

# International Markets

*This project was a valuable method for extending marketing concepts to the lower grades as well as intermediates. All students engaged in higher level thinking activities. The project allowed economics vocabulary and concepts to come to life.*

## Curriculum/State Standard

Kentucky Core Content for social studies: markets are institutional arrangements that enable buyers and sellers to exchange goods and services. All societies deal with questions about production, distribution, and consumption.

## Overview

Students engaged in studies of the economics of a selected country through literature, text, role-plays, field trips, simulations, Internet research, and other hands-on activities. They participated in the production of products through an assembly line. The products were offered for sale to fellow students and the public using a school-wide "money" system during an International Market Day.

## Objectives

- The students will explain that a market exists whenever buyers and sellers exchange goods and services and that prices and availability of goods and services are determined by supply and demand.
- The student will develop a model of the following concepts: producers create goods and services; consumers make economic choices about which one to purchase.
- The student will demonstrate that elements of culture (language, music art, dress, food, and consumer products) serve to define specific groups and may result in unique perspective.

## Materials

economics texts, trade books, teacher resource materials, misc. materials to produce products, art supplies (construction paper, paint, glue, markers, etc.), costumes (hats, vests, etc.), music, art resource books

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# K-5

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 1

YEAR

# \$900

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Audra Brennan  
Highland Heights Elementary  
515 Main St., Highland Heights, KY 4107610

# *“International Markets” project continued...*

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## **Readiness Activity**

Students discussed and listed their knowledge of the products and economics of the chosen country as the beginning of a unit study. They completed a pretest of knowledge using an open-response question.

## **Strategies/Activities**

Each class (K-5) discussed and studied economics vocabulary (consumer, producer, scarcity, opportunity, cost, supply-demand, etc.) through literature and non-fiction texts.

Hands-on activities, such as role-plays, simulations, discussion of current events, assembly line, and research were practiced.

Students visited Findlay Market (Cincinnati). During the visit they used graphic organizers to take notes, commented on real life connections between their studies and the things they saw at the market.

Unit studies of the chosen country included analysis of the market of the country using their consumer knowledge, research and presentation of cultural aspects (customs, dress, language, food, music, products sold, etc.), guest speakers and experts.

Classes acquired materials and created products using assembly lines that are representative of their chosen country.

These were sold at an International Market Day. Students manned booths, dressed in appropriate attire, provided music, dances, art works, and shared products. The public was invited to participate.

Students calculated profits and discussed the results of their expectations and efforts.

## **Culminating Activity**

The International Market Day was the culmination of the students' research, study, and preparation of products for sale. Parents and older students assisted younger students in manning booths, regulated supply and demand, and presented cultural activities.

## **Evaluation**

Students completed an open-response question focusing on the stated objectives as a posttest. Post-test answers were compared to pre-test answers. Teachers also used a checklist of economics concepts and vocabulary indicating when each child demonstrated understanding of them.

# Economic Kid's Company

Only two of my eighteen students passed the pre-test (both with a 78%). After participating in these economic activities, all eighteen students passed the post-test with a 90% or higher. The students were able to explain economic concepts and principles.

## Curriculum/State Standard

Social Studies / Decision Making and Resources; Citizenship Rights and Responsibilities

## Overview

Students participated in an economic unit culminating with the creation of a first grade cookbook using an assembly line process. The students produced, edited, bound, packaged, advertised, and sold the cookbooks.

## Objectives

- The student will be able to explain the following economic terms: supply and demand, wants and needs, scarcity, consumer, producer, assembly line, profit, loss, and entrepreneur.
- The student will form a company and assume a job on an assembly line to produce a first grade cookbook.
- The student will identify and assess the possibilities of group decision-making, cooperative activity, and personal involvement in a work community.

## Materials

Classroom computers for word processing, binding machines, binding combs, paper, book covers, Ziploc bags (for packaging)

## Readiness Activity

The students were given a pre-test to determine economic awareness. The test was based on social studies grade level indicators from our Ohio course of study.

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1

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



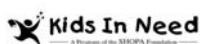
SOCIAL STUDIES

1

MONTH

\$550

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Kathryn Callery  
Lynn Kirk Elementary  
4211 Evelyn Road, Austintown, Ohio 44511

## *“Economic Kid’s Company” project continued...*

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### **Strategies/Activities**

The students participated in an economic unit to learn about jobs and economic terms.

The students submitted their (or their parents’) favorite recipes for a cookbook.

The students used word processing to put the recipes on a standard form.

The students participated in an assembly-line process to sort, assemble, bind, edit, package, and deliver the cookbooks.

The students counted profits/determined losses/deposited proceeds.

The students spent their profits on class activities (field trips, Parent Christmas gift, Young Author’s Tea).

The students made Valentines and Valentine cookies to be distributed for the terminally ill by the Hospice of the Valley with cookbook profits.

### **Culminating Activity**

Students distributed the cookbooks.

