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

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**Grade Level:** 4th

**Unit:** Prosperity and Depression

**Focus Questions**

**1.** How are problems that occurred in the early 20th century still around in our world today?

**Instructional Resources**

* http://www.in.gov/dnr/parklake/2971.htm
* http://en.wikipedia.org/wiki/Rose\_Island\_(amusement\_park)
* http://www.in.gov/dnr/parklake/files/sp-Portersville\_Bridge\_Brochure.pdf
* http://www.aviewoncities.com/gallery/bridges.htm

**Abstract**

During this unit of study, students look at developments at state parks such as Prophetstown, Charlestown, and Turkey Run. Students discover how farms have changed since the 1920s, as well as how bridges have become stronger and more reliable with new technology and materials available. By learning about a natural disaster that closed an amusement park in 1937, as well as recent hurricanes, students learn how natural disasters affect the economy, land, and human population. Students learn about the programs passed during the Great Depression, Civilian Conservation Corps and Works Progress Administration that provided jobs to several people that were struggling to find jobs during this time. Overall, students learn a lot about prosperity and depression of the early 20th century.

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| Students will:* Identify and describe changes from the early 20th century to today. **SS.4.1.11**
* Describe developments in agriculture, industry and transportation. **SS.4.1.12**
* Explain how natural disasters affect supply and demand and the economy. **SS.4.4.4**
* Give examples of goods and services produced by different programs throughout history. **SS.4.4.1**
 | Students will:1. Explain to the class how Prophetstown State Park’s farm has changed from 1920 to now. (SS.4.1.11, SS.4.1.12)
2. Write about how natural disasters affect the economy, land, and human population, while comparing recent natural disasters with the flood of 1937 that closed Rose Island Amusement Park. In this paper, explain what goods and services might be affected by natural disasters. (SS.4.4.4, SS.4.4.1)
 | * Farms
* Floods
* Economy
* Goods
* Services
 |

**Instructional Resources, Cont’d**

**Indiana Memory:**

* (Prophetstown) <https://digital.library.in.gov/Search/Results?lookfor=Prophetstown&submit>=
* (Rose Island Amusement Park) <https://digital.library.in.gov/Record/ISL_p15078coll17-9449>
* (Portersville Bridge) <https://digital.library.in.gov/Search/Results?lookfor=Portersville+Bridge&submit>=
* (Civilian Conservative Corps Structures) <https://digital.library.in.gov/Search/Results?lookfor=%22CCC%20Structures%22&type=Subject>
* (Picture of WPA Workers) <https://digital.library.in.gov/Record/WV3_clinton-338>
* http://www.nytimes.com/2012/11/01/nyregion/new-jersey-continues-to-cope-with-hurricane-sandy.html?pagewanted=all
* http://www.boston.com/bigpicture/2012/10/hurricane\_sandy\_the\_superstorm.html
* http://www.shoppbs.org/product/index.jsp?productId=3839142
* http://www.broward.org/library/bienes/lii10204.htm
* phrophetstown.org
* http://en.wikipedia.org/wiki/Prophetstown\_State\_Park

**Catalog of Lessons**

**Lesson 1: Prophetstown—1920s Farm**

Students identify main characteristics and activities available at Prophetstown State Park, focusing on the 1920s farm. After reading through an article from the DNR website about this park, students work in pairs to create dioramas of what some part of the 1920s farm might be like. When finished, students explain to the rest of the class why they included the things they did, how things have changed in this area from the 1920s to now, and one other thing they learned from reading the article and creating the diorama.

**Lesson 2: Charlestown State Park—Rose Island Amusement Park**

Students look at pictures of Rose Island Amusement Park when it was built in 1923 and pictures of its remains now. After being informed that the reason of the closure of the park was because of a flood in 1937, students think about how natural disasters still hurt our economy today, just as this one did in 1937. Students look at newspaper articles and pictures from the recent hurricane on the east coast (Sandy). They write about natural disasters’ effects on the economy, land, and human population. They compare recent natural disasters with the flood of 1937 that closed Rose Island Amusement Park.

**Lesson 3: Charlestown State Park—Iron Bridge**

Students look at and read through a brochure about the iron bridge, called the Portersville Bridge. After reading, students look at pictures of bridges now that are used in Indiana, as well as across the United States. Working in small groups, students compile a list of similarities and differences that they can see between the Portersville Bridge and bridges in today’s world. They work together to compare and contrast the bridges by creating a Venn diagram. Groups share what they found with the rest of the class and tell which bridges they think would be more supportive and overall better and why they think this way.

**Lesson 4: Great Depression—Civilian Conservation Corps (CCC)**

Students watch the PBS video on the Civilian Conservative Corps and then discuss in partners the benefits and the negative that came with the program. They also discuss how the program benefited the state parks we have here in Indiana such as Turkey Run. Once they have finished discussing with their partners they present to the class on whether or not they feel it was an important program passed during the depression or not and why they felt that way.

**Lesson 5: Great Depression—Works Progress Administration (WPA)**

The students will be given information about the Works Progress Administration and what it did for the country during the depression. Then the students will be split into three groups and gather information about the three groups the Federal One Projects that were under the administration. The students present the information to the class each other their groups and state how it benefited the country.

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

**Grade Level: Fourth Grade**

**Unit: Prosperity and Depression**

**Abstract**

This task is designed to assess the ability of the students to see the differences between farms in the 1920s and farms in today’s world. In this task, students will look at an article from the DNR website about Prophetstown State Park (describing the farm in the 1920s and today) and pictures of farms in today’s world. They will describe how the farm has changed from 1920 to now. Students will create dioramas and explain their findings to the class.

