



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Jessica Cain &  
Emily Irvin

### Chapter 8: James Whitcomb Riley - Indiana Days Gone By Activity #1

**Topic:** James Whitcomb Riley

**Content Objective:**

As a result of this activity, the learner will:

- Research (understanding) five facts about James Whitcomb Riley.

**Language Objective:**

As a result of this activity, the learner will:

- Write (creating) a poem that uses the same format as James Whitcomb Riley's "The Days Gone By" given his original poem and an example in class.

**Teacher Materials:**

- Copies of the "Indiana Days Gone By" directions sheet
- Copies of the "The Days Gone By" student poem template
- Copies of the "The Days Gone By" poem by James Whitcomb Riley
- Classroom computers for students to use for research
- Whiteboard and marker

**Student Materials:**

- Clock Appointment Sheets
- Pencil
- Paper to write down five facts

**Indiana Academic Standards:**

- Social Studies: 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.
- Language Arts: 4.W.5 Conduct short research on a topic.

**Procedures:**

Day 1:

1. Ask students to raise their hands if they have ever heard of a man named James Whitcomb Riley. Tell them that he is a famous poet that they will be studying.
2. Instruct students to get out a piece of paper and a pencil. Explain that they will use the classroom computers to research and find five facts about James Whitcomb Riley, writing down the facts they find.
3. When students have found their information, call on students to share a couple of their facts with the class. Write these facts on the whiteboard to create a master list of facts.



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4. Talk about James Whitcomb Riley with the class, referring to the facts students found. Discuss who he is and when and where he lived. Also, discuss his impact on Indiana history. (Madison and Sandweiss 197-198)

### Day 2:

1. Read “The Days Gone By” by James Whitcomb Riley to students. Pass out the pre-vocab words to the students. Discuss what the words mean in the poem and read the sentences and definitions of the words to the students.
2. Cloze read the poem again, pausing at words that the students need to read. Discuss what the poem means and have the students pull out examples of what he saw and heard in the poem.
3. Pass out the “Indiana Days Gone By” direction sheet. Read the direction sheet to the students. Tell the students that they will be making a poem that goes along with James Whitcomb Riley’s poem. They will fill in the blanks with words that describe what they see and hear in their Indiana neighborhood.
4. Pass out “The Days Gone By” student poem templates. Allow students time to fill out the poem.
5. Have each student get with his or her 2:00 appointment buddy and share his or her poem. The person who is taller goes first. Allow the students time to share their poems.

### Closure:

1. Have the class come back together, and have two students share their poems with the class.
2. Ask students to think about the facts they learned about James Whitcomb Riley; call on a couple students to share these facts. Ask, “What are some things Riley wrote about in his poetry?” Students should recall that he wrote about what he saw and heard in Indiana.
3. Say, “I hope that studying his poem and writing your own poem allowed you to appreciate the things you see and hear in Indiana.”

### Pre-Vocab Words:

The pre-vocab words to discuss with students are the words “rye,” “chirrup,” “nightingale,” “brimmed,” and “piped.” The four corner vocab sheet for these words is included.

### SIOP Techniques:

- Clock buddies—interaction
- 4 corners vocab—building background



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### **Culturally Responsive Teaching Explained:**

This activity is student-centered, connected and integrated, and it fosters critical thinking. It is student-centered because students are responsible for discovering facts about James Whitcomb Riley on their own, and they get to create their own poems based on their own experiences in Indiana. This activity is also connected and integrated because it focuses on skills from two different subject areas: social studies and language arts. Lastly, this activity fosters critical thinking because it causes students to reflect on the sights and sounds they sense in their Indiana town, and it makes them realize which of these sights and sounds are important to them.

### **Sources Used:**

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.

Merriam-Webster's Learner's Dictionary. (n.d.). Retrieved November 23, 2015, from <http://www.learnersdictionary.com/>

Porter, L. (n.d.). *The Days Gone By*. Retrieved November 23, 2015, from <http://www.poetryfoundation.org/poem/182661>

# The Days Gone By

BY JAMES WHITCOMB RILEY

O the days gone by! O the days gone by!  
The apples in the orchard, and the pathway through the rye;  
The chirrup of the robin, and the whistle of the quail  
As he piped across the meadows sweet as any nightingale;  
When the bloom was on the clover, and the blue was in the sky,  
And my happy heart brimmed over in the days gone by.

In the days gone by, when my naked feet were tripped  
By the honey-suckle's tangles where the water-lilies dipped,  
And the ripples of the river lipped the moss along the brink  
Where the placid-eyed and lazy-footed cattle came to drink,  
And the tilting snipe stood fearless of the truant's wayward cry  
And the splashing of the swimmer, in the days gone by.

O the days gone by! O the days gone by!  
The music of the laughing lip, the luster of the eye;  
The childish faith in fairies, and Aladdin's magic ring—  
The simple, soul-reposing, glad belief in everything,—  
When life was like a story, holding neither sob nor sigh,  
In the golden olden glory of the days gone by.