### **Evaluation**

Written pre- and post-tests were administered. Students depicted (in book form) the steps completed by participating in an assembly line process to assemble the cookbooks (graded by rubric). Portfolios were evaluated (graded by rubric).

# Living History Quilt

*The project is both effective and valuable as it gives students hands-on, developmentally appropriate foundations for understanding historical perspective. It also provides opportunities for artistic expression, community pride, cultural awareness, and self-esteem.*

## Curriculum/State Standard

Social Studies Goal 2: The learner will infer that individuals, families, and communities are and have been alike and different.

## Overview

Students conducted primary and secondary research about recent history in their local environment. They used their findings to design and create squares, which they cooperatively assembled into a quilt.

## Objectives

- The student will distinguish similarities and differences in different times and places.
- The student will analyze similarities and differences among families and communities in different times and places.
- The student will gain proficiency in use of art materials.
- The student will respond constructively to the diversity and the creative efforts of others.

## Materials

Muslin and cotton fabric, queen size sheet, permanent markers, batting, quilt binding, thread and yarn, iron-on transfer paper, access to computer with photo processing software and printer, old photos

## Readiness Activity

Brainstorm a list of items students already know about the recent history of the region, including misconceptions. Facilitate pinpointing a specific timeframe (we did 1900-1950) and make a list of questions students would like to research.

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**3**

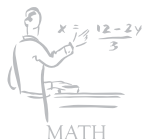
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

**8**

WEEKS

**\$300**

TOTAL BUDGET

# *“Living History Quilt” project continued...*

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## **Strategies/Activities**

1. Refine questions from readiness activity and compile into a survey.
2. Have students conduct interviews using the survey.
3. Have each child choose an area of interest from the surveys and assist as students conduct secondary research using Internet, encyclopedia, etc.
4. Have each student design a quilt square about his or her topic.
5. Have students use permanent markers to create squares.
6. Help students scan contemporary and older photos, print onto iron-on transfer paper.
7. Add fabric and ribbon accents, photos, and quotes as desired.
8. Have students work in cooperative groups to design layouts for the finished quilt.
9. Use wide ribbon or fabric strips between squares to piece, machine stitch, and back the quilt.

Because our quilt was to be displayed, adding batting and backing would have made it prohibitively heavy, so we left it as a finished quilt top until it is permanently displayed at our local museum.

## **Culminating Activity**

When the quilt was finished, we traveled to the nearby Senior Citizens' Center to show it off to those we interviewed. The seniors brought in artifacts from the “olden days” to share and prepared lunch for our class. This event could also be replicated by having the interviewees visit your classroom.

## **Evaluation**

Writing samples, informal anecdotal assessment of corrected misconceptions, oral presentation at the culminating event, student written newsletter articles.

# Quilts in the Classroom

## “Covering American History”

*The students were fully engaged as they worked on the project. They had to reflect on what they had learned in American history class and they had to make decisions about their choices of designs. Each student left fifth grade with a personal quilt that represents what they felt was important about the history of their country. It is a lasting reminder of the rich heritage that is theirs.*

### Curriculum/State Standard

NH Standards 4.16.6.6

The students will demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.

The students will explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

### Overview

As students study different units in American history, they create several quilt squares, each representing a different topic that they have studied. The squares are combined to create quilts to take with them when they leave fifth grade. As they cover up at night, they can re-live what they have learned about their country and the people who settled it.

### Objectives

- The student will study American history units with a focus on what is important and interesting (Ellin Keene reading comprehension model).
- The student will make choices about quilt square topics and write an explanation of his/her reasoning.
- The student will write a description of each quilt square and an explanation of what it means to him/her.

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# 5

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



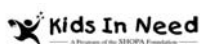
SOCIAL STUDIES

# 10-12

WEEKS

# \$370

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Nora LeDuc & Kathi Mitchell  
Kimball School  
17 North Spring Street, Concord, NH 03301

# “Quilts in the Classroom” project continued...

## Materials

Muslin for squares (6- ten and ½ inch squares per student) and for backing (1 and ¼ yard per student), calico material for borders (14 yards), assorted cotton fabric and fat quarters for designs, polyester batting (4 packages), fabric paints and permanent markers, buttons, rick-rack, fusible bonding material (4 rolls), thread for sewing (5), thread for tying, quilt pins and needles for tying and sewing, colored paper

## Readiness Activity

We talked about symbols and images of America. We searched the social studies text and Internet for ideas. The children brainstormed ideas in a classroom discussion and then made a design for their first quilt square. Then they cut the design out of colored paper. We continued this process for each quilt square. The children were encouraged to consider unique and interesting designs for each square so their quilts would be special and would represent their interests and learning.

## Strategies/Activities

The teacher (and other teachers and parents) cut 6 ten and one half inch squares out of muslin for each child.

The teacher (and other teachers and parents) cut calico material into two and one half inch strips for borders and sewed them around each muslin square.

The students used their paper patterns (see readiness above) to cut out fabric shapes. Then they cut out bonding material the same size as each fabric shape.