**Directions**

“Farms are very important in our lives today. Farms are where our hamburgers come from, where we get the milk for our cereal, and where that bacon came from that you ate for breakfast this morning. Because we have been learning about Prophetstown State Park, you know that they have had a farm there since the 1920s! Today, you will read through some articles and look at pictures about Prophetstown State Park’s farm from the 1920s and what it is like today. After doing some research, you will work in pairs to create a diorama of what some parts of the 1920s farm might have been like. Also, you must consider the different ways to keep pests away from crops. Try to think of an alternative solution to spraying harmful pesticides. When you are finished you will explain to the class why you included the things you did, how things have changed at this farm from the 1920s to today, what alternatives for harmful pesticides you thought of, and one other thing you have learned from reading the articles about Prophetstown State Park.”

**Scoring Rubric**

**Procedure**

After discussing the prevalence of farms in today’s society and some characteristics of and activities at Prophetstown State Park, the students will get copies of the above listed articles from different websites. They will do research on Prophetstown State Park’s 1920s farm and what the farm is like today. Then, they will break up into pairs and gather materials from the craft closet to create a diorama of what the 1920’s farm might look like. When they are finished, they will explain to the class why they included the parts they did, how things have changed at this farm from the 1920s to today, what alternatives for harmful pesticides they came up with, and one other thing that they learned from reading the articles about Prophetstown State Park.

If time and budget allows, the class will take a field trip to Prophetstown State Park to take part in the activities available at the farm, walk on trails, and learn more about the park. They will also take their dioramas along to share with the staff at the park. They will explain their findings and compare them to what the farm is really like.

**Prompt**

In our world today, farms are very prevalent. They are great organizations that take a lot of work, but have improved through the years. These developments in agriculture from the 20th century to today will be explained to the class after looking at the following materials:

* http://www.in.gov/dnr/parklake/2971.htm
* http://prophetstown.org/
* http://en.wikipedia.org/wiki/Prophetstown\_State\_Park

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| **Benchmark** | **Score** |
| Identify and describe changes from the early 20th century to today. **SS.4.1.11** | **5** | **3** | **2** | **1** |
| Diorama includes at least 3 things that might have been at the 1920s farm and are able to explain to the class how these things have changed from then to now. | One element is missing. | Two elements are missing. | Three elements are missing. |
| Describe developments in agriculture, industry and transportation. **SS.4.1.12** | In explanation to the class, students describe the things they included in their dioramas and why they included them, how agriculture has changed since the 1920s, what alternative solutions for harmful pesticides they came up with, and one other thing they learned about Prophetstown State Park from reading and looking at the materials. | One element is missing. | Two elements are missing. | Three elements are missing. |

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

**Grade Level: Fourth Grade**

**Unit: Prosperity and Depression**

**Abstract**

This task is designed to assess the students’ ability to compare how natural disasters affect land, population, and economy. In this task the students will look at how Rose Island Amusement Park was affected by a flood in 1937 and compare it to natural disasters from this century. They will also decide how natural disasters affect land (farms and residential), human population, and economy. The students will write a paper explaining all of these ideas.

**Prompt**

Students will receive the following information to base their papers off of. They will read the articles and look at the pictures.

* http://en.wikipedia.org/wiki/Rose\_Island\_(amusement\_park)
* http://www.in.gov/dnr/parklake/2971.htm
* http://www.nytimes.com/2012/11/01/nyregion/new-jersey-continues-to-cope-with-hurricane-sandy.html?pagewanted=all

**Directions**

Natural disasters can affect several things, whether it’s the economy, land, or the population of an area. Although we cannot physically see how lands were affected by natural disasters from past events, we can look at pictures and read articles that explain how everything was affected.

Today you will be looking at pictures from Rose Island Amusement park before and after it was affected by a flood in 1937 and reading some about the park itself. You will also be reading an article about Hurricane Sandy that occurred just a few months ago. You will need to pay close attention to how the two different natural disasters affected the economy, land, and the human population. After you read and have looked at everything, you will write a paper stating what goods and services might be affected by natural disasters and how they are handled in the past and today.

Your paper should include:

* One example of a past natural disaster and how it was handled and affected land, economy, and population
* One example of a current natural disaster and how it was handled and affected land, economy, and population.
* What goods and services that any sort of natural disaster might affect.

**Procedure**

I will let the students read the articles and see pictures of current and past natural disasters. I will then give them the rubric for the paper and answer any question they might have. After they have written the paper, I will invite the parents into the classroom and have the students present their papers. This allows the parents to come in and see how far their child has progressed throughout the current school year. After the students have presented their work to the parents, students will think about the concept of sending aid to victims of natural disasters. Students will consider when would be the right time to send aid, what types of aid might be appropriate, and when aid should stop being sent. After these things are considered and discussed, students will write letters to the mayor of our community explaining that our community should try to get more involved in aiding victims of natural disasters, how they could do so, and why they think this.

**Scoring Rubric**

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| **Benchmark** | **Score** |
| Explain how natural disasters affect supply and demand and the economy. SS.4.4.4Give examples of goods and services produced by different programs throughout history. SS.4.4.1 | **1** | **2** | **3** | **4** |
| Student writes a paper briefly discussing what goods and services would be affected by natural disasters.  | Student writes paper describing what goods and services would be affected by natural disasters. | Student writes paper describing what goods and services would be affected by natural disasters and briefly talks about how land is affected by natural disasters today.  | Student writes paper describing what goods and services would be affected by natural disasters; as well as how natural disasters affect land differently today.  |