

## **Three Marvels of a Community**

**Developed by:** Nikki Allen

**Discipline / Subject:** Social Studies

**Topic:** Community and Cultural Studies

**Grade Level:** 6-8

**Resources / References / Materials Teacher Needs:**

Three Marvels of Communities Worksheet

**Lesson Summary:**

Students will identify three important people, places, and pastimes in their communities. They will discuss why people, places and pastimes are important to their community and will analyze the importance of people, places, and pastimes in communities throughout the nation and world.

**Standard's Addressed: (Local, State, or National)**

1. (Alaska) Geography-B3, Analyze how places are formed, identified, named, and characterized.
2. (Alaska) Geography-B4, Discuss how and why groups and individuals identify with places.
3. (Alaska) Geography B5, Describe and demonstrate how places and regions serve As cultural symbols such as the Statue of Liberty.
4. (National) NSS-G.K-12.2, Understand the physical and human characteristics of places.
5. (National) NSS-G.K-12.2, Understand how culture and experience influence people's perceptions of places and regions.

**Learning Objectives:**

1. To engage students in analyzing the role that people play in the makeup of a community.
2. To analyze the importance of places in a community.
3. To analyze the importance of pastimes in a community.
4. To compare the importance of these three aspects of community in your own community and in others throughout the nation and world.

**Method of assessment for learning**

Participation in classroom discussion and completion of the Three Marvels of Community Worksheet.

**Materials Students Need:** Three Marvels of A Community Worksheet

**Technology Utilized to Enhance Learning:** Document camera to be used to project worksheet onto the screen.

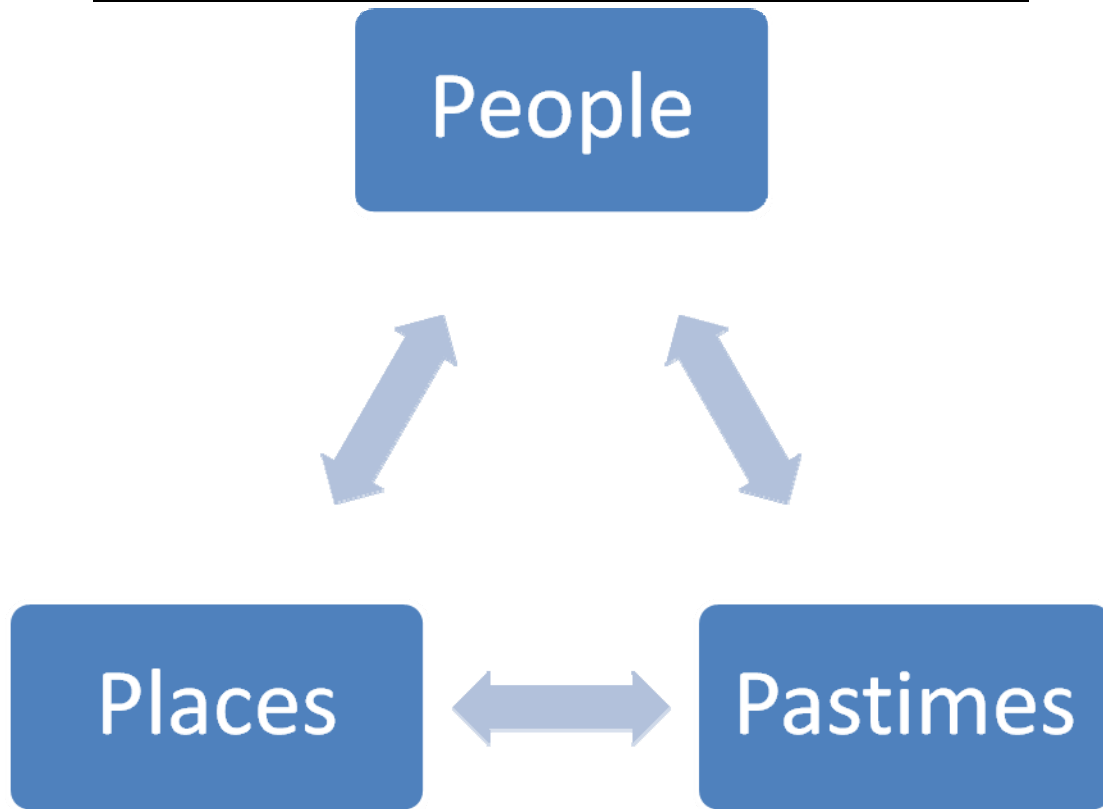
**Other Information:** Emphasize people, places, and pastimes holding the same significance in any community throughout the nation and world.

