ n _  (9)

5. v _ l _ a _ o  (7)

8. p _ _ k  (4)


9. o _ s _ s  (5)

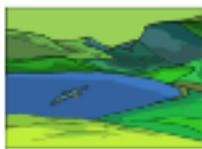
10. r _ v _ r  (5)

11. i _ l _ n _  (6)

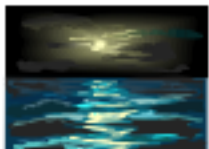
Down

1. c _ v _  (4)

3. r _ _ n f _ r _ s _  (10)

6. l _ k _  (4)

7. d _ s _ r _  (6)

9. oc _ _ n  (5)

THINKING SKILLS CHART

Name _____

Date _____

Concept _____

Knowledge

I know what it is.

Comprehension

I understand it.

Application

I know how to use it.

Analysis

I can analyze its parts.

**Creative Thinking/
Synthesis**

I can extend and alter it.

**Critical Thinking/
Evaluation**

I can make a judgment.

Presenter's Name _____ Thinker's Name _____

Think Tank

1. Present
2. Ask Clarifying Questions
3. Pause for Reflection
4. Warm Feedback (I like...)
5. Cool Feedback (I wonder...)
6. Final Reflection



Clarifying Questions



Warm & Cool Feed Back

I like...



I wonder...



THINKING SKILLS

CRITICAL THINKING/EVALUATION

To Justify

| | | | | | |
|---------------|---------------------|----------|------------|-----------|-----------|
| Judge | Decide | Infer | Conclude | Interpret | Criticize |
| Agree/Approve | Disagree/Disapprove | | Prove | Estimate | Dispute |
| Defend | Criteria | Appraise | Prioritize | Justify | Argue |
| | Support | Value | Evaluate | | |

CREATIVE THINKING/SYNTHESIS

To Change/Create

| | | | | | |
|-----------|-------------|-----------|------------|-----------|---------|
| Generate | Hypothesize | Speculate | Imagine | Adapt | Build |
| Compile | Create | Invent | Plan | Theorize | Improve |
| Choose | Design | Change | Develop | Construct | |
| Elaborate | Formulate | Combine | Synthesize | | |

ANALYSIS

To Examine In Detail

| | | | | | |
|-----------|-----------|--------------|------------|-------------|----------|
| Isolate | Determine | Compare | Contrast | Distinguish | |
| Analyze | Dissect | Relationship | Categorize | Survey | Appraise |
| Criticize | Examine | Experiment | Question | Test | |

APPLICATION

To Use In Another Situation

| | | | | | |
|-----------|---------|----------|-----------|------------|-----------|
| Classify | Apply | Organize | Summarize | Categorize | |
| Construct | Utilize | Build | Choose | Operate | Employ |
| Interpret | Relate | Develop | Model | Solve | Interview |

COMPREHENSION

To Show Understanding

| | | | | | |
|-----------|------------|------------|-------------|-----------|-----------|
| Explain | Describe | Paraphrase | Clarify | Express | Translate |
| Extend | Outline | Illustrate | Translate | Rephrase | Infer |
| Summarize | Classify | Review | Locate | Rewrite | Discuss |
| Identify | Reorganize | Report | Demonstrate | Recognize | |

KNOWLEDGE

To Recall

| | | | | |
|-----------|-------|-----------|---------|------|
| Remember | List | Recognize | Recount | |
| Restate | What | Who | Why | How |
| | Where | When | Which | Find |
| Match | Omit | Label | Name | List |
| Duplicate | Tell | Define | Relate | |
| Select | Show | Choose | Spell | |

Abstract Thinking Skills



Basic Thinking Skills



What the 4 C's Mean to Me!

Name: _____

Communication

Collaboration

Creativity

Critical Thinking

Basic PBL Process

1. **Introduction:** Entry Event
2. **Driving Question:** Question to be answered by the end of the project
3. **Needs to Know:** T-Chart of “Knows” & “Needs to Know” for the project
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9. **Reflect:** Self-assess and debrief

PBL Retrieval Chart

General Information

| | |
|--------------------|--|
| Name/s | |
| Teacher | |
| Topic/Title | |
| Driving Question/s | |

Knows and Needs to Know Chart

| What do we KNOW about the topic/question? | What do we NEED TO KNOW about the topic/question? |
|--|--|
| | |

Collaborative Jobs

| | |
|--|--|
| Leader Read the task sheet and direct others to do their jobs if needed. | |
| Scribe Write the group activities (graphs or graphic organizers). | |
| Liaison If there is a problem after discussing the task at hand with your group, the liaison is the only person allowed to ask the teacher a question. | |
| Material Gathers all supplies needed for the group. | |
| Checker Collects all papers and holds group work. | |
| On-Task Tracks time and task to be completed. | |

Collaborative Contract

We promise to: _____

Sign below indicating that we agree to follow the above contract.