The teacher ironed the bonding material to the fabric. The students removed the paper backing and placed the fabric on their quilt square for the teacher to iron.

The students used fabric paints, permanent fabric markers, and buttons and rickrack to add details to the quilt square.

Teachers and parents sewed the finished quilt squares together.

Teachers cut the batting and muslin backing the same size as each quilt.

Students carefully placed the batting and muslin backing on the floor and placed the quilt front upside down on top. Students then pinned the three layers together.

Teachers and parents sewed the outer edge of the quilt layers leaving a twelve inch opening to invert the quilt layers with the batting sandwiched in between the top and back. Then the opening was whipstitched together.

The students wrote a description of each of their six quilt squares including why the symbol or subject was important and why it was interesting.

## Culminating Activity

The quilts are displayed in the hallway of the school. Parents and friends are invited to a quilt show where the quilts and the writing are on display. There is a Web page that describes the project and contains pictures of each quilt as well as the written descriptions for each quilt.

## Evaluation

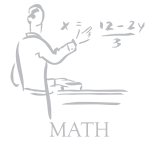
Students were evaluated on their written products, their oral presentations at the quilt show, and their effort in completing the project.

# Revolutionary War Puppets

*This interdisciplinary project combines lessons in history, writing, speaking, and the arts. Students will research a Revolutionary War hero, write a report on the hero in the first person narrative style, make a puppet resembling the hero, and give an oral presentation of their puppet.*

**5-6**

GRADE LEVEL



Misc

MISCELLANEOUS



## Objectives

- Understand how individuals influenced the course, causes and events of the Revolutionary War.
- Write a report using correct grammar, spelling and structure.
- Create and present a work of art.

## Materials

- 3" Styrofoam ball
- Small paper bag, 2" x 3-1/2"
- Paper mache mix
- Spray sealer
- Wooden dowel
- Felt squares in various colors
- 1/2 yard of felt in various colors
- Glue gun/sticks
- 1 toilet paper roll center
- 1 paper towel roll center
- 1 wooden paint stir stick
- Tacky glue
- Felt pens
- Water colors/tempera paints
- Small paint brushes

- Masking tape
- Needles and thread
- Yarn in various colors
- Ribbons
- Doll eyes
- Trim and lace
- Doll hats and hair

## Procedure

1. Press a toilet paper roll center into the Styrofoam ball and glue.
2. Moisten paper mache, knead and form facial features from the paper mache.
3. Bake at 300° for 1 hour or air dry for 2-3 days.
4. Once dry, press paint stick into Styrofoam at neck.
5. Attach a 6-1/2" paper towel center for shoulders and tape into place.
6. Mix paints to create flesh color and apply 2 coats of paint over head and neck of puppet.
7. Cut out 4 felt hands and glue 2 together to create the front and back of hands.

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## *“Revolutionary War Puppets” project continued...*

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8. Cut neck hole in fabric top.
9. Insert hands and stitch to sides.
10. Add dowel to right hand inside the fabric using the glue gun.
11. Slip the fabric over the puppet head and glue the neck of the fabric into place.
12. Slip the felt collar over the puppet's head in the same way and glue into place.
13. Using squares of felt, add appropriate costume details with tacky glue only.
14. The puppet is now complete. The first person oral report can now be presented in which the puppet tells the class about his/her role in the Revolutionary War, how he/she influenced the war and specific events he/she took place in.

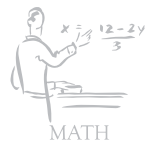


# Egyptian Museum

*Students create interactive Egyptian exhibits, act as docents guiding schoolmates through the museum and create a museum store.*

**5-6**

GRADE LEVEL



Misc

MISCELLANEOUS



## Objectives

Students demonstrate knowledge of ancient Egypt by creating displays, murals and exhibits.

Students are trained by experienced art museum docents on techniques for guiding and explaining exhibits.

## Materials

Displays and Projects

- Large cardboard sheets, poster board
- Markers, crayons
- Scissors
- Construction paper
- Tempera paint, spray paint
- Scotch tape, strapping tape
- Fabric and wallpaper samples
- Bulletin board paper
- Tag board
- Chicken wire

Interactive Exhibits  
(in addition to above)

- Clay
- Lightweight rope
- Gold string
- Colored stickers
- Hieroglyphic and Amulet stamp sets
- Stencils of ancient Egypt
- String for weaving loom
- Wood for loom

## Docent Procedure

Students acting as docents are trained by museum professionals on art principles and social skills while docenting.

Students are taught principles of Egyptian art and practice their knowledge.

Students learn how to vary presentation according to grade levels.

## Egyptian Store Procedure

Students attend a local art museum store to gain ideas to create for their store.

Students brainstorm ideas for products to sell and what supplies are needed. The teacher purchases supplies.

Students may attend workshops on how to create jewelry, pillows, wind chimes, etc. for production.