**Name:** \_\_\_\_\_

## **“Indiana Days Gone By”**

### **Directions**

**We learned that James Whitcomb Riley was a poet from Greenfield who wrote about Indiana in the early 1900s. He wrote about what he saw where he lived, and he included details about the sounds he heard. You are going to be Indiana poets just like James Whitcomb Riley! Your job is to write a poem like Riley’s “O the Days Gone By,” telling what you see and hear where you live. If you need more space to write, you may complete the poem on a blank sheet of paper instead of the paper I give you.**



## The Days Gone By

By: \_\_\_\_\_

O the days gone by! O the days gone by!

The \_\_\_\_\_ in the \_\_\_\_\_, and the pathway through the \_\_\_\_\_;  
(a thing) (a place) (a thing)

The singing of the \_\_\_\_\_, and the whistle of the \_\_\_\_\_  
(a thing) (a thing)

As \_\_\_\_\_;  
(something that the thing did)

When the \_\_\_\_\_, and the \_\_\_\_\_ was in the \_\_\_\_\_,  
(a thing and what it did) (a thing) (a place or thing)

And my happy heart brimmed over the days gone by.





In the summer, the rye is growing in the field.

A grain that is used to make flour.

rye



The small bird chirruped at his mother when he was hungry.

A loud noise made by a small bird.

chirrup



At night I can hear the sound of the nightingale outside my window.

A bird that sings at night-time.

nightingale



I had to be careful with the cup because it brimmed with coffee.

Became full or overflowed

brimmed



The students piped a happy tune on their recorders.

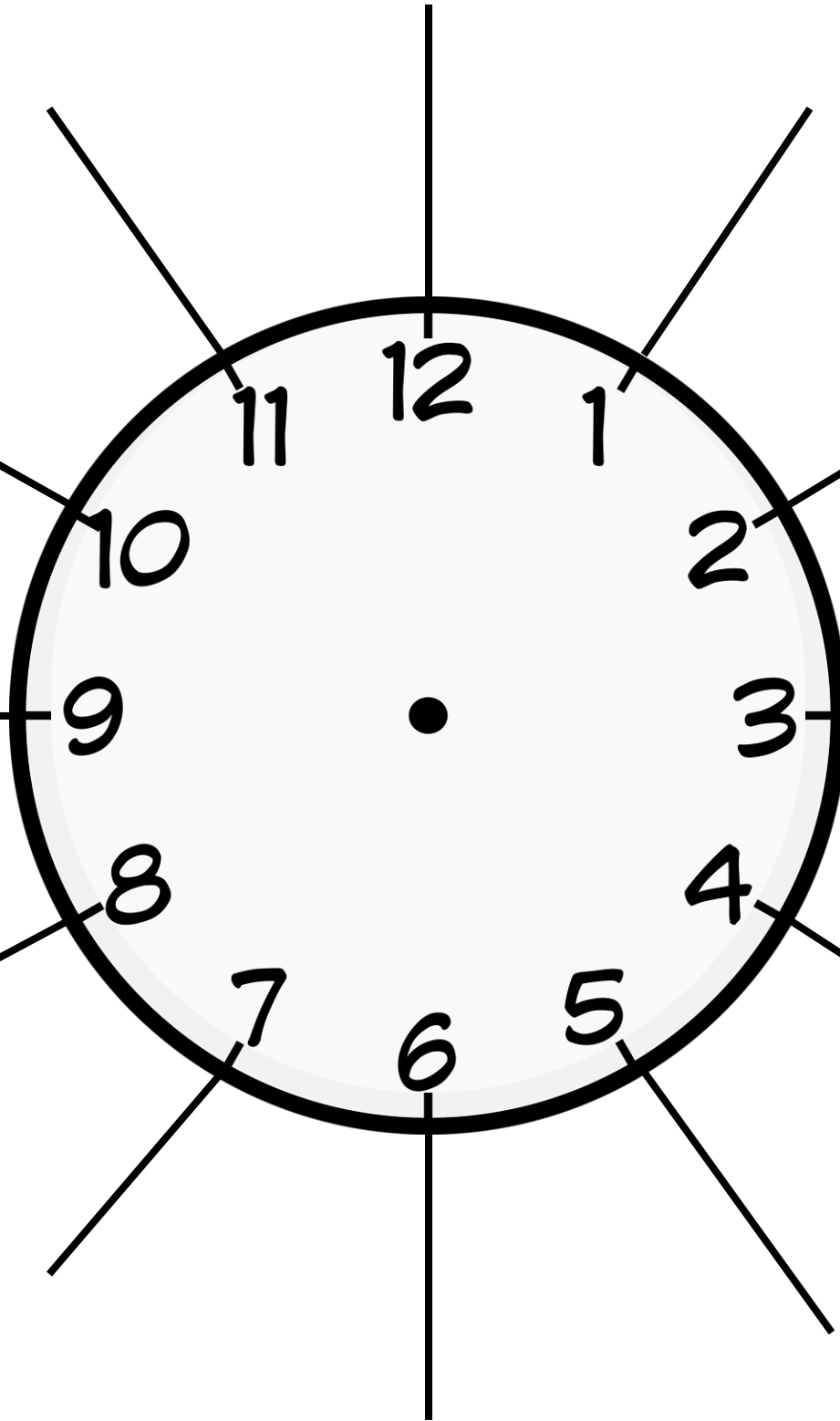
An instrument with a tube that you blow into to make sound.

pip



# Clock Buddies

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## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Jessica Cain &  
Emily Irvin

### Chapter 8: Propaganda for Indiana! Activity #2

**Topic:** World War I's effect on Indiana citizens

**Content Objective:**

As a result of this activity, the learner will:

- Better understand propaganda and how it influenced Indiana citizens.