Work Plan

Products

List the products (individual and group) that need to be completed throughout the unit and what date they are due.

Develop a plan and complete each of the products that need to be completed.

[illegible]

Research Documentation

All of your facts/notes should be in the retrieval envelopes.

| Type <small>(Circle One)</small> | Title/Name | Location | Copyright/ Date Accessed | Was it a good source? |
|-------------------------------------|------------|----------|-----------------------------|------------------------------|
| Book | | | | <input type="checkbox"/> Yes |
| Encyclopedia | | | | <input type="checkbox"/> No |
| Internet | | | | |
| Other | | | | |
| Book | | | | <input type="checkbox"/> Yes |
| Encyclopedia | | | | <input type="checkbox"/> No |
| Internet | | | | |
| Other | | | | |
| Book | | | | <input type="checkbox"/> Yes |
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| Encyclopedia | | | | <input type="checkbox"/> No |
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| Other | | | | |
| Book | | | | <input type="checkbox"/> Yes |
| Encyclopedia | | | | <input type="checkbox"/> No |
| Internet | | | | |
| Other | | | | |
| Book | | | | <input type="checkbox"/> Yes |
| Encyclopedia | | | | <input type="checkbox"/> No |
| Internet | | | | |
| Other | | | | |

Research Collection

Place all of your facts/notes in the retrieval envelopes.

Label and Paste Envelope Here

Label and Paste Envelope Here

Name _____

Date _____ HR _____

Interactive Map Research

Directions: Pick one county from Indiana to learn a little more about. Complete the following table using information visually (from the map and map key) and orally (from the Voice Thread) by scanning the QR code using an appropriate device.

| | |
|---|--|
| What is the name of the county you are inquiring? | |
| What is the name of the county seat ? | |
| What major roads (if any) does this county have? List all major roads. | |
| What landforms does this county have? Name at least 3. | |
| What historical landmarks/significance(s) does this county have? List all major landmarks. | |
| What seasonal festivals does this county have? Name at least 3. | |
| What other attractions does this county have? | |
| Based on what you have learned about this county, would you like to visit this Indiana county? Explain why or why not. | |

Indiana Map Questing

Directions: Download or use an Indiana roadmap to determine the approximate distance and mileage between two counties. Downloadable maps at www.IndianasMap.com.



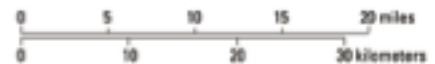
In what city and county are you currently located?



What is the name of the city and county you would like to visit?

Maps show places drawn to scale since it would be impossible to create a map that is actual size. Maps are scaled differently based on the purpose of the map. A large-scale map shows details of a smaller area while a small-scale maps shows a larger area with less detail. Regardless of the type of map, a map scale is used to tell you the actual size of an area on a map.



A map scale uses a unit of measurement to show the real distance. For example, 1 cm could equal 5 miles on a map so if the distance between two counties is 4.5 cm the actual distance is 22.5 miles.



Find the map scale on the roadmap. It will look similar to the following image.

Use the edge of a paper, ruler, or your finger as a benchmark to determine the distance between two places based on the map scale.

For example, your index finger could equal 1 cm, so using your finger count how many finger lengths point A is from point B.

|   | Tool (Ruler, Edge of Paper, & Finger Benchmark) | Scale Ratio (Example: 1 finger = 5 miles) | Calculations | Actual Distance (Miles) |
|--|---|---|--------------|-------------------------------|
| | | | | |

Congratulations!

You have just won a Dream Vacation to explore Indiana!

You and your family of 4 have an unlimited budget to plan a five-day vacation to anywhere in Indiana. However, you **MUST** complete the following table detailing every aspect of your Dream Vacation. Utilize www.VisitIndiana.com to help plan your dream vacation.

