

Mariah Strife

CI&A Social Studies

Visual Discovery (S.S. Kit)

10/21/13

Visual Discovery Activity #1:

Past (Primary Documents)



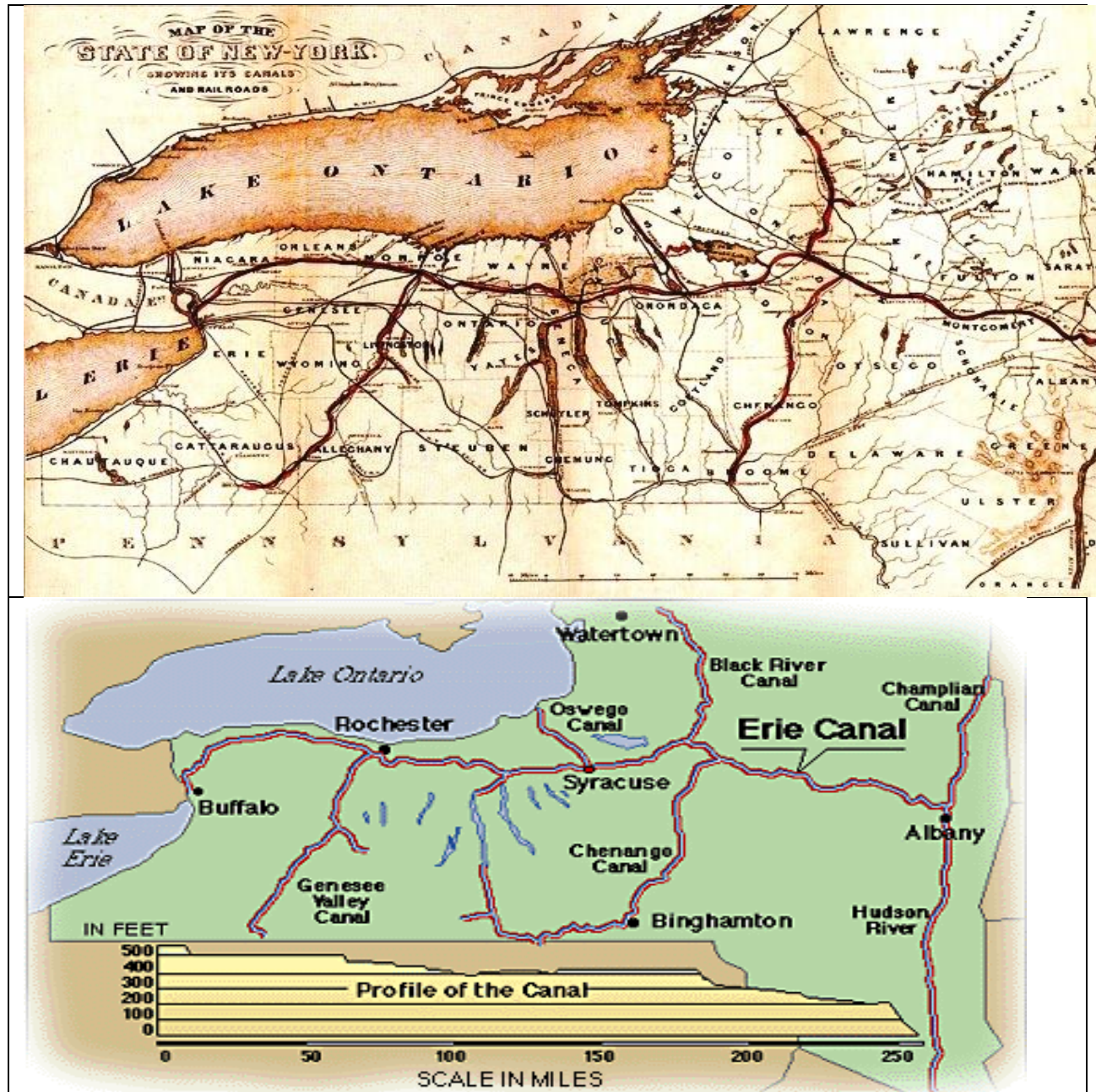
Present (Primary Documents)



Activity #1: Have students study the above pictures for five to ten minutes, asking them to record or raise their hands with any noticeable differences they discover. Then, present them with the following article. Give them time to read, underline, highlight, and take notes. Ask students to then connect details from their reading to the image. They should then be able to use their newfound knowledge to point out several different examples in the photographs of how the Erie Canal has evolved over time. Maybe incorporate a KWL chart, and/or T-chart of the Erie Canal in the past versus the present.

