**COURSE TITLE: Indiana State Parks and Reservoirs**

**UNIT:** Early 20th Century

**GRADE LEVEL:** 4TH Grade

**Abstract:** This unit uses the idea of the early 20th century to help the children learn about the struggle of what Col. Richard Lieber went through to keep the Indiana parks open. The students will learn about the difficulties the parks had to stay open. The students will get the opportunity to decide what was best for the park, and what they could have done differently. The students will have the opportunity to investigate if Col. Richard Lieber’s choice was the right one for Lincoln’s Strip Mine, the Amusement Park in Mound’s State Park, and if it was the right decision to charge an entrance fee to get into the state parks.

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| **Students will:**   * Physical Systems: Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). (SS.4.3.6 2007) * Physical Systems: Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. Example: Forest growth and transportation routes **(**SS.4.3.8 2007) * Explain that prices change as a result of changes in supply and demand for specific products. (SS.4.4.4 2007) * Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. (SS.4.4.9 2007) | **Students will:**   * The students will individually create a Venn- Diagram comparing and contrasting the two positions of the strip mine while listening to each other’s explanations of their positions. (SS.4.3.6 2007) * The students will do some research on the mounds and how Bronnenberg Family built an amusement park to keep the mounds open and protected. **(**SS.4.3.8 2007 * The students will do research on price changes due to supply and demand as well as the importance of goods and services provided by state and local governments. (SS.4.4.4 2007), (SS.4.4.9 2007) | * Economy * Consequences * Taxes * Supply * Demand * Landforms |

**Focus Questions:**

1. What were some of the important events/movements that changed life in Indiana in the early 20th century?
2. Why was the economic struggle so prominent during this time?
3. What were the controversies involved in these events/movements?

**Instructional Resources:**

"DNR: Lincoln State Park." *DNR*. N.p., n.d. Web. 9 Dec. 2012. <http://www.in.gov/dnr/parklake/2979.htm>.

Indiana Memory:

* (Richard Lieber) <https://digital.library.in.gov/Record/IHS_dc013-377>
* (Indiana Lincoln Union) <https://digital.library.in.gov/Record/ACPL_p15155coll1-3895>

**Instructional Resources Cont.:**

* (Lincoln State Park) <https://digital.library.in.gov/Search/Results?lookfor=Lincoln+State+Park&submit>=

"DNR: Mounds State Park." *DNR*. N.p., n.d. Web. 1 Dec. 2012. <http://www.in.gov/dnr/parklake/2977.htm>.

"DNR: Col Richard Lieber." *DNR*. N.p., n.d. Web. 1 Dec. 2012. <http://www.in.gov/dnr/parklake/2444.htmhttp://>.

Obenchain, Kathryn M., and Ronald V. Morris. *50 social studies strategies for K-8 classrooms*. Upper Saddle River, N.J.: Merrill/Prentice Hall, 2003. Print

**Teacher Made Materials:**

* Excel sheets for the budgets

**Catalog of Lessons:**

**Lesson 1(Reflective thinking): “We now interrupt this program”**

This lesson plan will have the students’ research 5-7 events that happened in Indiana during the early 20th century. After each student researches each event, a reader’s theater will be prepared for them to preform; the reader’s theater will help the students understand the events better and get them ready for the unit ahead.

**Lesson 2 (Consequences): Hindsight** The students will learn about the strip mine at Lincoln State Park. Once the students learn about the strip mine they will get together to describe the consequences that will follow if something is not done about the strip mine issue. After the class discusses the consequences they will consider what they could have done if they had the choice to make it better.

**Lesson 3 (Real World Problem): Supply and Demand**

The students will do research on price changes made by the state parks based upon their supply and demand. The students will then compare the prices of the entrance fee of the state park and another activity that they could be doing instead of visiting the park.

**Lesson 4 (Taxes): Creating a Budget** The students will create a budget for the mounds park’s amusement park. They will create the budget as if they are the ones in charge of the amusement park. The last thing the student will do is write a one page paper describing why they choose to spend their money on certain items, and how it will help the Mound’s State Park.

**Lesson 5 (Taxes/Economy)**

The students will do a role-play on what Col. Richard Lieber had to do in order to get the parks started. The students will each have a job to be a supporter of Richard Lieber. There will then be one student that will be assigned to be Richard Lieber, and that student will go around and try to convince the students why they need their support. The students will take turns switching roles that way every student gets a chance to be Richard Lieber. Once everyone gets a chance to do something different, the students will discuss as a class what they did and if they would have done anything differently if they got the chance.