**Language Objective:**

As a result of this activity, the learner will:

- Talk with a partner (speaking) about the messages conveyed by 10 different WWI propaganda posters provided by the teacher (analyzing).

**Teacher Materials:**

- Propaganda posters
- Tape
- Plain white paper

**Student Materials:**

- A pencil
- Crayons
- Colored pencils
- Markers

**Indiana Academic Standards:**

- 4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

**Procedures:**

Day 1:

1. Set up a gallery of World War I (WWI) propaganda posters in the classroom, taping them to the walls, cabinets, whiteboards, etc.
2. Explain to students that they are all posters from around 1914-1918, and they were created to get people in Indiana to support WWI. Tell students that people in Indiana at this time were either making these posters to help with the war effort or viewing these posters. (Madison and Sandweiss 198-199)
3. Ask students to get with their 1:00 buddy, and assign each pair to a poster. Tell students that they will be looking at the posters with their partner, and they will be talking about what message they think the poster is trying to send. Ask, "What do you think the artist of this poster is trying to say with the pictures and the words?"



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4. Allow students about one minute to view their first poster, and then have them rotate clockwise around the room to look at a new one. Continue rotating after one minute until each student has visited all 10 posters.
5. Have students return to their seats. Point to each poster around the room and have different pairs of students share their thoughts on each one.

### Day 2:

1. Remind students of the propaganda posters that they viewed yesterday. Have students raise their hands and tell the class what propaganda posters do. Students should say that propaganda posters try to get people to think or act in a certain way.
2. Give each student a piece of blank paper. Explain to students that they will be creating their own propaganda posters to try to get people to visit Indiana.
3. Ask students to get out their colored pencils, crayons, or markers to make their posters colorful.

### Closure:

1. For closure, collect students' completed posters and then tape them around the room. Have the students do another gallery walk so that they can view their classmates' posters.
2. Talk about how students' propaganda posters are well-intentioned because they try to get people to visit Indiana. However, explain to students that propaganda is everywhere, and not all of it is positive. Sometimes propaganda can put people down, so they have to be critical thinkers when viewing propaganda.

### SIOP Techniques:

- Clock buddies—interaction
- Gallery walk—interaction

### Sources Used:

Cook, J. (2014, July 28). The Posters That Sold World War I to the American Public. Retrieved November 23, 2015, from <http://www.smithsonianmag.com/history/posters-sold-world-war-i-american-public-180952179/?no-ist> (10 + propaganda posters)