*Continued on the back...*

## *“Egyptian Museum” project continued...*

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### **Display, Exhibit and Mural Procedure**

Students choose from the following projects to create for display in the museum:

- Mural of gods of ancient Egypt
- Mural of tomb painting
- Forty foot timeline of pharaohs of the Old, Middle and New kingdoms
- Egyptian calendar and water clock
- Postcards from ancient sites
- Three-dimensional diorama of progression of pyramids
- Student-made maps of Egypt
- Henna hand-painting
- Model of Tut's tomb
- Student-made games of ancient Egypt
- Posters of musical instruments
- Model of pyramid with funerary complex
- Three-dimensional map of sites along the Nile

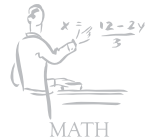


# Safari Wall Hanging and African Savannahs

*This craft is a fun, creative project to add to a unit on life in the African Savannahs.*

**5-6**

GRADE LEVEL



## Objectives

The students will be able to locate savannahs on a map of Africa.

The students will be able to explain what a savannah is and what life is like on an African savannah.

The students will be able to create safari wall hangings using various materials.

## Materials

Large map of Africa

Resource books on savannahs and Africa

1/8 yd. each of two green shades of fabric for trees and bushes and of two brown shades of fabric for tree trunks

1/4 yd. Each of blue fabric for water and brown/green fabric for swamp

1-1/2 yd. "Wonder Under" fusible webbing

2/3 yd. dark green print fabric for overall background

1/4 yd. each contrasting print fabrics for inside and outside borders

1/3 yd. black fabric for thin inside and outside binding borders

5/8 yd. each muslin (for backing) and batting

## Procedure

1. Show the class a large color map of Africa. Ask the students, "Do they know what a savannah is?" Explain that Africa has several tropical grasslands or savannahs and that today they will locate them on the map. They will also learn what a savannah is and what life is like on it.
2. Show the students color pictures of savannahs. Discuss with the students what they see in the pictures.
3. Next explain that the students will do some research to learn more about savannah wildlife. Give the students some topics on which they should focus:
  - What is a savannah?
  - Where are the savannahs located?
  - Why are savannahs important?
  - What animals live on savannahs?
  - What is special about the African savannah?

*Continued on the back...*

## “Safari Wall Hanging” project continued...

Have the students work in groups of two or three to research these topics. You may assign a topic to each group.

1. Have students put a mark on the map when they locate a Savannah.
2. Give the students enough research time and then have the students share some of their findings with the class. (This may take more than one day to complete.) Have each group present their findings to the class.
3. Have the students take a few minutes to close their eyes and imagine a picture of what the savannahs look like.
4. Next, explain to the students that they will work on a very special craft and will create a Safari Wall Hanging to show a picture of what they have just been studying.

### Instructions

For Craft Project

1. To create trees, bushes, and water, enlarge patterns provided to approximately 13-1/2" x 19-1/2". (For further pattern definition, trace lines with a fine tip black marker before copying.) Fuse web following manufacturer's instructions to wrong sides of materials listed above. Use patterns to cut out blue (water), greens (trees and bushes), browns (trunks) and brown/green (swamp).
2. Background and borders: Cut dark green fabric background to approximately 13-1/2" x 19-1/2". For borders, cut strips parallel to the 45" edge of the fabric in the following widths:
  - A. inside print: 1-1/2"
  - B. Thin black solid: 1-1/2"
  - C. Outside print: 2-3/4"
  - D. Outside black edge (binding): 2-1/2"Stitch borders in A,B,C order onto outside edge of dark green background, using 1/4" seams on each raw edge.
3. Front and back assembly: Lay out pieces created in step 1 as pictured and fuse into place. Layer batting and muslin on back of hanging; pin and trim edges to match outside of border "C."
4. Binding: Fold "D" strip in half lengthwise and press. Turn raw edges to inside. Fold and press.
5. Buttons: Sew, pin, or cut off shanks and glue buttons as pictured, or arrange to your liking.



# Pottstown Revitalization Planning Project

*The revitalization project is an excellent opportunity for students to get a first hand look at how their community government works. It is also an exciting way of promoting community relations for the school district.*

## Curriculum/State Standard

Curriculum Standards for Social Studies (National Council for Social Studies):

X-Civic Ideals & Practices; II-Time, Continuity, & Change; VI-Power, Authority & Governance; IX- Global Connections

## Overview

The students spend 2 days shadowing community leaders. This experience is valuable for understanding the commitment of town officials to the upkeep of Pottstown. Also, the project provides the students with the opportunity to practice formal presentation skills.

## Objectives

- The students will explain the set-up, powers, and infrastructure of the Pottstown Borough government, Pottstown School Board, and Chamber of Commerce.
- The students will career shadow a Pottstown borough official, department manager, chamber of commerce board member, during a two-day period and evaluate their specific duties and contributions to the borough.
- The students will create a PowerPoint presentation summarizing their career shadowing experiences.
- The students will implement a class wide Downtown Pottstown Revitalization Planning Project based on the observations of each student.