Transportation

Calculate the total cost of gas needed to travel roundtrip (including any traveling while at your destination) by completing the following table.

| Transportation | Total # of Miles | ÷ | Average Miles per Gallon | × | Average Cost of Gas per Gallon | = | Cost |
|---------------------------------|------------------|---|--------------------------|---|--------------------------------|---|------|
| Traveling TO Destination | | ÷ | | × | | = | |
| Traveling AT Destination | | ÷ | | × | | = | |
| Traveling BACK Home | | ÷ | | × | | = | |
| Total Cost | | | | | | | |

Lodging

Calculate the total cost of your lodging by selecting a place to stay and finding the cost for one room that has enough beds to sleep 4 people. Complete the following table to find the total cost.

| Lodging | Day | Cost Per Night |
|------------|-------|----------------|
| | Day 1 | |
| | Day 2 | |
| | Day 3 | |
| | Day 4 | |
| | Day 5 | |
| | | + |
| Total Cost | | |

| | | | |
|------------|--------------|--|---|
| Day 3 | 4 Breakfast | | |
| | Lunch | | |
| | Dinner | | |
| | Snacks/Other | | |
| Day 4 | Breakfast | | |
| | Lunch | | |
| | Dinner | | |
| | Snacks/Other | | |
| Day 5 | Breakfast | | |
| | Lunch | | |
| | Dinner | | |
| | Snacks/Other | | |
| | | | + |
| Total Cost | | | |

Transportation Total Cost _____
 Lodging Total Cost _____
 Activities Total Cost _____
 Food & Drinks Total Cost _____

+ _____

Grand Total Cost of your Dream Vacation



| Name | Group | Assigned Paragraph |
|------|-------|--------------------|
|------|-------|--------------------|

Five-Paragraph Expository Essay Template

Essay Title

Paragraph 1: The Introduction

- Topic Sentence (Main Idea for your paper)
- Example Sentence #1 (Subtopic)
- Example Sentence #2 (Subtopic)
- Example Sentence #3 (Subtopic)
- Example Sentence #4 (Subtopic)
- Concluding Sentence that repeats the Main Idea

Paragraph 2: _____

- Topic Sentence Example #1 (from the Introduction)
- 3 Examples sentences that prove your Topic Sentence
- Concluding Sentence that repeats Example #1

Paragraph 3: _____

- Topic Sentence Example #2 (from the Introduction)
- 3 Examples that prove your Topic Sentence
- Concluding Sentence that repeats Example #2

Paragraph 4: _____

- Topic Sentence Example #3 (from the Introduction)
- 3 Examples that prove your Topic Sentence
- Concluding Sentence that repeats Example #3

Paragraph 5: _____

- Topic Sentence Example #4 (from the Introduction)
- 3 Examples that prove your Topic Sentence
- Concluding Sentence that repeats Example #4

Paragraph 6: Conclusion

- Topic Sentence (Main Idea for your paper)
- Example Sentence #1 (Subtopic)
- Example Sentence #2 (Subtopic)
- Example Sentence #3 (Subtopic)
- Example Sentence #4 (Subtopic)
- Concluding Sentence that repeats the Main Idea

RESOURCES

RESOURCES

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Sample Rubric

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Persuasive Essay Prompts

How-to Instructions for Online Tools

- Saving Pictures from the Web
- Voice Thread Center Directions
- QR Code Center Directions

Indiana Online Resources

Indiana County Map

Additional Education Ideas

Indiana Tourism PBL Rubric: Map

Student/Group: _____

Date: _____

| | 5 points | 3 points | 1 point |
|----------------------|---|--|--|
| Land Features | All major roads, bodies of water, fields, forest, cities, etc. are created accurately and to scale. | Most major roads, bodies of water, fields, forest, cities, etc. are created mostly to scale. | Some major areas are missing and some areas may not be created to scale. |
| Map Key | Map key is accurately created to represent all symbols on the county. | Map key is created, but may be missing some symbols. | Map key is created, but may be missing some symbols and may be hard to follow. |
| Neatness | Map is neat and easy to read. It is eye catching. | Map is easy to read. | Map is not easy to read. |
| Total Points: | | | |
| Notes: | | | |

Indiana Tourism PBL Rubric: Technology (Voice Thread)