Article: http://www.eduplace.com/kids/socsci/ny/books/bkd_ny/wklyrdr/u4_article2.shtml

Activity #2 (Primary Documents):



Have students examine the pictures above for five to ten minutes and note any information that comes to mind. (ex: changes over time, where the Erie Canal goes, what it transports, etc.) Then, have the students watch the video below and fill-in/add to/change any previous information. Maybe as a teacher, create some sort of fill-in the blank for students where they fill in words found in the video such as the one pictured on the following page.

Video: <http://www.epodunk.com/routes/erie-canal/index.html#>

Activity #3:

Name: _____

I've got an old _____ and her name is Sal,

Fifteen miles on the _____.

She's a good old worker and good old pal,

_____ miles on the Erie Canal.

We've hauled some _____ in our day,

Filled with _____, _____, and hay

And every inch of the way we know

From _____ to _____.

_____, everybody down,

Low bridge for we're coming to a _____.

And you'll always know your _____,

And you'll always know your pal,

If you've ever _____ on the Erie Canal.

Activity # 4: Have students take a virtual tour down the Erie Canal by viewing the following video. Along the way identifying different features such as major cities, landmarks, forms of transportation, etc. Students could sit on the ground and act as though they are rowing a boat through the canal as a class, stopping for snacks and breaks along the way, constructing their own rowing devices out of classroom items, etc. They would also be asked to make a list of supplies to bring with them on their journey at the beginning. At the end of the journey they would reflect back on what they should have done differently as an individual, what worked, and what they should have done differently as a group and what worked as a group. They could also take a virtual tour of the canal in the past and see how the two differ.

Time lapse of Erie Canal voyage: <http://www.youtube.com/watch?v=jRmbjfPaSXU>

<p align="center">Relevance to the Common Core/Essential Question(s):</p> <p align="center"><i>Essential Question(s):</i></p> <p align="center">To what extent has the Erie Canal influenced your life thus far?</p> <p align="center">In what ways are the past and present both similar and different? What are the positives and negatives associated with each?</p> <p align="center">Explore the impact of the Erie Canal and its effect on yourself, individuals, society/the community, and the world as a whole.</p> <p align="center">What is the significance of the Erie Canal? What significant changes did it bring about (both positive and negative)?</p>	
Activity #1	<p><i>Writing Standards Grade 4:</i></p> <p><i>Text and Purposes:</i></p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> • a) Introduce a topic or texts clearly, state an opinion, and create and organizational structure in which related ideas are grouped to support the writer's purpose. • b) Provide reasons that are supported by facts and details. • d) Provide a concluding statement or section related to the opinion presented. <p><i>Research to Build and Present Knowledge:</i></p> <ol style="list-style-type: none"> 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 9. Draw information from literary or informational texts to support analysis, reflection, and research. <p><i>Reading Standards Grade 4: Integration of Knowledge and Ideas:</i></p> <ol style="list-style-type: none"> 7. Interpret information presented visually, orally, or quantitatively, (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Activity #2	<p><i>Writing Standards: Grade 4:</i></p> <p><i>Production and Distribution of Writing:</i></p> <ol style="list-style-type: none"> 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. <p><i>Craft and Structure:</i></p> <ol style="list-style-type: none"> 5. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. <p><i>Integration of Knowledge and Ideas:</i></p> <ol style="list-style-type: none"> 7. Interpret information presented visually, orally, or quantitatively, (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

	<p><i>Speaking and Listening Standards: Comprehension and Collaboration:</i></p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Presentation of Knowledge and Ideas:</i></p> <p>5. Add audio recording and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
Activity #3/4	<p>Writing Standards: Grade 4</p> <p><i>Research to Build and Present Knowledge:</i></p> <p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><i>Reading Standards: Grade 4: Key Ideas and Details:</i></p> <p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>6. Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided.</p> <p><i>Integration of Knowledge and Ideas:</i></p> <p>7. Interpret information presented visually, orally, or quantitatively, (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><i>Writing Standards Grade 4: Text and Purposes:</i></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • a) Introduce a topic or texts clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • b) Provide reasons that are supported by facts and details. • d) Provide a concluding statement or section related to the opinion presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. • e) Provide a conclusion that follows from the narrated experiences or events.