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# 5-12

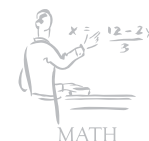
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 10

DAYS

# \$860

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Joel P. Alutius  
Pottstown School District  
N. Washington Street, Pottstown, PA 19464

# *“Pottstown Revitalization” project continued...*

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## **Materials**

CD-RW discs & drive for computer, PowerPoint software, various construction materials including: foam presentation board, construction paper, glue, markers, crayons, paints, overhead transparencies, toothpicks, tape, presentation portfolios, 3 side organizer/binder (for note taking, etc., during shadowing experience)

## **Readiness Activity**

The class participated in a walking tour of Pottstown Historical Sites as a prerequisite of the social studies curriculum. Afterwards, they participated in a panel discussion with Mayor Anne Jones and invited community members.

## **Strategies/Activities**

From political science curriculum, complete a mini-research into local government services and evaluate their importance to the town of Pottstown through informal discussions. Class will come to a consensus as to the most essential services to the community.

Co-operative learning activity regarding economic and social problems of the urban community. Students will complete writing assignments investigating various solutions to these community needs.

Students will be given community contact for shadowing piece. They must write a formal letter requesting permission and complete a follow-up telephone call. For two school days, the students will career shadow, taking notes, asking appropriate questions, and discerning the duties and powers of each position as it pertains to the everyday running of the Pottstown Borough.

Students will create a power point presentation summarizing their experiences and present to the class. They will use PowerPoint Presentation Scoring Rubric as a guide.

The classes will work together to complete a Downtown Pottstown Revitalization Planning Project, implementing their individual experiences. They will determine a plan of action and determine the costs, benefits, and possible problems with solutions of a large-scale renovation plan. The ultimate goal is to create an area that will be the catalyst for change in Pottstown in three areas: social, economic, and cultural gains.

## **Culminating Activity**

Students evaluated each project and determined the best project that would be presented to a panel of community leaders, school leaders, and faculty members. The final project was discussed with the class by the panel, and a question and answer session followed regarding the project and its feasibility in Pottstown.

## **Evaluation**

Assessment of this project was three-fold: informal assessment through teacher observation and evaluation; writing and performance rubrics; and a panel of faculty, Pottstown business persons, and local government officials to evaluate the practical application of the Downtown Revitalization Planning Project.

# Quilt Making

*This project promotes group cooperation and sharing. When we finish a quilt, we vote to decide what to do with the finished project. One year, we sent it off to South America to a needy child. One was given to a cooperating teacher who was retiring. The last two are being kept in my trunk at home to be raffled off when those classes are seniors.*

## Curriculum/State Standard

Arts & Communications, Human Resources Career (School to Work Pathways)

Understands the physical and human characteristics of places and regions

Understands and applies basic and advanced properties of the concepts of measurement

Understands and applies basic and advanced properties of the concepts of geometry

## Overview

As a class, we share homemade quilts and learn about different patterns. We then design and create our own quilt squares using fabric crayons to complete a class quilt.

## Objectives

- The students will design and create a quilt.
- The students will research a third world country and vote on where to send our completed quilt.
- The students will use the basics of geometry and measurement to design a block quilt pattern.
- The students will become aware of quilt making as a traditional women's art form.
- The students will function effectively in a variety of oral communication situations.
- The students will understand patterns as shapes, colors, and designs and that they occur all around us.
- The students will gain a greater appreciation of the quilting process.
- The students will gain an appreciation of the history and stories behind quilting.

*Continued on the back...*

**6**

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



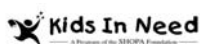
SOCIAL STUDIES

**2-3**

WEEKS

**\$255**

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Karrie Jayo  
Hagerman Elementary  
324 N 2nd Ave., Hagerman, ID 83332

# “Quilt Making” project continued...

## Materials

Various books about quilting: The Josephina Story Quilt; Sam Johnson & the Blue Ribbon Quilt; The Patchwork Lady; The Patchwork Quilt; The Quilt-Block History of Pioneer Days; The Tortilla Quilt fabric for top and backing of quilt; batting; 4 large cones of thread; large-eyed sewing needles; crochet thread; PVC quilt frame; 8 boxes of fabric crayons

## Readiness Activity

I bring several quilts from home to share with my students. I bring some that I have made and those that my grandparents and great-grandparents have made. The next day, my students bring quilts from home to share with the rest of the class. We talk about the different fabrics and I show them various patterns and designs. We discuss at length why they are named what they are and how/why the creators chose that particular design.

## Strategies/Activities

- Share the history of quilt making: how/why it got started, what it was used for, the process of "quilting."
- Discuss the vocabulary: backing, batting, top, pieced, appliquéd, whole cloth, quilting stitches.
- Share the artistic value of the quilts.
- Present 12 different quilt designs and patterns.
- Bring quilts from home to share and encourage the students to share theirs.
- Read some quilt storybooks and design our own quilt pattern on graph paper.
- Using a story map, write a story based on their designs using all the elements of a story (characters, time, place, problem, action, resolution).
- Using white paper and fabric crayons, students will design their own personal quilt square. These will be ironed onto white fabric (must be more than 50% cotton) and sewn together to make a beautiful class quilt.
- Students will tie the quilt layers together during a quilting bee.