Student/Group: _____ Date: _____

| | 5 points | 3 points | 1 point |
|-------------------------------|--|---|---|
| Understanding of Topic | Students clearly understood the topic in-depth and presented the information convincingly. | Students understood the topic in-depth and presented the information with ease. | Students did not show adequate understanding of the topic. |
| Voice | Recorded voice is consistently clear and understandable. | Recorded voice is mostly clear and understandable. | Recorded voice is not understandable. |
| Organization | Presentation follows a clear and logical order; which includes smooth transitions. | Presentation follows an order with some transitions. | Presentation disorganized and does not include any transitions. |
| Total Points: | | | |
| Notes: | | | |

Indiana Tourism PBL Rubric: Persuasive Essay Writing

Student/Group: _____ Date: _____

| | 5 points | 3 points | 1 point |
|----------------------|---|--|---|
| Ideas | The group paper effectively persuades the reader to travel to the county area with 4 claims and evidence for those claims. Ideas are presented in a creative way. | The group paper persuades the reader to travel to the county area, but may be missing a claim or in an uncreative way. | The group paper does not persuade the reader to go to the county area and the claims are not reasons why the reader should visit. |
| Organization | The group paper is organized according to the 5/6 paragraph expository template given. Each new claim is made through an exciting and interesting transition. | The group paper is organized, but may drift away from the 5/6 paragraph expository template. Each claim does not have an interesting transition. | The paper is somewhat organized, but is missing most transitions between paragraphs. |
| Voice | The paper contains persuasive voice throughout, as well as excites the reader to come to the county area. The reader feels that they would be missing out on something special if they did not make a visit to the county area. | The paper contains some persuasive voice, but the reader does not feel excited to visit the counties. | The paper contains little persuasive voice and the reader does not feel excited to visit the counties. |
| Word Choice | Words are carefully picked throughout the paper to entice the reader. While reading the paper, the reader feels as though he/she is in the county. All words make sense in the context of the paper. | Words seem carefully picked, but some words do not add to the context of the paper. The reader does not feel as though he/she is in the county. | Words do not seem to have been thought through and the reader does not feel persuaded to visit the counties. |
| Fluency | The paper is easy to read with a combination of sentence lengths throughout the paper. Transitions throughout the paragraph help the flow and rhythm of the paper. | The paper is easy to read, but most sentences are structured the same way. Some transitions exist, but do not help the flow of the paper. | The paper may be difficult to read at times and very few transitions are used. |
| Conventions | Very few grammatical errors, none that take away from the message of the paper. | Grammatical errors are present, but on a few take away from the message. | Many grammatical errors. Most take away from the message. |
| Total Points: | | | |
| Notes: | | | |

Indiana Tourism PBL Rubric: 4C's Group Work - Self-Assessment

Student/Group: _____ Date: _____

| | 5 Point <i>Amazing</i> | 3 Point <i>Okay</i> | 1 Point <i>Poor</i> |
|--------------------------|--|--|--|
| CREATIVITY | Consistently thinks outside of the box and uses talents to express themselves. | Sometimes thinks outside of the box and sometimes uses talents to express themselves. | Never thinks outside of the box and never uses talents to express themselves. |
| COLLABORATION | Regularly works with another person/group to achieve a common goal. | Occasionally works with another person/group to achieve a common goal. | Does not work with another person/group to achieve a common goal. |
| CRITICAL THINKING | Always open-minded and uses details/facts to find a solution. | Sometimes open-minded and uses details/facts to find a solution. | Not open-minded and does not use details/facts to find a solution. |
| COMMUNICATION | Consistently tells their thoughts, feelings, and ideas to a person/group verbally or visually. | Occasionally tells their thoughts, feelings, and ideas to a person/group verbally or visually. | Inconsistently tells their thoughts, feelings, and ideas to a person/group verbally or visually. |
| Total Points: | | | |
| Notes: | | | |

