

# Jefferson City Public Schools–Curriculum

**SUBJECT:** Elementary

**COURSE:** EER

**STRAND:** History & Mystery

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) <b>Poison Pump</b>            Apply investigative methods using a map and clues to trace the source of the London cholera epidemic of 1854</p> <p><b>Performance:</b> 1.6, 3.5  <b>Knowledge:</b> (CA) 2,3 (SS) 7  <b>CAGLE:</b> R.1.H (Gr. 5)  <b>NETS:</b> N/A  <b>DOK:</b> 3</p>	<p>Assess oral responses from students</p>	<ul style="list-style-type: none"> <li>• Apply investigative methods to discover the source of cholera</li> <li>• Read and discuss information on cholera</li> </ul>
<p>(B) <b>Remember the Maine</b>            Use primary and secondary sources to determine the probable cause of the sinking of the US Maine in 1898</p> <p><b>Performance:</b> 1.8, 2.1  <b>Knowledge:</b> (CA) 1,4  <b>SSCLE:</b> MUSWH.3a.X; TSSI.7.B (World History)  <b>NETS:</b> N/A  <b>DOK:</b> 4</p>	<p>Assess friendly letter using a scoring guide</p>	<ul style="list-style-type: none"> <li>• Read information on the US Maine</li> <li>• Discuss possible explosion causes</li> <li>• Discuss primary and secondary sources</li> <li>• Discuss friendly letter format</li> <li>• Write a friendly letter stating a conclusion with supporting details</li> </ul>
<p>(C) <b>Grave Mistake</b>            Plot data to determine the source of arsenic poisoning in ground water</p> <p>Demonstrate an understanding of how poison travels through ground water</p> <p><b>Performance:</b> 1.8, 2.1, 2.6, 4.8  <b>Knowledge:</b> (CA) 1,4 (SS) 7  <b>SSGLE:</b> TSSI.7.B (Gr. 5-8)  <b>NETS:</b> N/A  <b>DOK:</b> 4</p>	<p>Assess business letter using a scoring guide</p>	<ul style="list-style-type: none"> <li>• Model grid map</li> <li>• Students mark map with clues</li> <li>• Use deductive reasoning to determine poison source</li> <li>• Read information on arsenic</li> <li>• Write a business letter to the mayor stating the source of the poison and suggestions for clean-up</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(D) <b>Research</b>            Research an historical mystery:</p> <ul style="list-style-type: none"> <li>• formulate research questions based on topic chosen</li> <li>• create note cards containing facts that answer the questions</li> <li>• create bibliography cards in standard format</li> </ul> <p><b>Performance:</b> 1.1, 1.2, 1.4, 1.7, 1.8, 2.1, 2.3, 4.4, 4.5  <b>Knowledge:</b> (CA) 1-4  <b>CAGLE:</b> W.1.A (Gr. 5); W.3.A (Gr. 6); IL.1.C (Gr. 5); IL.1.D (Gr. 6);  <b>NETS:</b> N/A  <b>DOK:</b> 3</p>	<p>Teacher evaluates, using a scoring guide:</p> <ul style="list-style-type: none"> <li>• note cards</li> <li>• bibliography cards</li> <li>• student created research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models:               <ul style="list-style-type: none"> <li>• note taking</li> <li>• bibliography card</li> </ul> </li> <li>• Students:               <ul style="list-style-type: none"> <li>• create research questions</li> <li>• take notes on note cards</li> <li>• document sources</li> </ul> </li> </ul>
<p>(E) <b>Lusitania</b>            Examine primary and secondary sources to determine the liability of Captain William Turner in the sinking of his ship</p> <p><b>Performance:</b> 1.5-1.8, 1.10, 2.1, 2.3, 2.4, 3.1, 3.5, 3.6, 4.6  <b>Knowledge:</b> (CA) 1-6 (SC) 1,7  <b>SSCLE:</b> PCD.1.A (Government); TSSI.7.B (World History)  <b>NETS:</b> N/A  <b>DOK:</b> 4</p>	<ul style="list-style-type: none"> <li>• Student evaluation of debate presentations</li> <li>• Teacher evaluation, using a scoring guide, of:               <ul style="list-style-type: none"> <li>• written debate summaries</li> <li>• hypothermia experiment summaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read background information on Lusitania</li> <li>• Discuss primary and secondary sources</li> <li>• Take notes on causes of Lusitania sinking</li> <li>• Use notes to create arguments regarding the liability of Captain William Turner</li> <li>• Participate in a debate on the liability of Captain Turner</li> <li>• Participate in peer evaluations</li> <li>• Read information on hypothermia</li> <li>• Form hypothesis</li> <li>• Participate in an experiment to test effects of cold water on fine motor coordination</li> <li>• Write a conclusion</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F) <b>Stonehenge</b> Learn the various theories of the creation of Stonehenge along with the possible methods of its construction</p> <p><b>Performance: 1.9, 2.3, 4.1</b> <b>Knowledge: (CA) 1,6 (SS) 6</b> <b>SSCLE: EGSA.5.D (Geography)</b> <b>NETS: N/A</b> <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>• Students self evaluate Stonehenge fact page</li> <li>• Teacher evaluates paragraph using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Watch 50 minute Nova Stonehenge</li> <li>• Completes a worksheet as they view the movie</li> <li>• Discuss answers</li> <li>• Write a paragraph stating how and why Stonehenge was built and by whom – support with ideas from the movie</li> </ul>
<p>(G) <b>Mystery Genre Lesson</b> Use deductive reasoning to:</p> <ul style="list-style-type: none"> <li>• solve a fictional mystery</li> <li>• identify the parts of a mystery story</li> <li>• organize mystery vocabulary into mind map format</li> </ul> <p><b>Performance: 1.6, 3.5</b> <b>Knowledge: (CA) 2,3</b> <b>CAGLE: R.1.H; R.3.A (All Gr. 5)</b> <b>NETS: N/A</b> <b>DOK: 3</b></p>	<p>Teacher evaluates graphic organizer explaining motive, method and murderer</p>	<ul style="list-style-type: none"> <li>• Hear <i>The Case of the Ruined Roses</i></li> <li>• Read the play <i>The Case of Silver Blaze</i> by A.C. Doyle</li> <li>• Discuss parts of mystery stories</li> <li>• Mind map mystery vocabulary</li> <li>• Complete graphic organizers of mystery genre elements: <ul style="list-style-type: none"> <li>• plot</li> <li>• characters</li> <li>• clues</li> <li>• solution</li> </ul> </li> </ul>
<p>(H) <b>Mystery Writing</b> Complete a prewriting activity synthesizing history mystery fact cards and mystery story elements</p> <p><b>Performance: 1.5, 1.6, 1.8, 2.1, 2.2</b> <b>Knowledge: (CA) 1,3,4</b> <b>CAGLE: W.1.A (Gr. 6)</b> <b>NETS: N/A</b> <b>DOK: 4</b></p>	<ul style="list-style-type: none"> <li>• Teacher evaluates both rough and final drafts</li> <li>• Students evaluate each other's presentations of their stories</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out a prewriting sheet mapping their history and mystery story</li> <li>• Draft a story using their mind map and research notes</li> <li>• Individual conferences with teacher</li> <li>• Create a final draft</li> <li>• Students read a story to the class</li> </ul>