## Culminating Activity

Students will all take part in the quilting bee. As a class, we will decide what to do with our completed quilt. We could: keep it until they are seniors and raffle it off as a fundraiser, draw a student's name from a hat to see who gets to take the quilt home, give it to the teacher or someone else, send it to a needy child in another country.

## Evaluation

Student evaluation is based on: completing their quilt squares by deadline; writing the story based on a quilt design they created; participation in the quilting bee. Students write a short paper on what they learned and how they felt creating the class quilt.

# Civil War Strategy

*This project provides an opportunity for students to expand upon a skill (orienteering) learned at another grade level and then apply that knowledge in a realistic setting to synthesize the learning that has taken place. We also believe that learning about the emotional and psychological aspects of warfare will prepare students for the Grade 8 NYS social studies curriculum, which focuses heavily on the World Wars. We hope that the experience will give them a greater understanding of the historical events that formed our country. The ability to compare and contrast and evaluate American involvement in war is an analysis skill that we hope to nurture.*

## Curriculum/State Standard

NYS 1,2,3 in Social Studies, NYS 1,2 in Physical Education, NYS 1,2,3,4 in English, NYS 3,4 in the Arts (music, dance, theatre)

## Overview

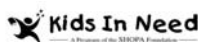
This project includes all 7th grade students and involves four curricular areas. Students use a skill introduced in 6th grade (orienteering) and see its practical application in an historical context. They not only mimic typical battlefield strategy but, also, participate in the activity with the background knowledge of the emotional/

mental/physical demands that were placed on soldiers during this war, as learned through their social studies and English classes. The culminating activity is a daylong immersion in a realistic portrayal of the culture (military and civilian) of this time period.

## Objectives

- The student will study troop movements and strategy in relation to the topography of the location as utilized by the Union and Rebel armies during various critical battles of the Civil War. The student will use a compass and coordinates in an outdoor activity simulating troop placement and movement as applied to the physical characteristics of the geography of our school campus.

*Continued on the back...*



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

David Bruinix and Carol McMahon  
Williamson Middle School  
4184 Miller St., Williamson, NY 14589

# 7

GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 1

MONTH

# \$1010

TOTAL BUDGET

# “Civil War Strategy” project continued...

- The student will read historical fiction (Soldier's Heart by Gary Paulsen) that portrays aspects of military life during the time of the Civil War.
- The student will create a character chart, compare the landscapes of Minnesota and Bull Run, and develop maps (foot, train and river-boat) as the storyline progresses.
- The student will participate in a performance event by attending all sessions, singing songs of the time period, and evaluating the event following its conclusion. .

## Materials

Copies of “Soldier's Heart” by Gary Paulsen; maps of the battlefields and states cited in the book; compasses for all students; calculators for all students; pre-determined orienteering routes written on color coded, laminated index cards and separated into green painted coffee cans as route markers; maps of each route; music and lyrics for songs of the period; social studies text books for historical lessons; clipboard for each group

## Readiness Activity

Students have studied American history up to the onset of the Civil War. Within each social studies class period, they are divided into groups of 4-6 students. These groups are, for the remainder of the project timeline, Union Infantry, Union Cavalry, Confederate Infantry, and Confederate Cavalry. All further study within the social studies class is undertaken in the assigned unit.

## Strategies/Activities

**Social Studies:** The students study the history, causes, and effects of the Civil War as per the social studies text book.

**English:** The students will read the book Soldier's Heart by Gary Paulsen. Provide activities for the students which focus on the main character's emotional and physical journey (i.e. journal or letter writing in character, vocabulary, character chart, map development).

**Orienteering Activity:** Students are pulled from gym class over a period of two days. We review the use of the compass. Students are taught how to measure distances by determining their average pace. This is accomplished by having students measure the number of steps they take in a given length (i.e. 100 meters). This should be done 3 times and averaged to ensure accuracy. For the culminating outdoor activity each location marked by a can will include compass coordinates and a route length (i.e. 160 degrees South South-East, 250 meters). As a practice, simple coordinates and lengths are used during the second of these gym sessions.

Students will receive a route card and then set their compasses for the coordinates given, orient themselves to that direction and then travel in that direction the appropriate number of steps. To determine the number of steps they will take the route length, divide it by 100 (for the meter length previously measured) and multiply that by the number of paces they take in that 100 meters. Given our example of a 250 meter route a student with a pace of 80 steps would have to travel 200 steps ( $250/100=2.5$   $2.5*80=200$ ).

**Song Activity:** Students pick a favorite Civil War song by class period. For one day they learn and practice the song in the auditorium with the help of the choral music teacher.

## Presenters:

- One day lecture by re-enactor on soldier life with military drill practice.
- One day lecture by historian on symbolism of battle flags and motivations of the soldier
- 4 guides to help with individual groups during orienteering day
- Living History unit for final Civil War day.