**Title: Strip Mines**

Grade Level: 4th

Unit: Parks & Recreation Lessons

**Abstract**

This task is designed to assess the ability of children to understand new information and the ability to make connections from this new material to everyday life. It meets the following standard: **SS4.3.6 2007: Physical Systems**. The students will research information about the strip mine. After researching the topic, teacher will identify the conflict, and instruct students to pick a side. The students will discuss the conflict/controversy in their groups and make connections to our lives today. They will then present, as a group, their position on the controversy. The students will individually create a Venn diagram comparing and contrasting the two positions while listening to each other’s explanations of their positions.

**Prompt**

The teacher informs the students of the assignment task. Both the teacher and the students will get their information from the website, [www.in.gov/dnr](http://www.in.gov/dnr). Teacher will instruct the students to research the strip mines on the above website.

**Directions to Students**

“Students, today we have done some online research on the strip mines. Through our research, we have learned that the strip mines were very important, but once the funding was lost people stopped taking care of it. We found that now, the strip mine is full of water and waste and garbage, and it has become very acidic. What do you think should be done about this? Do you think we should spend the money to clean and restore the strip mines, or do you think we should just leave them as they are and not spend the money? Please choose a side. If you think that we should spend the money to clean and restore it, then sit on the left side of the room. If you think that we should leave it as is, then sit on the right side of the room. Great! Now that you are in your groups, you will discuss as a group your position on this controversy. Come up with some arguments on why you are for your position. You may use the website we have previously viewed for help. After you discuss in your groups, you will present, as a group, your position and why you are for this position. We will be creating a Venn diagram comparing and contrasting these two positions. Before presenting, you will have time to fill in your main points into the appropriate sections of the Venn diagram. Then, while you are listening to the opposing groups’ presentation, you will be writing down their main points in their argument for their position in the appropriate parts of the Venn diagram.”

**Procedure**

The students will research the strip mines using the website listed in the “prompt”. They will then be presented with the following controversy: do you think that we should spend the money to clean and restore the strip mines, or do you

think we should save the money for something more important and leave the strip mines as the are? They will be asked to split up depending on which side of the controversy they choose. After splitting into the two groups, they will discuss as a group why they chose the position they did. They will use the DNR website to remind them of the information, and they will prepare to present on why they chose the side that they did. After preparing their main points, they will individually create a Venn diagram comparing and contrasting both points of view. Before presenting, the students will fill in their main points of their position in the appropriate section. Then, while the opposing group is presenting, the students not presenting will fill in the appropriate section of the diagram. Then the students will help the teacher write an outline of all of the students’ main points from their Venn diagrams. We will send this outline into the heads of the Parks & Recreation people to display our work to them.

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| **BENCHMARK** |  | **SCORE** |  |  |
|  | **1** | **2** | **3** | **4** |
| **SS4.3.6 2007: Physical Systems:** Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). | Student does not fully participate in the group discussion. Does not create an appropriate Venn diagram, but makes an attempt. | Student has some participation in group discussion. Creates a Venn diagram but is missing main points. | Student does their fair share of participating in group discussion. Creates a Venn diagram but is missing 1 main point. | Student is one of the leaders of group discussion. Creates a full Venn diagram complete with all main points. |

**Title: Mounds**

Grade Level: 4th

Unit: Parks & Recreation – Mounds

**Abstract**

This task is designed to assess the ability of children to understand and identify the modern day economic development of the physical landscape of Indiana. It meets the following standard: **SS4.3.8 2007: Physical Systems**. The students will do some research on the mounds and how the Bronnenberg Family built an amusement park to keep the mounds open and protected. After doing the research, the students will have to take a side on the controversial issue. The students will then split into two groups, one group for on position on the controversy, another for the opposing position on the controversy. They will discuss as a group why they chose their position, using supporting evidence. The will use their research and prior knowledge for the supporting evidence. After time for discussion, each side will then give a persuasive presentation of their side of the controversy. After each side has given their persuasive presentation, the students will come back together and take a vote on which side the majority of the students agree. After the class votes, the students will individually complete a quick write discussing which side the class voted on, whether they agree or disagree with this, and what the pros and cons are.

**Prompt**

The teacher informs the students of the assignment task. Both the teacher and the students will get their information from the website, [www.in.gov/dnr](http://www.in.gov/dnr). The teacher will instruct the students to research the mounds on the above website.