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

# STEP INTO YOUR PLACE



PREPARED BY THE PARLIAMENTARY RECRUITING COMMITTEE, LONDON. — POSTER, N° 104

PRINTED BY DAVID ALLEN & SONS LTD, HARROW, MIDDLESEX. W. 57A. 594. — 2/5

# ENLIST



LAURA BREY

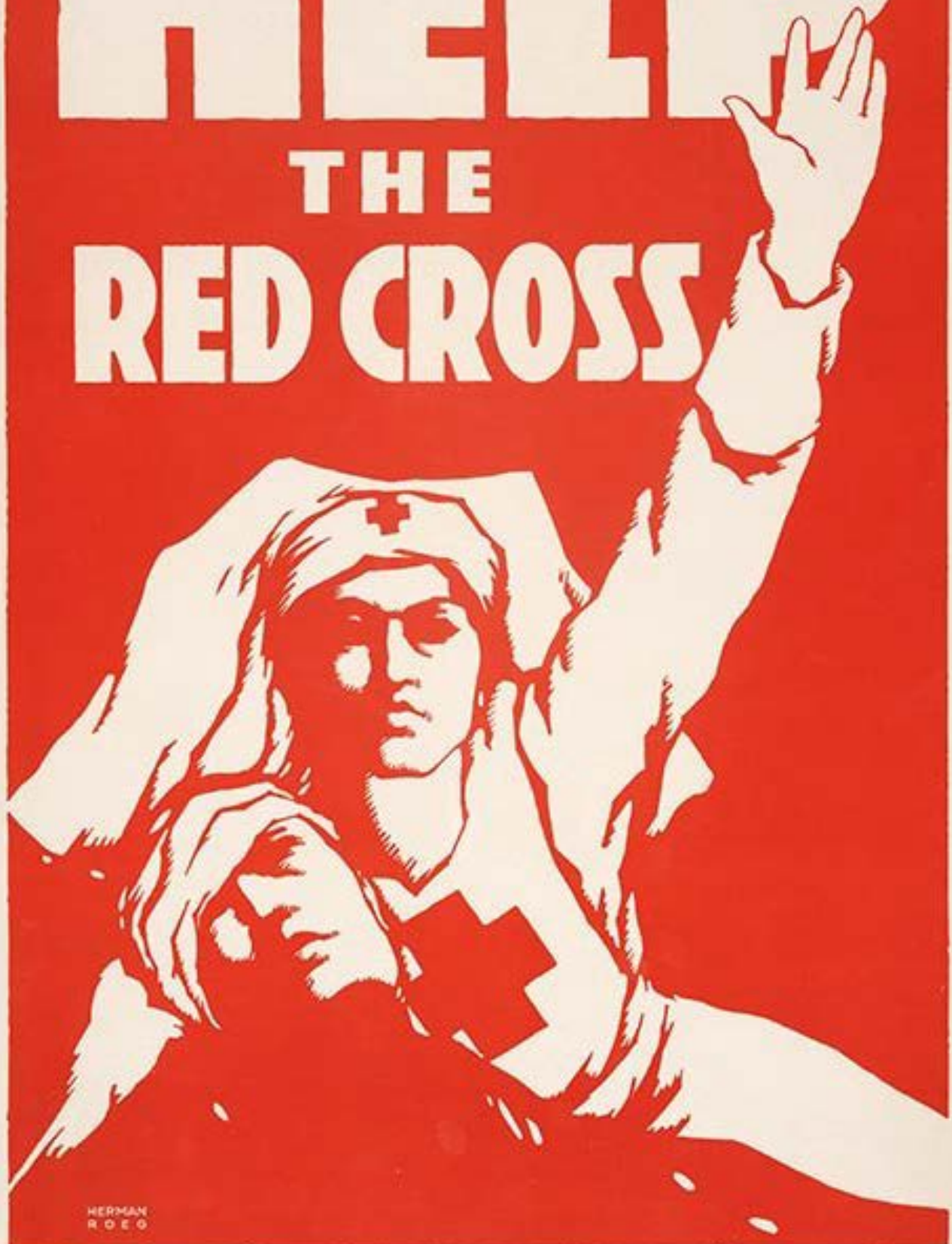
On Which  
Side of the  
Window are  
**YOU?**