## Culminating Activity

There are two culminating activities. One is related to the orienteering skill, the other a cultural immersion day.

**Orienteering:** Each class period has been divided into 4 distinct groups (Union cavalry, Union infantry, Confederate cavalry, Confederate infantry). Each group meets with a guide, Union or Confederate, at their headquarters outside (a desk and appropriate flag). The guide provides the first of a series of route cards, calculators and compasses. Students, within the group, must read the card, determine their direction of travel and the distance they must go. If they follow a correct route they should find a coffee can (painted green and labeled with a name such as "Gettysburg" for ease of identification for the guides) which will contain their next set of instructions. If the route is incorrect they may find a "dummy" can, or another group's can, which will give them a penalty, such as dysentery, whereupon they must

## “Civil War Strategy” project continued...

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return to their previous point and refigure their route. The cans are used for more than one group's directions so each can will have colored coded cards for each group (i.e. Union cavalry is the "blue" team). Maps of each route (you must have at least 4, we had 6) have been provided to the guides only. The first group to reach their final destination in each period is the "winner". These groups then compete against each other on a route where their performance is timed. The winner is honored at the end of the year awards ceremony with their name engraved on a plaque.

**Civil War Day:** Students are assigned in groups of approximately 20 with a teacher chaperone. For the first two hours of the day they watch the movie "Glory." They then rotate through a series of 20-minute workshops (artillery, surgery, dancing, cooking, camp-life, ladies fashion, infantry) provided by a unit of re-enactors who engage in living history educational performances. The groups are led by a commander who is instructed to move his/her "troops" using the military drill learned on another day. There is also a 40-minute block of time where we all assemble in the auditorium to hear performances of the previously learned Civil War songs. The day ends with a demonstration of a cannon firing. Extra credit is given to students who bring a lunch appropriate to the time period or dress in the attire of the day.

### **Evaluation**

Students were evaluated through the completion of the class assignments, correct and timely following of the orienteering routes, appropriate behavior during Civil War Day, and an evaluation form completed following Civil War Day.



# Applied Learning Academy's Connection with the Community

*Both parts of the project will be continued next year since the students enjoyed doing them and they also saw the need for the finished products - a scrapbook and a word puzzle book.*

*Friendships were developed between two different age groups.*

## Curriculum/State Standard

Technology 10A,. Language Arts  
6.17;7.17;8.17;6.24;7.24;8.24  
Languages other than English  
114.22c 1,2,35

## Overview

**Manor Care Nursing Home** - the residents need visitors and our students needed to work on their writing skills and social skills. The students made a decorated biographical scrapbook for the residents.

**Harris Children's Hospital** - the day patients at the clinic usually have to wait for a long time, but with a word puzzle book that the students made the wait is easier. This project was effective since the students enjoyed making the crossword puzzles when they knew they would be published and used by the general public.

## Objectives

- The student will interview an aged resident and gather data each month which will develop into a collection of short stories about the resident's life.
- The student will select a topic of interest and design a crossword puzzle.

## Materials

Paper, computer, items to decorate pages of a scrapbook, such as stickers, and a scrapbook with plastic cover pages for each adopted resident, zip lock plastic bags to hold new pencils, and a small pencil sharpener for each word puzzle book

*Continued on the back...*

# 8

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 1

YEAR

# \$1000

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Denise Gordon  
Applied Learning Academy  
7060 Camp Bowie Blvd., Fort Worth, TX 76116

## *“Applied Learning Academy’s” project continued...*

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### **Readiness Activity**

Students will have twenty questions ready before the interview. Students are given the rules of the nursing home.

### **Strategies/Activities**

To help break the ice between the students and the residents, monthly visits involved bringing game boards or providing fingernail painting. Small gifts, such as cards or flower corsages, were brought to the residents on special holidays. If a resident could not remember dates or names it would not matter. Questions would be asked to keep many of the pages of the scrapbook simple, such as what is your favorite food, type of music, place to visit, goals or dreams.

### **Culminating Activity**

Presenting the scrapbooks at the end of the school year to the adopted resident. Presenting the word puzzle books to the clinic.

### **Evaluation**

Documentation is required for their portfolios on community service involvement each reporting period. Class work is set aside on certain days to work on their projects. All students must have a project. That is one of the requirements for the Applied Learning Academy.

# Changes

*'A picture is worth a thousand words.'* Students documented exchanges and community service projects. The camera allowed the students to reflect on their accomplishments and share their successes with others.

## Curriculum/State Standard

5.2 Rights and Responsibilities of Citizenship - analyze skills used to resolve conflicts in society and government, interpret the causes of conflict in society and analyze techniques to resolve those conflicts

## Overview

Using a digital camera, students documented exchanges and community service projects. Forty students are chosen from two high schools, one suburban, and the other urban, based on age, diversity, and enthusiasm. The students work together to break down stereotypes and celebrate cultural diversity.