Indiana Tourism PBL Rubric: 4C's Group Work - Teacher Assessment

Student/Group: _____ Date: _____

| | 5 Point <i>Amazing</i> | 3 Point <i>Okay</i> | 1 Point <i>Poor</i> |
|--------------------------|--|--|--|
| CREATIVITY | Consistently thinks outside of the box and uses talents to express themselves. | Sometimes thinks outside of the box and sometimes uses talents to express themselves. | Never thinks outside of the box and never uses talents to express themselves. |
| COLLABORATION | Regularly works with another person/group to achieve a common goal. | Occasionally works with another person/group to achieve a common goal. | Does not work with another person/group to achieve a common goal. |
| CRITICAL THINKING | Always open-minded and uses details/facts to find a solution. | Sometimes open-minded and uses details/facts to find a solution. | Not open-minded and does not use details/facts to find a solution. |
| COMMUNICATION | Consistently tells their thoughts, feelings, and ideas to a person/group verbally or visually. | Occasionally tells their thoughts, feelings, and ideas to a person/group verbally or visually. | Inconsistently tells their thoughts, feelings, and ideas to a person/group verbally or visually. |
| Total Points: | | | |
| Notes: | | | |

CLASSROOM SLIDES

PowerPoint slides are available for download at www.visitindianateachers.com.

What are Landforms?

Fourth Grade
Science and Social Studies

What are landforms?

- Landforms are natural land shapes or features.
- There are many different types of landforms found on the earth.



mountains & hills



A mountain is a place on Earth's surface that is much higher than the land around it.

valley



A valley is a lowland area between higher lands such as hills.

canyon



A canyon is a deep valley with very steep sides.

gorge



A gorge is a narrow valley that lies between rocky walls, glaciers, hills or mountains.

plain



A plain is a flat area on Earth's surface.

plateau



A plateau is a flat area higher than the land around it.

island



An island is land that is completely surrounded by water.

lake



A lake is water that is completely surrounded by land.

ocean



Oceans are the largest bodies of water on earth.

coast



A coast is the area where the ocean touches the land.

desert



A desert is a hot dry place with little or no rainfall.

river



A river is a long flowing body of water.

PERSUASIVE ESSAY PROMPTS

Persuasive writing seeks to influence the reader to take some action or bring about change to an idea or opinion. It may contain factual information, such as reasons, examples, or comparisons; however, its main purpose is not to inform, but to persuade the reader to think or act in a certain way. Examples include editorials or persuasive speeches and advertisements.

1. Your teacher has decided to give tests in three subjects on one day. Persuade your teacher to spread out the tests over several days.
2. A historic building in your city is scheduled to be torn down. Write a letter to a city official explaining why the building should be preserved.
3. The school board is debating on whether or not to mandate school uniforms; write a persuasive essay either for or against the idea.
4. Write a letter home to mom/dad trying to persuade them to grant permission for something you want.
5. Traditionally, your school schedules a field trip to a state park. This year, the school is thinking about replacing the field trip with a presentation at the school from a state park representative. Write a persuasive essay either for or against the idea.
6. A litter problem has developed on your school's campus. Students are throwing trash on the ground, leaving empty soda cans and bottles outside on benches, and dropping napkins and other trash on the cafeteria floor rather than carrying them to the trash can or recycling bin. Your principal has asked students to take more care, but the litter problem persists. The principal has reacted by canceling all after-school activities until the problem is taken care of. What is your position on this issue? Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.
7. Your class plans to start a garden as a class project and you need the help of businesses to make the garden happen. Write a letter to a local business to convince them to support your class garden with donations and volunteer support.
8. Soccer season begins next week. You have observed a new student on the playground who seems to be a good athlete. Write a note convincing him/her to join your team.
9. School is out for summer vacation and your parents are not sure if they will require you to stick to your regular bedtime. Write an essay explaining why you should or should not stick to your usual bedtime.
10. The President's Council on Physical Fitness has reported that 65 percent of all elementary students are seriously out of shape. The Council has recommended that elementary schools adopt a policy requiring physical education classes daily for all students. Your school is considering implementing this proposal. Write a letter to your principal expressing your agreement or disagreement with this proposed policy. State your reasons and please consider the other side of the argument.
11. Think about where people live. People live in small towns, large towns, or even big cities. Some people live on farms or in houses in the country. Think about where it is best to live and why. Choose the one place where you would like to live and give reasons why you think it is the best.
12. If you were to include an item or items in a time capsule that celebrated Indiana's bicentennial, what would it be? The item/items should exemplify the culture of the twenty-first century and reflect on the state's 200-year history. Convince the committee sponsoring the time capsule to include your item/items, explaining thoroughly the item's/items' use and significance to Indiana's history.
13. What is the most important (invention, historical event, author, idea) unique to Indiana? As someone who has studied this subject, convince your teachers and friends why it is the most significant Indiana (invention, historical event, author, idea).
14. You want to convince your parents to let you buy a very expensive item (TV, computer, vacation, etc.). Write to persuade them to purchase the item for you.
15. "Failure is often a better teacher than success." As someone who has experienced both, write a letter to a younger student either agreeing or disagreeing with this statement.