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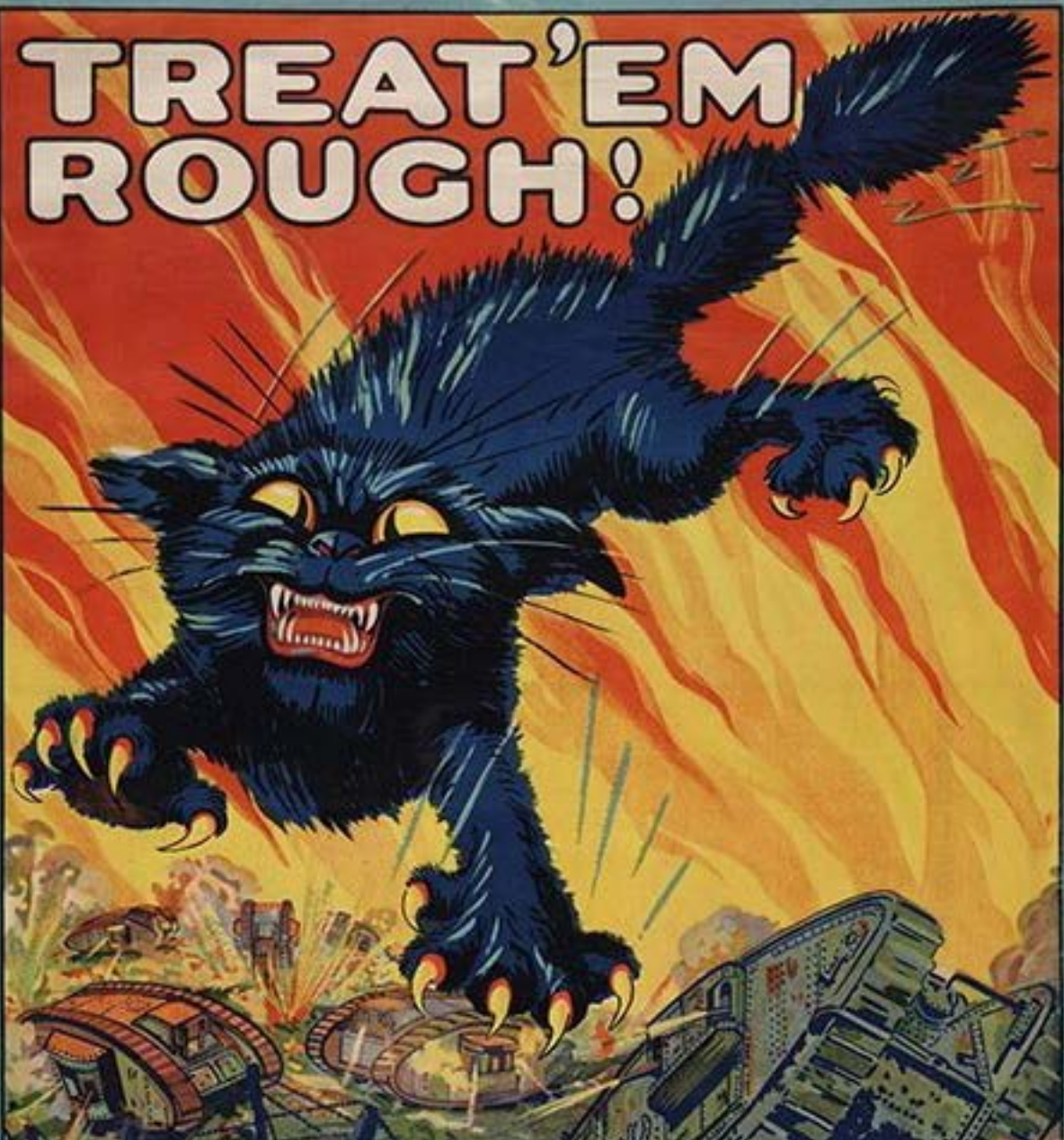
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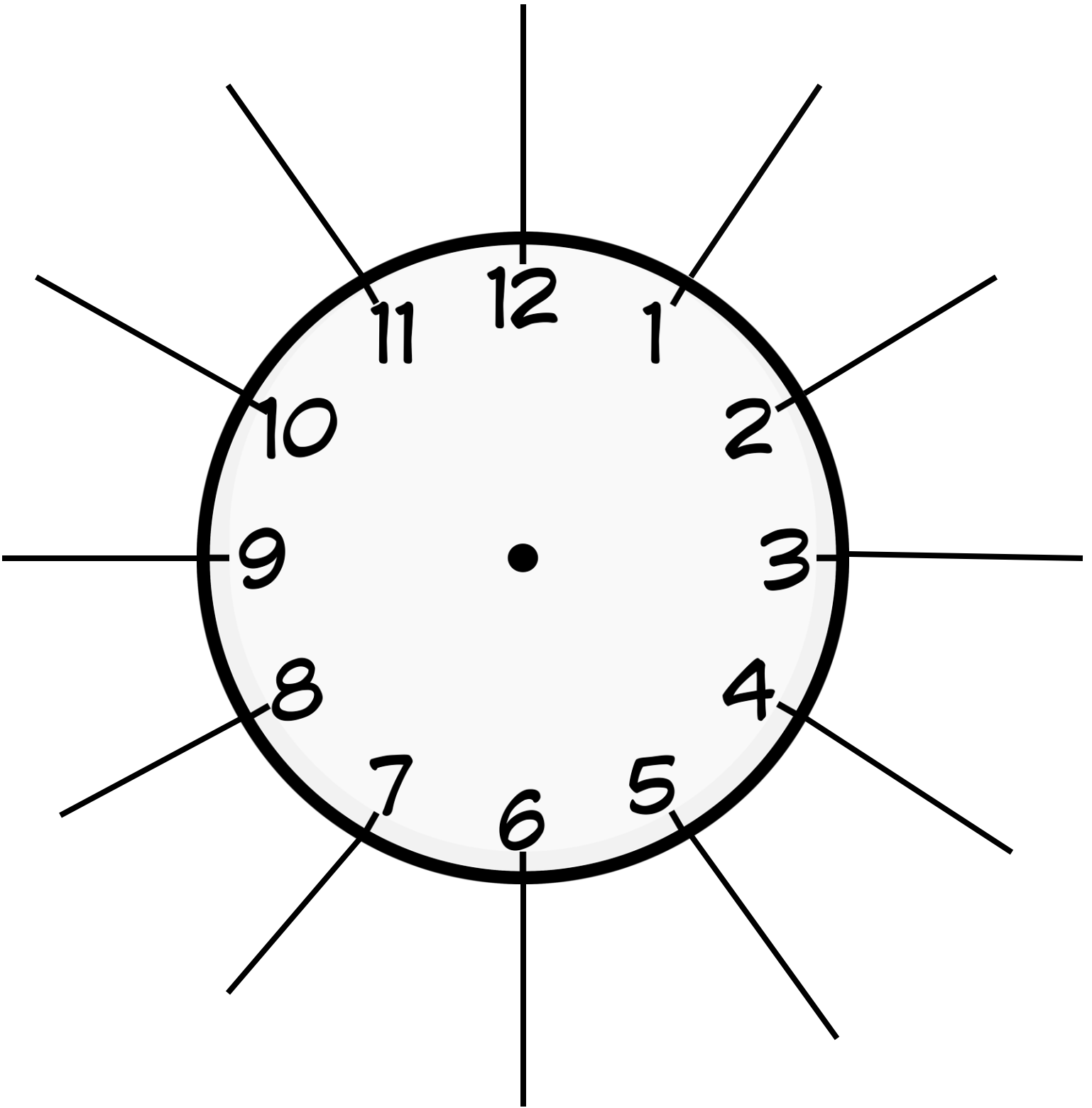
DESIGNED BY MONTGOMERY FLAGG

# I WANT YOU FOR U.S. ARMY

NEAREST RECRUITING STATION

# Clock Buddies

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## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Jessica Cain &  
Emily Irvin

### Chapter 8: Oh, the Places in Indiana You'll Go! Activity #3

**Topic:** New transportation technology's effect on Indiana citizens

**Content Objective:**

As a result of this activity, the learner will:

- Note the roadways that have been established throughout the years to connect Indiana cities.