**Directions to Students**

“Students, today we have done some online research on the mounds. Through our research, we have learned that the Bronnenberg Family has built an amusement park on the mounds to keep them open and protected. Do you think this was a good idea? Do you think by building an amusement park he protected and preserved the mounds, or do you think he should have just left them as is so that people could visit them and view them in their natural state? Please choose a side on this controversy. If you think that the amusement park is protecting the mounds, then please move to the left side of the room. If you think they should have been left alone and left natural, then please move to the right side of the room. Great! Now you will have time to discuss why you chose the side you did. You will need to use the online research and your thoughts and opinions to prepare persuasive presentation on why your side is the right side. After each side has presented, we will come back together and take a vote on which side the majority of our class agrees. After the vote, you will individually complete a quick write discussing which side the class voted on, whether you agree or disagree, and what the pros and cons are.”

**Procedure**

The students will do some research on the mounds and how Col. Richard Lieber built an amusement park to keep the mounds open and protected. After doing the research, the students will have to take a side on the controversial issue. The students will then split into two groups, one group for on position on the controversy, another for the opposing position on the controversy. They will discuss as a group why they chose their position, using supporting evidence. The will use their research and prior knowledge for the supporting evidence. After time for discussion, each side will then give a persuasive presentation of their side of the controversy. After each side has given their persuasive presentation, the students will come back together and take a vote on which side the majority of the students agree. After the class votes, the students will individually complete a quick write discussing which side the class voted on, whether they agree or disagree with this, and what the pros and cons are. We will send in the results of our class vote and the pros and cons to the DNA office to share our ideas and work with them.

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| **BENCHMARK** |  | **Score** |  |  |
|  | **1** | **2** | **3** | **4** |
| **SS.4.3.8 2007:** Physical Systems: Identify the challenges in the physical landscape of Indiana to early settlers and modern day economic development. | Student does not participate in group discussion. Quick write is insignificant to topic. | Student does minimum participation. Quick write is only one sentence long. | Student does fair share of participating. Quick write is complete, but missing either pros or cons. | Student is a leader is group discussion. Completes the quick write with good detail and pros and cons. |

**Title: Col. Richard Lieber**

Grade Level: 4th

Unit: Parks & Recreation – col. Richard Lieber

**Assessment**

This task is designed to assess the students’ abilities to understand the concepts of supply and demand for specific products and identify the important goods and services provided by state and local governments. This task meets the following standards: **SS4.4.4 2007** and **SS4.4.9 2007.** The students will do research on price changes due to supply and demand as well as the importance of goods and services provided by state and local governments. They will specifically be looking at the state and local amusement parks. They will be presented with the controversial issue of: should they charge an entrance fee to these parks? As a whole group, the teacher will lead a group discussion of the pros and cons of the issue. The students will have a chance to voice their opinions and give their inputs. They will use online research to help them find the pros and cons. After all of the pros and cons have been discussed and written on the board, the students will individually write a short essay stating which side of the controversy they agree with and why.

**Prompt**

The teacher informs the students of the assignment task. Both the teacher and the students will get their information from the website, [www.in.gov/dnr](http://www.in.gov/dnr). The teacher will instruct the students to research Col. Richard Lieber and the concepts of

supply and demand using the above website.

**Directions to Students**

“Students, today we have done some online research on Col. Richard Lieber and the idea of supply and demand. Through our research we know that the state parks charge an entrance fee. You need to pick a side on the following controversy: should they charge an entrance fee to these parks? Yes or no? We are going to be working together as a class; however, if you agree with the fees then please move to the desks on the left side of the room. If you disagree then please move to the desks on the right side of the room. Great! No we are going to discuss, as a class, the pros and cons of this issue. I will be writing the pros and cons on the board. Once we all have a chance to voice our opinions and give our inputs, you all will individually write a short essay stating which side of the controversy you agree with and why.”

**Procedure**

The students will do research on price changes due to supply and demand as well as the importance of goods and services provided by state and local governments. They will specifically be looking at the state and local amusement parks. They will be presented with the controversial issue of: should they charge an entrance fee to these parks? As a whole group, the teacher will lead a group discussion of the pros and cons of the issue. The students will have a chance to voice their opinions and give their inputs. They will use online research to help them find the pros and cons. After all of the pros and cons have been discussed and written on the board, the students will individually write a short essay stating which side of the controversy they agree with and why.

We will send in our class pros and cons list, as well as our short essays to the DNA office to share our work and ideas with them.

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| **BENCHMARK** |  | **SCORE** |  |  |
|  | **1** | **2** | **3** | **4** |
| **SS.4.4.4 2007:**  Explain that prices change as a result of changes in supply and demand for specific products. | Student shows little participation | Student shows some participation | Student participates in group discussion | Student is a leader in group discussion. |
| **SS.4.4.9 2007:** Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. | Student shows little participation | Student shows some participation | Student participates in group discussion | Student is a leader in group discussion. |
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