## Objectives

- The student will ensure the improvement of society by actively participating in community programs.
- The The student will help foster the development of a sense of caring for others.
- The The student will explore the influence of identity on behavior and fair treatment of others.
- The The student will discuss components of conflict as it affects society and government.
- The student will explain why constructive conflict resolution is beneficial to society.

## Materials

Camera, computer with port for digital camera, printer paper

*Continued on the back...*

# 10-12

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



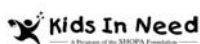
SOCIAL STUDIES

# 75

MONTHS

# \$515

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Bonnie Ziff  
North Hills Senior High School  
53 Rochester Road, Pittsburgh, PA 15229

# *“Changes” project continued...*

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## **Readiness Activity**

After the students have applied and been accepted to the CHANGES program, students went to the first exchange. A speaker discussed cultural diversity and the students participated in team building projects. The students participated in their partner's classes. At the end of the day, the students came back together to discuss diversity, conflict, and resolution.

## **Strategies/Activities**

Students from North Hills Senior High School went to Peabody High School, a Pittsburgh City school.

Students all participated in Northway Mall's Storybook Castle. The students dressed in costumes and participated in literacy activities for pre-schoolers.

Students went to the Pittsburgh Food Bank.

Students helped host and did a presentation for the North Hills Martin Luther King Day brunch for the North Hills Multi-Cultural Consortium.

Students from Peabody High School went to North Hills Senior High for a school exchange.

Students from North Hills presented to the North Hills School District Safety Team about the program and cultural diversity.

Students participated as "buddies" for the Allegheny County Track and Field Special Olympics Tournament.

Students from all ten participating CHANGES schools came together at the Pittsburgh Student Union to review the year.

## **Culminating Activity**

Students from North Hills Senior compiled a flip chart of photos and pamphlets from various activities to display during lunch periods that explained the CHANGES program.

## **Evaluation**

Students were given a rubric of questions after every activity and at the end of the year.

# News Production - East Metro News

*It was an effective project, because it required students to think and do pre-planning for filming, required them to make adjustments or changes as needed to complete a project, and required them to do professional quality work, not just 'good enough' work.*

## Curriculum/State Standard

English Common Curriculum Goal: Investigate topics of interest and importance, selecting appropriate media sources.

## Overview

In teams, students produced news segments about the events and people of Reynolds High School. These segments aired on the local cable access television channel. Students were responsible for story ideas, pre-production work, filming, editing and script writing.

To do this well, students need enough equipment. It is very cumbersome to have students sharing equipment for which there wasn't a good substitute. Because students frequently have to make changes in their plans, having only one camera and one set of support equipment means lots of waiting around for other groups to finish.

## Objectives

- The student will learn to investigate and research a topic that can be presented in a TV news format.
- The student will gain knowledge of the video and production techniques in television news.
- The student will act as producer, cameraman, editor, writer, and interviewer for news segments to be broadcast on MCTV, the local cable access station.

## Materials

Digital video camera, tripod, microphone, computers with video editing programs and/or access to professional video equipment

*Continued on the back...*

# 11-12

GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



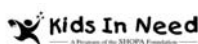
SOCIAL STUDIES

# 6

MONTHS

# \$1008

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Teresa Squires Osborne  
School Reynolds High School  
1698 SW Cherry Park Rd., Troutdale OR 97060

# *“News Production” project continued...*

## **Readiness Activity**

Students viewed and analyzed a variety of news programs: local and network news; news magazine shows; documentaries.

Students viewed segments and learned to identify vocabulary of video news: b-roll, voice over, reporter stand up, news package.

## **Strategies/Activities**

Students received 1-2 days training (depending upon previous experience) at the local cable access television studio. Training was either in field camera or editing. Field camera involved learning videographic techniques, pre-production planning, location lighting, and audio. Editing involved learning a variety of techniques to edit and manipulate tapes, including use of graphics and video.

The class then discussed upcoming events, issues in the school, or interesting people to find possible story ideas. Some story ideas were suggested by staff members. Groups would then select a topic, and group members were each assigned a task as producer, director, camera or editor.

Each group had a notebook (later folders) that included a calendar, project guidelines, videotape log, talent releases, and blank script sheets. Notebooks were turned in with completed video pieces.

Once a piece was filmed and edited, the group wrote a script for the anchor to read for the piece to air on the East Metro News Program (EMC News) on MCTV. Scripts included character generator notes (names as they appear on the screen) and anchor cues.

## **Culminating Activity**

Each segment had a class viewing and evaluation, with the media educator from MCTV also present. After viewing, students made written and oral comments, and MCTV staff made recommendations for changes, additions or deletions. After corrections, pieces were then aired on the cable access news show, “EMC News.”

Each student was able to be part of a team and participated in the creation of three news segments.

## **Evaluation**

Student video segments were evaluated by the teacher, class members, and the MCTV media educator in the following categories:

- camera work - use of effective videographic techniques, steady shots, interesting angles or set up;
- editing - clean, non-jarring cuts between takes; clear graphics, good sound quality and balance;
- information provided - did the piece answer questions people would have about this topic/event?