**Language Objective:**

As a result of this activity, the learner will:

- Write at least five sentences legibly.

**Teacher Materials:**

- Lined paper (at least one piece of paper per student)
- Picture on page 199 of *Hoosiers and the American Story*
- Document camera
- Classroom computers for research
- "Oh, the Places in Indiana You'll Go!" writing prompt
- Graphic organizers
- Map of Indiana's highways

**Student Materials:**

- A pencil

**Indiana Academic Social Studies Standard:**

Social Studies: 4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.

Language Arts: 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.

**Procedures:**

1. To begin, ask, "Have you ever gone on a vacation with your family? Raise your hand if you rode in a car to get there." Explain that in the 1920s, cars were becoming very popular in Indiana, and people were so excited that they could travel all over the country just by getting in their cars (Madison and Sandweiss 199).



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2. Place the picture from page 199 of *Hoosiers and the American Story* under the document camera, and explain that the people in the picture were going to take a road trip together; they were going to Pike’s Peak in Colorado (Madison and Sandweiss 199).
3. Show them a map of Indiana’s highways and highlight major roads like I65 and I69. Show them destinations that they will write about such as Martinsville, French Lick, and Indianapolis.
4. Explain to students that they are going to pretend they are adults in the 1920s who have just purchased cars. Say, “The first thing you do with your car is take a road trip. You’re going to fill out a graphic organizer and then write about where you would take a trip in Indiana and why.”
5. Put the writing prompt under the document camera and read it to students, answering any questions they may have. Emphasize that they must choose one of the three places you provide them, and they must use their best handwriting so that their words are easy to read.
6. Pass out the graphic organizers and allow students to use the classroom computers to research the location they choose. Students must include three factual reasons why they would choose this destination. Allow students around 15 minutes to complete their graphic organizers.
7. Tell students that they will now be using the graphic organizers to write their five sentences. Allow the students 25 minutes to write their sentences.

### **Closure:**

1. Have each student pair and share with the person sitting next to him or her. Have the students take turns reading their papers to each other. Allow the students about five minutes to share.
2. Say, “Today we looked at a map of Indiana’s roads. We saw that places like Martinsville, French Lick, and Indianapolis all have roads that make them accessible to us, even though we live in a different town. We hope that when you plan a road trip in the future, you will keep these places in Indiana in mind.”

### **SIOP Techniques:**

- Graphic organizer—comprehensible input
- Making connections and looking at a photo—building background

### **Sources Used:**

Google Maps. (2015). [Indiana] [State map]. Retrieved from <https://www.google.com/maps/place/Indiana/@39.2167685,-86.138449,9z/data=!4m2!3m1!1s0x886b50bcd9f81b1d:0x7e102fceb32ec72>

Madison, James H. & Sandweiss, Lee Ann. (2014). *Hoosiers and the American Story*. Indianapolis, IN: Indiana Historical Society Press.





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### Oh, the Places in Indiana You'll Go!

Imagine that you are an adult in the 1920s, and you just bought your first car! You decide to take a road trip. You have three destinations in mind: Martinsville, French Lick, and Indianapolis.

You will **choose one** of these places, and you will write **at least five sentences** telling **three factual reasons** why you would go there.

You can either go to...

- Martinsville for a basketball game,
- French Lick for a trip to the spa, or
- Indianapolis for a jazz concert.