**Modifications for Special Learners/ Enrichment Opportunities:**

Use partners or groups to allow special learners to work in teams when recording information onto worksheet.

Allow students to research important people, places, and pastimes in a community other than their own to compare the similarities and differences.

# Three Marvels of a Community



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**List three people who are important to your community.  
Why are these people important to your community?**

**List three places that are important to your community.  
Why are these places important to your community?**

**List three pastimes that are important in your community.  
Why are these pastimes important in your community?**

**Do you think that people, places, and pastimes are just as important to other communities throughout the nation and world as they are to your community? Why or why not.**

## Wasilla and the Railroad

**Developed by: Herb Brambley**

**Discipline / Subject: Social Studies**

**Topic: Transportation and how it can be a determining factor in our decisions to live in a particular location.**

**Grade Level: 6 and above**

**Resources / References / Materials Teacher Needs:**

**Computer, Map of Alaska, Smart Board,**

**Book: Rails Across the Tundra by Stan Cohen**

**Book: Portrait of the Alaska Railroad by Johnson**

**Lesson Summary: Students will read and discuss how the building of the Alaska Railroad to Wasilla in 1917 helped to create the town of Wasilla, and made it impractical to continue the habitation of the town of Knick.**

**Standard's Addressed: (Local, State, or National)**

1. PA EE 4.8 Analyze the relationship between natural resources and sustaining our society.
2. NSS 2 – Time, Continuity and Change
3. National Geography Content Standards – Element 4: Human Systems

**Learning Objectives:**

1. Students will understand the role of transportation in population distribution.
2. Students will describe why the town of Wasilla was created.
3. Students will explain how the Alaska Railroad affected the location of the population in Alaska.

**Method of assessment for learning**

1. Journal entries.
2. Teacher created tests.
3. Written response to a hypothetical situation designed by the teacher.

**Procedural Activities**

1. Students write a journal entry stating information they know about railroads.
2. Read the history of the Wasilla History to the students from the internet site.
3. Have students hypothesis in their journals about the possibility of their town becoming a ghost town because of changes in work opportunities or transportation.
4. Allow students to explore the other internet sites on railroads or do as a presentation.
5. Read excerpts from Portrait of the Alaska Railroad and Rails across the Tundra.
6. A short trip on a train may be an experience remembered for a lifetime. Have older students or more advanced students take pictures with a digital camera and download them to a computer. Have students save them to the appropriate drive and print them out. Pictures may be used to create a mural or album.
7. Explore other railroad towns by using the internet sites provided below.

**Materials Students Need:**

**Journals**

**Computers**

**Digital Cameras**

**Technology Utilized to Enhance Learning:**

**Computer with internet access**

**Smart Board**

**Digital Cameras**

**Other Information:**

**Younger students may discuss various modes of transportation as they relate to the area in which the school is located. Towns are often located close to other transportation opportunities such as rivers, airports, or interstate highways.**