Saving Pictures from the Web

1. Open up your web browser from the Desktop.
2. Type **lionfish** into the Google search bar on the top right.
3. On the top of the Google page click the *Images* tab.
4. Find a picture you like.
5. Find the *Control* key on the keyboard.
6. Hold down the *Control* key and click on the picture.
7. A menu will pop up, choose *Save Image As*.
8. Name the picture (lionfish1, lionfish2, etc.)
9. Save it to the Desktop.



10. Repeat steps 4-9 until you have saved 5 pictures to the Desktop.
11. Cite the websites you save your pictures from to avoid copyright issues.
12. Now close your web browser.
13. You should see your pictures scattered about on your Desktop.
14. Click on them and drag them into the Pictures folder.



Voice Thread Center Directions

Sign in or Register

1. Go to www.voicethread.com. In the top right click *Sign In*.

2. Click *Create an account* and login.

3. Click on the *Create* tab.

4. Click *Upload* to get pictures.

5. Click *My Computer*.

6. Click *Desktop* on the right, then pictures folder, then choose a picture and press *Open*.

7. Repeat steps 4-6 to upload remaining pictures from Desktop folder.

8. Once you have uploaded all pictures, click *Comment*. Close any pop-up that comes up by the house.

9. Click the *Comment* button under your picture.

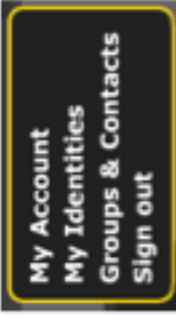
10. Click *Record*. Press *Allow* when the window pops up.

11. Record a short comment about the picture. Press the *red button* to stop your recording.

12. Choose *Save* if you like your recording. If not, choose *Cancel*.

13. Click the *arrow* to record for each of your pictures.

14. When it is time to stop, click the arrow next to my email, then click *Sign Out*.



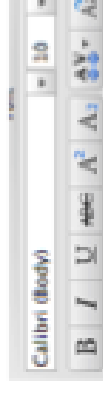
QR Code Center Directions



1. Open up Microsoft Word. [Teacher's Note: Specific classroom how-to instructions go here.]
2. Think of a riddle for your group. At the top of the page, title your page and include your teacher's name. "A group from Mr./Ms. XXXX's class"
3. The goal is to try to get your teacher to guess who is in which group. Each group member will have one line of the riddle.

Example:

1. I am tall and love to play football.
2. I love to read mysteries and have brown hair.
3. I have 3 brothers at Promise Road and I wear glasses.



4. Now take a couple of minutes to format your riddle. Change the font, the font size, center your writing, etc.
5. When your riddle looks how you want, minimize *Word* by clicking the [Teacher's Note: Specific classroom how-to instructions go here] button at the top.
6. Now open your web browser and go to the *QR Code Generator* link. [Teacher's Note: Specific classroom how-to instructions go here.]



7. In the box for text, type in the answer to your riddle. Example:
8. Click *Generate*.

9. Copy and save your QR code to the Desktop. [Teacher's Note: Specific classroom how-to instructions go here.]
10. Go back to your Word document.



11. At the top choose *Insert*. Go down to *Photo* and choose *Picture from File*.
12. Choose your screen shot from the Desktop.
13. You can resize the QR code as bigger or small as you want.
14. Raise your hand so a teacher can check your work and show you how to print.

INDIANA ONLINE RESOURCES

Indiana Office of Tourism Development – www.VisitIndiana.com and
www.VisitIndianaTeachers.com

Government Resources

State of Indiana – www.in.gov/mylocal

Hoosiers by the Numbers – www.hoosierdata.in.gov

Indiana Department of Natural Resources – www.DNR.IN.gov

Indiana Historical Bureau – www.in.gov/history

Indiana State Museum & State Historic Sites – www.indianamuseum.org

United States Census on Indiana – www.quickfacts.census.gov

Other Resources

Google Maps – www.Maps.Google.com

Google Earth – www.Earth.Google.com

State of Indiana



Courtesy of Indiana State Department of Agriculture.