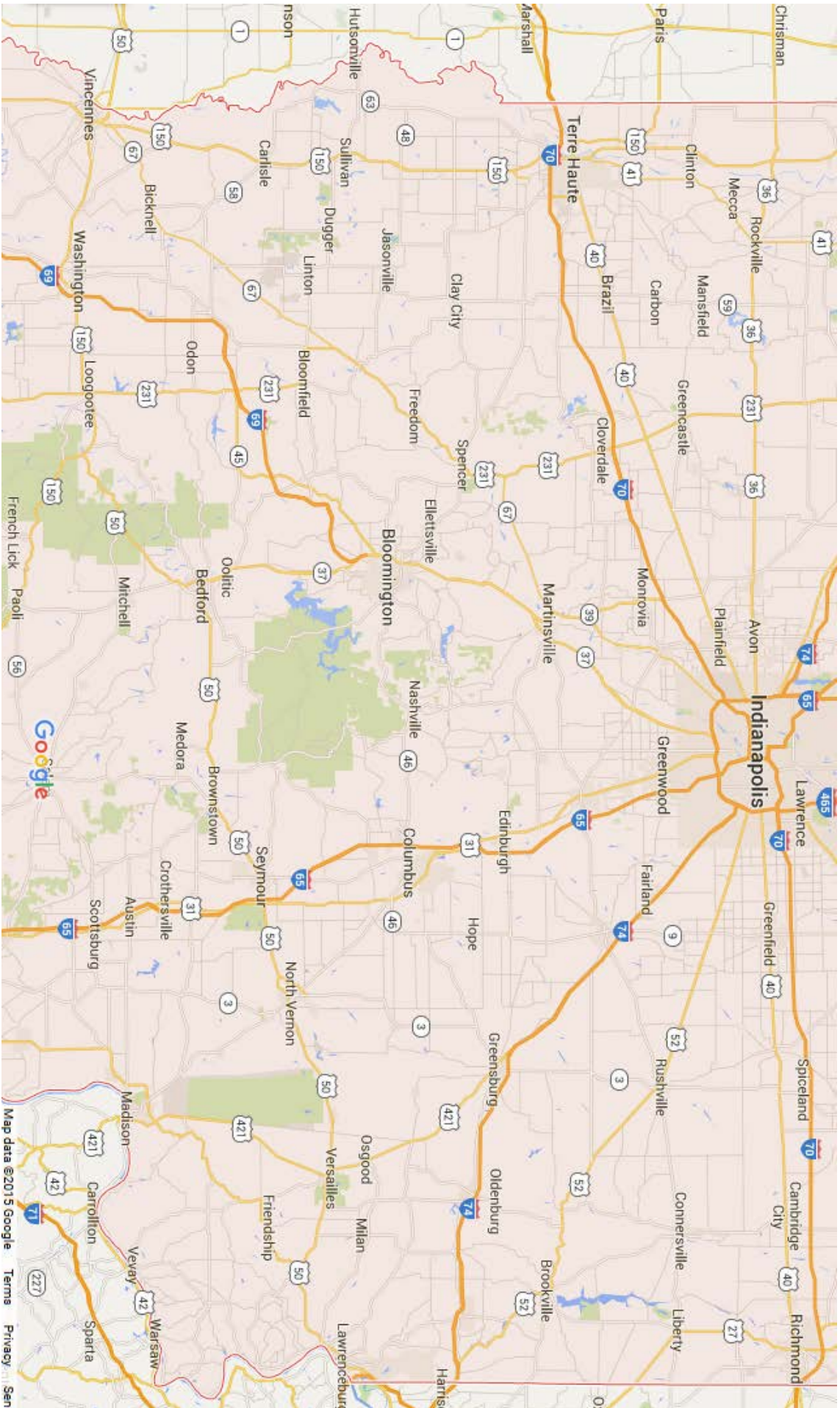
#### Paper requirements:

- Write at least five (5) sentences.
- Give three (3) factual reasons why you would go there.

**Correct:** I would go to Martinsville for a basketball game to see where the famous John R. Wooden used to play basketball.

**Incorrect:** I would go to Martinsville for a basketball game because basketball is fun.

- Write neatly and legibly!





## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Ashley Myers

### Activity #4

**Topic/Concept/Skill:** Ku Klux Klan

**Related Standard:**

Social Studies 4.1.16: Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

**Main Objective of Instruction:**

**As a result to this activity, the learner will:**

- Look at the different opinions and beliefs that existed within historical primary sources
- Identify the main purpose of a historical document
- Find the opposing view of a historical document

**Language Objective of Instruction:**

**As a result to this activity, the learner will:**

- Use their knowledge to create drawings and representations of their opinions toward the subject
- Use their grammar and handwriting skills to create a well-organized and well-written poster to be displayed

**Teacher Materials/Resources:**

- *Hoosier and the American Story*
- Poster template

**Student Materials:**

- Pencil
- Crayons
- Markers

**Anticipatory Set (Introductory Approach):**

To begin the lesson, the teacher will ask the students if they have ever heard of the Ku Klux Klan before. The teacher will ask the students to give facts about the Ku Klux Klan that they have heard of. If the students are unfamiliar with the term, the teacher will have the students make predictions on what they think the term is related to.

**Instructional Procedures (Whole Group):**

1. Anticipatory Set
2. The teacher will begin by reading page 201 with the students. After the teacher is done reading, he or she will ask the following questions
  - What was the Klan?



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- Where did the Klan first appear?
  - What did the members wear?
  - What was their purpose after the Civil War
3. After the questions are answered, the teacher will then have the students look over the poster on page 202 for 10 minutes. This will be with a partner so that they can discuss their thoughts.
  4. After the students are done looking over the poster, the teacher will ask the following questions:
    - What is this poster for?
    - Who do you think created this poster? How do you know?
    - How are they trying to get people to attend? What are they offering?
    - Why are they trying to get people to come to this event?
    - Who do you think this poster is targeted towards?
  5. After the teacher is done asking the previous questions, she will then ask the students what people could have done to promote equality.
  6. After the students are done giving answers, tell the students that they are making their own poster that advertises a celebration for all peacemakers.
  7. The teacher will hand out the worksheet, and read the instructions to the students so they know what they are doing.
  8. Closure

### **Closure:**

For the closure, the teacher will tell ask the students to share their posters with the class. The teacher can have the students raise their hands to share, or they can do a gallery walk to see everyone's displayed posters by walking around the classroom.

**SIOP: Review Assessment→Poster/Flyers** The students will be making posters/flyers, which will allow them to share their views and thoughts of becoming peace makers during the 1960's.