**The following sites can be used by the teacher or the students depending on level of expertise with the computer.**

History of the Alaska Railroad

<http://www.frograil.com/railroad/ak-history.htm>

El Paso and the Railroad

<http://home.swbell.net/lwsumner/history.htm>

The East Texas Railroad and Sawmill towns

<http://www.wtblock.com/wtblockjr/east.htm>

Missouri Pacific Railroad

<http://www.downsnews.com/railroadtown/>

Steam train video clips

<http://www.haworth-village.org.uk/steam-trains/video/thumbs.asp>

Train video clips, You Tube

<http://www.youtube.com/watch?v=luZuxB5x1SA>

Wasilla, AK

<http://www.bellsalaska.com/wasilla.html>

Wasilla History

<http://www.wasillaalaska.com/local/cityinfo.html>

**Modifications for Special Learners/ Enrichment Opportunities:**

**Special learners may need to explore the function of trains. What do trains haul? How are trains powered? Why are trains important to moving goods and people? What is public transportation?**

**Advanced learners can research relationship between work location and distance to place of residence. How far do most people live from their place of employment? Was work location a deciding factor in their parents' decision to locate to the area in which they live? Was proximity to home a deciding factor in their parents' decision to accept employment where they work?**

**Advanced learners may follow railroad tracks on Google Earth to observe the number of towns in close proximity to tracks.**

# Iditarod National Historic Trail

**Developed by:** Linda Kal Sander, Reading Coach Pompano Beach Middle School, applicant for 2010 Target<sup>®</sup> Teacher on the Trail.

**Discipline / Subject:** Geography, History, Art

**Technology:**

<http://www.iditarodnationalhistorictrail.org/>

<http://www.iditarodnationalhistorictrail.org/SewardHistory.htm>

**Topic: Centennial Celebration Symbols  
for the Iditarod National Historic Trail**

**Grade Level: 4-9**

**Resources / References / Materials Teacher Needs:**

Markers assorted colors, enough for each pair of students to have at least four colors

White construction paper

LCD projector

Internet Access

Laptops or desktop computers for student use.

**Lesson Summary:** Pairs of students will work together to create a symbol to represent one of the historic checkpoints on the original Iditarod National Historic Trail.

**Standard's Addressed:**

**Alaska Content Standards**

History A: student should understand that history is a record of human experiences that links the past to the present and the future.

History C: A student should develop the skills and processes of historical inquiry.

Geography B: A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

Arts A: A student should be able to create and perform in the arts

1) participate in dance, drama, music, visual arts, and creative writing;

**Florida Sunshine State Standards:**

LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real world task.

**Learning objectives:** Students will work together to research the history of a particular checkpoint. Students will work cooperatively to create an artistic symbol representing an event, geographical feature, or idea from that particular checkpoint. Students will present their symbol by sharing what they learned about the checkpoint and why they created that particular symbol.

**Assessment:**

Students will be graded based on Rubric criteria

### **Procedural Activities**

Teacher will connect computer with internet access to an LCD projector to introduce students to the Iditarod National Historic Trail website.

<http://www.iditarodnationalhistorictrail.org/>

*Essential Question: What is a Centennial Celebration?*

Teacher will explain that the original Iditarod trail started in the town of Seward, Alaska and share with students the key information from the historic overview of the Iditarod National Historic Trail by clicking on the Historic Overview link on the left navigation bar.

<http://www.iditarodnationalhistorictrail.org/HistoricOverview.htm>

Teacher will demonstrate how to access the different links toward the top of the webpage for the individual checkpoints of the Historic Trail. Click on *Seward*.

Teacher will read through the first paragraph for the information about Seward, and ask, “*What picture comes to your mind after reading this paragraph? How would you draw that?*”

Teacher may invite a student who likes to draw to come to the board to try to draw what they are picturing in their mind.

Teacher then asks students to silently read the second paragraph of the Seward page. Teacher asks again, “*Is there a picture that comes to mind when you read this paragraph?*” (Increase text size from View menu for easier reading for students in back pf room.)

The goal of the lesson is to create a symbol for an assigned checkpoint along the Iditarod National Historic Trail for the Centennial celebration, then share that information with others in the class by way of artistic and verbal expression.

Students should pick a partner with whom they would like to work or teacher may assign. Teacher assigns each pair of students a particular checkpoint to research and work together to visually represent that stop on the trail with a symbol of their choice.

Allow 30 minutes for each pair to read their checkpoint information and create the symbol.

Both students must present the symbol to the class explaining where their checkpoint is located, why that checkpoint was significant, and why they drew the symbol that they chose.

Post symbols in sequential order on the classroom walls to decorate the room.

<p><b>Materials Students Need:</b>  White Construction paper  Markers  Internet Access via laptop or desktop computers.  Rubric</p>
<p><b>Technology Utilized to Enhance Learning:</b>  <a href="http://www.iditarodnationalhistoricaltrail.org/">http://www.iditarodnationalhistoricaltrail.org/</a>  <a href="http://www.iditarodnationalhistoricaltrail.org/SewardHistory">http://www.iditarodnationalhistoricaltrail.org/SewardHistory</a>.</p>
<p><b>Modifications for special learners/ Enrichment Opportunities</b>  Cooperative learning groups are an accommodation for struggling readers, exceptional education students, and English Learners of other Languages. Additionally, the rubric may be modified to fewer requirements for students of special needs.</p> <p>Teacher may print individual checkpoint summaries for students who find reading from the projector difficult.</p>

<b>Group Activity</b>	
<b>C</b>	Yes, but up to level 3. Talk about the assignment. Only to your partner. Talk until signal is given.
<b>H</b>	Put up a “Need Help” sign. Continue working.
<b>A</b>	Working on tasks and activities to complete symbol, verifying steps of the rubric. When completed, finish prior assignments at your desk.
<b>M</b>	No permission needed to get materials or for turn at computer. Permission needed for restroom.
<b>P</b>	Looking at paper or partner. Drawing or doing what task requires to complete symbol. Talking only with those partner. Staying with partner until task is finished.
<b>S</b>	Teacher’s hand raised with finger countdown.
<b>Character Trait: Respect</b>	Showing consideration, understanding, and regard for people, places, and things

Partner Names \_\_\_\_\_ Teacher \_\_\_\_\_

Objective: A pair of students will work cooperatively to create an artistic symbol representing an event, geographical feature, or idea from that particular checkpoint along the Iditarod National Historic Trail for its Centennial Celebration and share their work with the class.

Please follow the suggestions on the rubric below to as you plan, create, and share your symbol.

Completed	5 points	3 points	1 point
<b>Neatness</b>	Symbol is very neatly drawn. Writing is free from any mistakes and looks professional. Edges of paper have been trimmed or bordered.	Symbol is neatly drawn. Writing is neat enough to be read easily.	Symbol is drawn. Writing may be uneven and hard to read.
<b>Creativity</b>	Symbol is a very creative representation of an event, geographical feature, or an idea for the assigned stop on the Historic Trail. Name of checkpoint is written creatively.	Symbol is a moderately creative representation of an event, geographical feature, or an idea for the assigned stop on the Historic Trail. Name of checkpoint is written.	Symbol is a poor creative representation of an event, geographical feature, or an idea for the assigned stop on the Historic Trail. Name of checkpoint is missing.
<b>Knowledge of Trail Checkpoint</b>	Students demonstrate superior knowledge about their assigned checkpoint by sharing its location and historical significance of the checkpoint.	Students demonstrate basic knowledge about their assigned checkpoint.	Students demonstrate little to no knowledge of assigned checkpoint.
<b>Visibility</b>	Symbol and name of checkpoint are viewable from 6' away and uses more than four different colored markers.	Symbol and name of checkpoint are viewable from 6' away and use only one color.	Symbol and/or name of checkpoint are only viewable up close.
<b>Accountability</b>	Name of both students, class period, and teacher name are clearly marked in lower left hand corner.	Names of both students are written in lower left hand corner.	Names are missing from paper or are in different location.
<b>Presentation</b>	Both students present information about their checkpoint and explain their symbol to the class. Students speak clearly, at an appropriate volume, and make eye contact with audience.	Both students present symbol to the class. Students may speak at a volume difficult to hear and make minimal eye contact with audience.	One student presents symbol to the class. Does not share information about the checkpoint.

Total Score: