**Course Title:** Indiana State Park Centennial Curriculum

**Grade Level:** Fourth Grade

**Unit:** Early 20th Century

Abstract:This unit describes history of Indiana State Parks, as well as individuals and events, to help students gain some knowledge on some of the events that helped shape and change life in the early 20th century of Indiana. Students will use the resources provided and the information learned to dig deep in the understanding of how life was like than as to how it is now.

Focus Questions

1. How have the Indiana State Parks changed over time?

2. Why are the state parks important?

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| Benchmarks | Assessment Tasks | Key Concepts |
| Students will:   * Identify and describe important events and movements that changed life in Indiana in the early 20th century. (4.1.11) * Explain how key individuals and events influenced the early growth and changes of Indiana (4.1.6) * Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana (4.1.15) * Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape. (4.1.18) * Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history. (4.1.17) | Students will:   1. Using information about key individuals and events, students will create a timeline with 5 key details about Indiana in the early 20th century. (4.1.6 & 4.1.15) 2. Using primary and secondary resources, students will research an important event in Indiana in the early 20th century. (4.1.11, 4.1.18, & 4.1.17) | * Parks * Centennial * Change * Contributions * Events |

Instructional Resources

Indiana Memory:

* (Richard Lieber) <https://digital.library.in.gov/Record/IHS_dc013-377>
* (McCormick’s State Park) <https://digital.library.in.gov/Search/Results?lookfor=McCormick%E2%80%99s+Creek+State+Park&submit>=
* (Shakamak State Park) <https://digital.library.in.gov/Search/Results?lookfor=Shakamak+State+Park+&submit>=
* (Pokagon State Park) <https://digital.library.in.gov/Search/Results?lookfor=Pokagon+State+Park&submit>=
* (Brown County State Park) <https://digital.library.in.gov/Search/Results?lookfor=Brown+County+State+Park&submit>

Book Sources:

Greiff, Glory. *People, parks, and perceptions: a history and appreciation of Indiana State parks*. Bloomington, IN: Trafford Publishing/Woodsprite Press, 2009. Print.

 Sauers, C. G.. *Turkey Run State Park: a history and description.* Indianapolis: W.B. Burford, Contractor for State Print. and Binding], 1923. Print.

 Sauers, Chas. G., and William Newton Logan. *McCormick's Creek Canyon State Park: a history and description*. Indianapolis, Ind.: W.B. Burford, contractor for State Print. and binding, 1923. Print.

*Trails in Lincoln State Park, Lincoln City, Indiana*. Revised. ed. Indianapolis: Indiana Dept. of Conservation. Division of State Parks, Lands and Waters, 1957. Print.

*Turkey Run State Park*. Indianapolis, Ind.: Indiana Department of

Conservation, Division of State Parks, Lands and Waters, 1952. Print.

*Master plan, Cataract Falls Unit, Richard Lieber State Park*. Lexington, Ky.: Scruggs and Hammond, 1969. Print.

Internet Sources:

<http://centerforhistory.org/learn-history/indiana-history/indiana-through-change-1920-1940>

<http://www.shgresources.com/in/timeline/>

<http://www.in.gov/judiciary/citc/museum/voting/index.html>

<http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/1920s>

<http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/time-line>.

Google Images

Catalog of Lessons

Lesson One: Comparing and Contrasting Using a Venn Diagram

Using resources provided, students will construct a Venn diagram comparing Indiana in the early 20th century to Indiana now. Students need 5 points for each section on their Venn diagram. They need to focus on things such as environment, population, land, individuals, and transportation.

Lesson Two: Creating a Brochure

Using resources to research about Indiana State Parks, students will create a tri-fold brochure discussing why State Parks are important. Students will give at least 5 reasons why and choose 3 State Parks to discuss more in detail. Students will include pictures and directions to state parks.

Lesson Three: Making a Newspaper

Using resources provided and conducting their own research students will make their own newspaper about the state parks. Aspects of the newspaper will include: names of all Indiana State Parks, location of state parks, important facts about each state park, history overview of each state park, pictures of each state park, powerful individuals involved in state parks, interviews with people who work at or attend state parks. Each newspaper will also feature a letter to editor section, where students write about controversial environmental issues. There will be students for protecting the State Park and students who are against protecting the State Park.

Lesson Four: First Person/Historical Reenactment

Using resources provided and conducting their own research students will do a first person presentation about Richard Lieber. Students will reenact his involvement with the Indiana State Parks. Students will perform their reenactment about Richard Lieber in front of invited family members and guests.

Lesson Five: Developing a Timeline

Using resources provided and conducting their own research students will make a timeline about when the Indiana State Parks were created and at least one major event per state park. Pictures of each state park and event need to be included.

Course Title: History In Indiana

Grade Level: Fourth

Unit: Early 20th Century

Abstract:

This task is designed to assess the students’ knowledge on events and people that influenced Indiana in the early 20th Century. They create a timeline of these ideas and then choose their favorite that they want to research more in-depth about. Students compare Indiana then to how it is now, if applicable, in presentations using their research topic they chose and give it at the local historical museum. This is to give them insight of what life was like “back in the day.”

Prompt:

Indiana is a historical place where many events have happened to shape what it is today. Starting in the early 20th Century, Indiana has gone through many developmental changes and your task is to make a timeline including 5 key details about Indiana in the early 20th Century. You will then pick one of the events, research it deeper, and then present it at the local historical museum where your parents and community members will be invited to come watch.

Directions to Students:

“In class we have discussed that Indiana has changed significantly since the early 20th Century and you are now going to display these changed through the timeline that you will be making.”

1. Research the historical events that took place in Early 20th Century using the Internet Sources: <http://centerforhistory.org/learn-history/indiana-history/indiana-through-change-1920-1940>, <http://www.shgresources.com/in/timeline/>, <http://www.in.gov/judiciary/citc/museum/voting/index.html>, <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/1920s>, and <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/time-line>. You may use any other Internet sources that you find that will be helpful in assisting you with your project. Books that you can use are ones you find from the classroom and the library on the topics and or *People’s, Parks, and Perceptions: A History and Appreciation of Indiana State Parks* by Glory-June Grieff.
2. Find 3 historical events in the early 20th Century that helped shape Indiana, 1 person that contributed to the shaping of Indiana, and 1 State Park.
3. Include the date of event, name, place, and anything else you think is necessary to include.
4. Find a picture for each of these 5 details and include them in your timeline.
5. After you have finished putting together your timeline, you will pick one of your 5 key details and research it in depth and present it at the local historical museum in front of your peers, parents, and community members.
6. You will describe your event and compare how that part of the time in Indiana was different than how it is now, or if it is not, than explain why not. You will also explain if what you are talking about still occurs today and if it is a problem. For example: If I were to talk about the Women’s Suffrage, I would explain what it was about, the history of it, than say that Indiana was the 26 of 36 states at the time, that won the women the right to vote. I would say that till this day, women still have the right to vote and that has not changed. You will then explain if you agree with this or not agree with this and why or why not?

Procedures:

Talk about major events in history that influenced life in Indiana in the early 20th Century such as Women’s Suffrage, The Great Depression, WWI, African American migration from the South, WWII, and development of roads. to give them some ideas on what they could use. Brainstorm some ideas with them on how they think Indiana was different in the Early 20th Century than it is now. All of the State Parks will need to be talked about such as: Turkey Run State Park, McCormick’s Creek State Park, Lincoln State Park, and Richard Lieber himself. Read the directions to them and explain the scoring rubric so they are well aware of the expectations of the assignment as well as answering any questions they may have.

Scoring Rubric:

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| --- | --- | --- | --- | --- |
| Benchmark | 1 | 2 | 3 | 4 |
| Students will create a timeline identifying 1 person, 1 State Park, and 3 events that helped shape life in Indiana in the early 20th Century (4.1.6; 4.1.11) | Included 2 or less key details and is missing more than 1 date, event, place, and or persons name | Included 3 key details in the timeline and is missing a date, event, place, and or persons name in one of them | Included only 4 key details in the timeline with date, event, place, and or persons name | Included all 5 key details in the timeline with date, event, place, a picture, and or persons name |
| Students will describe one person, State Park, or an event in Indiana that influenced change in the early 20th Century at the local history office (4.1.6) | Student chose a topic that did not relate to the presentation | Student is missing 2 of the 3 elements in his or her presentation | Student is missing one of the 3 elements in his or her presentation | Student chose a person, a State Park, or an event in Indiana; describes its history; related it to Indiana as it is today if applicable; |

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Grade Level: Fourth

Unit: Early 20th Century

Abstract:

The purpose of this assignment is for students to gather primary and secondary resources to research an important even in Indiana in the early 20th century. They are going to gain the knowledge in how to gather information and present what they researched at the local historical museum. This gives them the opportunity to find out some of the major events that have taken place in Indiana.

Prompt:

Indiana is a historical place where many events have happened to shape what it is today. Starting in the early 20th century, Indiana has gone through many important events that have involved many important people. Important events in Indiana have shaped how our state has developed in our nation and in our world. You will be making a presentation about an important event that has happened in Indiana, how the event has impacted our state, and any other key detail about the event.

Directions to Students:

**“** In class we have been discussing about events that have happened in Indiana since the early 20th century. Some of these events include: natural disasters, wars, Women’s Suffrage, The Great Depression, WWI, African American migration from the South, WWII, and development of roads.

1. Research the historical events that have taken place in Indiana using the Internet sources: <http://centerforhistory.org/learn-history/indiana-history/indiana-through-change-1920-1940>, <http://www.shgresources.com/in/timeline/>, <http://www.in.gov/judiciary/citc/museum/voting/index.html>, <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/1920s>, and <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/immigration-and-ethnic-heritage/time-line>. You may use any other Internet and print sources that you find that will help you. Books that you can use are ones you find from the classroom and the library on the topics and or *People’s, Parks, and Perceptions: A History and Appreciation of Indiana State Parks* by Glory-June Grieff.

2. Work with a partner to chose an important event in Indiana’s history. Your teacher must approve your event.

3. Work with your partner to make a 5-10 minute presentation about your chosen event

4. Develop a visual aid to go along with your presentation.

5. In your presentation you also must explain the two sides of the event. For example if you chose a war, explain why people wanted it and why people did not. Then state what side you would side with and give several reasons why.

6. After several weeks of preparation we will be presenting our events at our local historical society where our family and community members will be invited.

**Procedures:**

In the presentation students need to discuss: what the event is, why it is important, how the event came to happen, any aftermath the event caused, any important people or groups involved in the event, how the event was important on a local, national, and world wide level. You and your partner must also explain to different sides of the event. For example if you chose to discuss a war, you will talk about both sides of it (the people that were for it and the people that were against it.) Then you will state what your stand is on the topic in your presentation. You will also relate your event to our life today and how it is still a problem. For example if you chose a war event in the early 20th century think about how the event of war still affects our lives today. The visual aid needs to have pictures about the event, people involved, and any other pictures that fit with the event.

Scoring Rubric:

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| --- | --- | --- | --- | --- |
| Benchmark | 1 | 2 | 3 | 4 |
| Students will use primary and secondary sources and online source materials; construct a brief narrative about an event in Indiana history. | Student chose an event that was not approved. Less than 1 minute. Only 1 type of source was used. | Student chose an event that was not approved. Presentation was  1-3 minutes. No visual aid was used. Few types of sources were used. | Students chose an approved event in Indiana’s history. Presentation was 3-5 minutes long. Visual aid had no pictures  Some of the types of sources were used. | Students chose an approved event in Indiana’s history. Presentation was 5-10 minutes long. Visual aid was used with pictures. All types of sources were used. |
| Students will discuss the two opposite sides to their event and chose the side they most agree with. Students will also discuss how an event like their own affects our world today. | Students do not give the 2 sides, do not choose their side, and do not relate it to today’s world. | Students poorly explain 2 sides to the event. Do not chose their side or give reasons why. Do no relate it to our world today. | Students somewhat explain 2 sides to the event. Students chose their side and somewhat state reasons why. Students do not fully relate it to our world today. | Students fully explain 2 sides to the event. Students chose their side and state reasons why. Students relate event to today’s world and how it’s effect. |