### **Pre-Vocab:**

- realm
- vital
- tremendous
- strain
- resistance

### **Sources:**

Madison, James H. &Sandweiss, Lee Ann. (2014).Hoosiers and the American Story.  
Indianapolis, IN: Indiana Historical Society Press.



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  realm

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  vital



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Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  tremendous

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  strain



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  resistance

# CALLING ALL PEACE MAKERS!

Announcing a nonviolence celebration  
to all who favor integration!



Where?



When?

What time?

Illustration:

Purpose of the celebration:

Description of celebration:





## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

This activity  
designed by:

Ashley Myers

### Activity #5

**Topic/Concept/Skill:** Hoosier Hysteria /Goods and Services/ Creativity

**Related Standard:**

**Social Studies 4.4.1** Give examples of the kinds of goods and services produced in Indiana in different historical periods. (Ex. Chuck Taylors)

**Content Objective of Instruction:**

**As a result to this activity, the learner will:**

- Describe and draw a shoe that matches the students' hobbies and that would be helpful to the students to use (creating).
- Connect their interests to an artifact of Indiana History- Chuck Taylors (Analyze)
- Use the example of a good made in Indiana

**Language Objective:**

**As a result to this activity, the learner will:**

- Use their descriptive skills to describe the different parts of their imaginary shoe
- Use their descriptive skills to transfer and draw the details that they wrote down

**Teacher Materials/Resources:**

- Real Chuck Taylors
- Description Sheet
- Blank sheet of paper to draw shoe
- Four Corners Activity

**Student Materials:**

- Pencil
- Crayons, Markers

**Anticipatory Set (Introductory Approach):**

To begin the activity, the teacher will display the Chuck Taylors, and the teacher will ask the following questions:

- Who has had a pair of these shoes before?
- When do you usually wear them?
- Does anyone know when these shoes first came out?



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

- Does anyone know what these shoes were used for when they first came out?
- Are these shoes used for that activity today

### **Instructional Procedures (Whole Group):**

1. Anticipatory Set
2. The teacher will read page 208 with the students. After reading this page, the teacher will ask the following questions.
  - Who was the creator of basketball, and when did it originate?
  - When was the first state boys basketball tournament?
3. The teacher will then have the students read the passage under “Hot Dogs, Artesians, and Wooden” on page 209 with a partner. After the partners are done reading, the teacher will ask the following questions:
  - How do you think the Frankfort team got their team name?
  - Would you have given them a different name?
  - How many games did John Wooden win as a coach?
4. The teacher will then read the rest of the chapter starting from “Hoosier Basketball Mythology—Milan and Beyond” on page 209 to the end of page
  - How did the small town of Milan become so well known?
  - What major rule change happened in 1997?
  - Why did they call Milan’s win the Milan miracle?
  - What happened thirty years later after their win?
  - What was the movie called?
  - Have any of you watched that movie?
5. After the teacher is done asking these questions, she will then tell the students to look at pages 212 and 213. He/ she will then ask the students the following questions:
  - Who is Chuck Taylor?
  - Why do you think the shoes were made the way that they were?
  - Do you recognize any of the schools that are listed?
6. After the teacher asks these questions, the teacher will tell the students that they are going to create a shoe that helps them perform their favorite past time or hobby, like Chuck Taylors helped people play basketball. For example, if they like to hike, they will create a shoe that helps them complete this task.
7. The students will fill out each description required for the worksheet. When they are done they will draw their shoe.
8. After all of the shoes are drawn, the students will set them on their desks and the class will participate in a gallery walk.



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### **Closure:**

After the students are done drawing their shoes, the teacher will have the student lay their pictures on the desks. The class will then participate in a gallery walk, which includes the students walking around to each desk looking at their classmates' pictures. When the students are done, ask the students if there were any pictures that stood out to them. The teacher can also ask the students to share their pictures with the class if there is enough time.

### **SIOP:**

Interaction → Gallery Walk: The students will participate in a gallery walk, which will help build a sense of community by allowing the students to learn about the interests of their classmates.

### **Culturally Responsive Teaching:**

This activity is student centered because the students are thinking of their own hobbies and interests to display to the class. This also builds community because the students will be walking around looking at other students' drawings. This will allow the students to see the interests and hobbies of their classmates, which will help them learn about each other.

### **Sources:**

Madison, James H. & Sandweiss, Lee Ann. (2014). Hoosiers and the American Story. Indianapolis, IN: Indiana Historical Society Press.

### **Pre-Vocab:**

- cathedrals
- debut
- enrollment
- lament
- nomination



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  cathedrals



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  debut

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  enrollment



## Celebrating the Indiana Bicentennial Grade 4 Standards Activities

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  lament

Illustration: (1)	Sentence: (2)
Definition: (3)	Word: (4)  nomination

Name: \_\_\_\_\_

Hobby for shoe: \_\_\_\_\_

Bottom of shoe: (Drawing space if needed)	Description:
Front of shoe: (Drawing space if needed)	Description:

Top of shoe: (Drawing space if needed)	Description:
Shoelaces: (Drawing space if needed)	Description:
Features of the shoe (What does the shoe do that is special?) (Drawing space if needed)	Description: