

Frontier Grant Lesson Plan

Teacher: Kim Schumacher

Topic: History of the Pacific West (San Francisco) Unit

Grade/Subject: 3rd Grade/Social Studies

Duration of Lesson: Approximately four 45 minute class periods

Idaho Standards:

Goal 1.1: Build an understanding of the cultural and social development of the United States.

- 3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols.
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions.
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

- 3.SS.1.2.1 Share the origins of classmates' ancestors.
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes.
- 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

- 3.SS.2.3.1 Analyze past and present settlement patterns of the community.
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community.

3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.

3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.

Goal 2.3: Acquire Skills for Comprehending Literary Text

3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details.

Objective -

Third grade social studies standards make a strong stand for symbols and communities. I am going to begin this unit with a picture of a traveling toothbrush as my symbol for Alcatraz, Angel Island, and the USS Hornet. The students will be able to connect the idea of a traveling toothbrush with these locations as all the people located in these areas are away from home. The students will be able to connect themselves and our community with the following locations in San Francisco: Alcatraz, Angel Island, and the aircraft carrier – the USS Hornet.

Guiding/Essential Questions -

What are imprisonment, detainment, and enlistment?

What is a connection between our community and Alcatraz?

What is a connection between Angel Island and our community?

What is a connection between our classroom and the USS Hornet?

Alcatraz

Learning Activities:

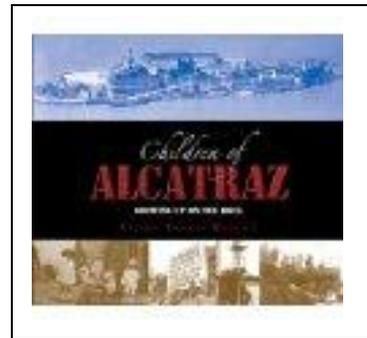
Day One

Begin with the C.S.I. activity as an introduction to this unit

The C.S.I. can be found below

Day Two

Share the book - *Children of Alcatraz*



This book was purchased at Alcatraz,
but can be purchased from Amazon

http://www.amazon.com/Children-Alcatraz-Growing-Up-rock/dp/0802795773/ref=sr_1_1?s=books&ie=UTF8&qid=1304375686&sr=1-1

Day Three

Students will use a Venn diagram to compare and contrast a child of a prison worker living in Alcatraz with a child of an inmate imprisoned in Alcatraz.

<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Assessment: Students will complete all activities for each location

Alcatraz C.S.I.

Host File # 1775-Present

“The Rock” has a long history of uses in our country. It first provided a strategic line of defense for “Yerba Buena.” However, in 1934 it became an island of correction. Previous occupants would have paid a price to “escape” from there while current visitors pay a price to go there. We are connected to this destination as we have a very similar facility in Cottonwood. Where is this place and can you compare and contrast the two seemingly different locations?



ESP – a few possibilities

Economic – Identify the need to have this facility in Cottonwood

Social – Discuss the need for correctional facilities

Political – Explain ways people can monitor and influence decisions and actions by state governments and our federal government.

Possible Primary Source Documents

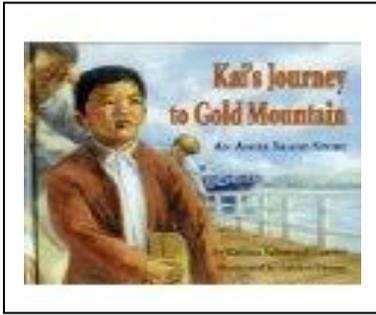
<http://investigation.discovery.com/videos/alcatraz-videos/>

http://www.corr.state.id.us/our_facilities/location_nici.htm

Angel Island

Day One

Begin with the book – *Kai's Journey to Gold Mountain: An Angel Island Story*



This book was purchased from Amazon,

http://www.amazon.com/Kais-Journey-Gold-Mountain-Island/dp/0966735242/ref=sr_1_1?s=books&ie=UTF8&qid=1304375764&sr=1-1

Day Two

Students will complete the web quest on Angel Island

The web quest can be found below.

Day Three

After viewing some of the poetry, students will work on their own poems regarding the experiences of the detainees at Angel Island. Guidelines will include using free verse, diamante, or haiku formats.

Angel Island Web Quest Activity

Name _____

http://parks.ca.gov/?page_id=1309

What was the most significant reason for the opening of the Angel Island Immigration center?

How many years was the Angel Island Immigration Center open?

<http://www.angel-island.com/history.html>

Read about Beck H. Gee. Explain why his experience at Angel Island Immigration Center was probably different from that of others.

http://www.english.illinois.edu/maps/poets/a_f/angel/angel.htm



What was found in the layers of paint in the housing rooms at the Angel Island Immigration Center?

USS Hornet

Day One

Begin this unit with having Rick Johnson come in to share his experiences on a naval aircraft carrier. Rick is known to the kids as he drives a bus route, and retired from the Navy after twenty years of service.

Day Two



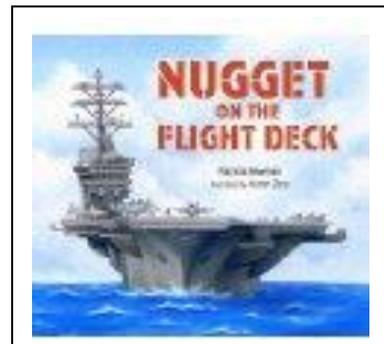
I took this photo on the USS Hornet flight deck. Each uniform is a specific color because of the different duties on the flight deck. Students will learn about the eight different jobs on the flight deck and the color uniform that corresponds to the job.

<http://www.navy.mil/navydata/ships/carriers/rainbow.asp>

Day Three

Share the book – *Nugget on the Flight Deck*

This book was purchased from Amazon,



http://www.amazon.com/Nugget-Flight-Deck-Patricia-Newman/dp/0802797350/ref=sr_1_1?ie=UTF8&s=books&qid=1304377020&sr=1-1