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THE HOGGATTEER REVOLUTION: *Cultivating America*

Introduction, Overview, and Rationale

Cultivating America is a curated, created, and organized collection of more than 100 evolving “lesson sets” for our yearlong United States history study, beginning with the early colonization on the east coast and ending with Westward Expansion. I have made these sets publicly available for teachers and students on our classroom website at hoggatteer.weebly.com/cultivating-america.

I acknowledge American history here – an acknowledgment of mistakes and unfulfilled promises, backroom politics, racist legislation, and the instigation of violence. There are chances to tell the real stories – more compelling than the latest juvenile fiction, more disgusting than recent horror movies. Here are characters – of different ages, genders and races – who are full of depth, flaw, vision, and heritage. Here are plots with sharp edges and hairpin twists. Here is the chance to teach figurative language, inference, theme, and finding main idea and details.

The collection is organized, with opportunities to teach cause and effect, chronology, problems and solutions, and more. I focus on looking for details – studying the forest *and* the trees, appreciating the grandeur and the beauty of a vista while investigating the components that make it work. This is an excellent start to teaching students to write organized paragraphs, as well as objectively interpret primary sources. I include several opportunities for simple observation and data collection, connected with high-order thinking skills and all kinds of analysis, evaluation, and development. Threaded throughout my *Cultivating America* lessons are activities designed to guide students into making accurate, scientific, and objective observations of materials and data, and then drawing conclusions based on evidence. Students also demonstrate the ability to synthesize information with what they have already learned to be true.

The unit included here is interspersed through the school year in order to maintain focus on objective translation of material culture and primary sources. In an attempt to instill value and an appreciation for real items and documents, my fourth graders also need to touch and feel three-dimensional objects. As a result, they are more capable to discern information in our historical documents when they come up (also throughout the year).

I also wanted plenty of opportunities to ask rigorous questions, starting with *What do you notice?* and continuing with *What do you wonder?* Students learn quickly to start with what they already know (which might be very little) and put the rest together. Sometimes the lessons leave them with more curiosity than they entered the classroom with. Here is a place to find economy, politics, geography, and history, but there is also mathematics, reading, science, writing, listening, and speaking. Plus, for good measure, there is music, physical activity, and visual art wherever possible. There is variety, at times giving teams a chance to work together and wrestle with the material. Also here is entertaining content delivery, sometimes heavy with drama, but many times with an infusion of humor. Student engagement is certainly a top goal in my teaching.

I intentionally focus on character and citizenship. Actions have consequences. Actions have equal and opposite reactions. Reactions can take a relationship in multiple directions. We do not shy away from meeting the needs of children on a daily basis,

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stopping any academics that may be expected to deal with issues that may arise. We know that behavior and relationships must be in place before the “three Rs”. I attempt to infuse these U.S. history lessons with proactive and inspirational messages to quell the problems before they arise.

Complete List of *Cultivating America* Lessons

<p>AUGUST and SEPTEMBER</p> <p><u>Colonial Parags</u></p> <table border="0"> <tr><td>Dig It!</td><td>Burial Dig</td></tr> <tr><td>Eagles</td><td>Matoaka</td></tr> <tr><td>Discovery?</td><td>1619</td></tr> <tr><td>So You Want to Settle a New Colony</td><td>Plymouth (1620)</td></tr> <tr><td>The Lost Colony</td><td>The Champs</td></tr> <tr><td>Jamestown Colonization (1607)</td><td>Avast! (1717)</td></tr> <tr><td>The Starving Time</td><td>It's a Witch Hunt (1730)</td></tr> </table> <p><u>Introducing George Washington</u></p> <table border="0"> <tr><td>Meet G Dub</td><td>The Survey Says...</td></tr> <tr><td>Boy George</td><td>The George Washington</td></tr> <tr><td>Rules of Civility</td><td>Masonic Cave (1748)</td></tr> </table>	Dig It!	Burial Dig	Eagles	Matoaka	Discovery?	1619	So You Want to Settle a New Colony	Plymouth (1620)	The Lost Colony	The Champs	Jamestown Colonization (1607)	Avast! (1717)	The Starving Time	It's a Witch Hunt (1730)	Meet G Dub	The Survey Says...	Boy George	The George Washington	Rules of Civility	Masonic Cave (1748)	<p>OCTOBER</p> <p><u>French and Indian War</u></p> <p>The Neutral Zone Prologue to the Revolution (1754) Join or Die Braddock's March (Summer 1755) Daniel Boone was a Man Siege, Surrender, and Massacre (August 1757) Fort "Carry On" (July 1758) Trader Faire George Washington's Mount Vernon Chocolate in George Washington's America</p>	<p>NOVEMBER</p> <p><u>Seeds of Revolution</u></p> <p>Here's Johnny (and Abigail) A Massacre in Boston (March 5, 1770) The Liberty Tree NE14T? (December 16, 1773) That's Intolerable (and Coercive)! (1774) The First Continental Congress (September 5, 1774) "Liberty or Death" (March 23, 1775) The Dunmore Proclamation Man with Four Jobs (April 18, 1775) The Shot Heard 'Round the World (April 19, 1775) Capture of Fort Ticonderoga (May 10, 1775) The Second Continental Congress (May 10, 1775) An American Thanksgiving</p>
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<p>DECEMBER</p> <p><u>Revolution: Act One</u></p> <p>Bunker Hill (June 17, 1775) Knox, Knox Postmaster General (July 1775) A Message from the King (August 23, 1775) Paine's the Name (January 10, 1776) Oh, Betsy! Introducing Tom Monticello The Turtle We Hold These Truths... (July 4, 1776) Let Freedom Ring</p>	<p>JANUARY</p> <p><u>Revolution: Act Two</u></p> <p>New York, New York (September 20, 1776) "One Life to Lose" (September 22, 1776) Spitfire (October 11-13, 1776) M & M (November 16, 1776) Crisis (December 1776) Delaware Crossing (December 25, 1776) An American in Paris (December 1776) Liberty Enlightening the World From 711 to 007 Sybil Ludington (April 26, 1777) America's Favorite Fighting Frenchman Who Were the Hessians? (October 1776 and August 1777) Valley Forge (December 19, 1777) Allies at Last (February 1778) Articles of Confederation (June 1778) New Frontier (October 1779) "I Have Not Yet Begun to Fight." (September 23, 1779)</p>	<p>FEBRUARY</p> <p><u>Revolution: Act Three</u></p> <p>Unsung Heroes in the South and in the West (March 1780) Benj. Franklin, Jack of All Trades I'm Rubber; You're Glue (June 1780) Oh, What a Tangled Web... (July 1780) My Dearest (Valentines Day) AKA Deborah Sampson (July 1781) What Does the Fox Say? The Invisible Man (September 1781) The World Turned Upside Down (October 19, 1781) So Long, Farewell (May 22, 1782) Hail to the Chief (Presidents Day) Mumbet Father of American Archaeology (1783) Shays' Rebellion (August 1786) Philadelphia Convention (May 1787) Constitutionally Speaking (1789)</p>																				
<p>MARCH</p> <p><u>Farewell, Old Friends</u></p> <p>Good Doctor Rush George Washington's Farewell Address (September 19, 1796) Sweet Lips, Venus, Drunkard, and Truelove The Death of George Washington (December 14, 1799) An Obelisk in DC 1600 Pennsylvania Avenue (1800) The End of an Era (July 11, 1804)</p>	<p>APRIL and MAY</p> <p><u>A Nation Grows</u></p> <table border="0"> <tr><td>The Louisiana Purchase (July 4, 1803)</td><td>Dred (1847)</td></tr> <tr><td>Corps of Discovery</td><td>Going Underground</td></tr> <tr><td>Go West!</td><td>Lincoln (1860)</td></tr> <tr><td>Compromise (August 10, 1821)</td><td>Uncivilly Civil (April 12, 1861)</td></tr> <tr><td>A Trail of Tears (1831)</td><td>World's Fair 2.0 (1904)</td></tr> <tr><td></td><td>The Nation's Tallest Monument</td></tr> </table>	The Louisiana Purchase (July 4, 1803)	Dred (1847)	Corps of Discovery	Going Underground	Go West!	Lincoln (1860)	Compromise (August 10, 1821)	Uncivilly Civil (April 12, 1861)	A Trail of Tears (1831)	World's Fair 2.0 (1904)		The Nation's Tallest Monument									
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Finally, the integrated lesson sets at hoggatteer.weebly.com/cultivating-america are a demonstration that it takes hard work to achieve. If that is true in the Revolutionary era, it is certainly true in the 21st century. As we continually strive toward the *American Dream*, as we continue to *pursue happiness*, and as we build upon the founders' attempts to *make a more perfect union*, let us never forget that opportunity does not knock upon pillows. We must stand, dust ourselves, and lean forward into the winds of resistance. These lessons teach students that dirty fingernails, winded breathing, and pungent perspiration are often the only means by which we achieve.

General Objectives

- Make objective observations of objects, situations, and primary sources

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- Apply prior knowledge and skills to the interpretation of objects, situations, and primary sources
- Make accurate predictions based on factual inferences
- Communicate conclusions to peers or other audiences
- Respectfully discuss alternative conclusions
- Remain consistently and deeply engaged with American history
- Become increasingly curious about America's story

Lesson: Dig It! (First Day of School)

Materials and Preparation

- Transparent, plastic shoeboxes with three distinct soils
- "Artifacts" to tell a progressive story
- A documentation sheet for each group to record observations and conclusions
- Digging tools: one toothpick, one small paintbrush, and one popsicle/craft stick for each group
- A bucket for each group (for discarded soil)
- A pencil for each student

Prepare a shoebox for each group of three to five students. The box should have three distinct soils packed at layers that can be observed through the transparent sides. At each layer, pack a carefully selected group of "artifacts". In the bottom layer, put objects to tell the beginning of a story. For the middle layer, include objects to tell the middle part of the same story. At the top layer, objects should tell the end of the story. Objects may also portray the progression of society in that location (i.e., The first layer could demonstrate farming, while the middle and top layers could portray a change over time into industrial and technological development.).



Procedure

Pose the question and allow some conversation before beginning: *How can we know about and understand the past if nothing was recorded to document what happened?*

Students must understand the rules of archaeology. The goal is not to empty the box as quickly as possible, but to record their findings. They must not excavate an item until it is accurately mapped. The process should actually be a slow one, with a nod toward cleanliness, as well.

The teacher describes and demonstrates objectivity by observing an item in the classroom, careful not to make inferences or judgments about the item. Inform students

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that this is the *research* portion of the project. Accurate research will help them draw and record conclusions along the way.

Groups remove the lids from their boxes and record their initial observations on the documentation sheet provided. Any visible artifacts must be drawn in their respective locations on a basic map for each layer excavated. Once excavated, each object must be described objectively. They may also observe differences in soil color and texture along the way.

As they progress, students may remove small amounts of soil using the popsicle/craft stick and discarding it into their bucket.



As they finish, remind students that the bottom layer was there first. Therefore, it is the oldest level and the first part of the story. The top layer is the final part of the story. In groups, students should discuss the different layers of their dig site and create a “story” or report of their findings. At this point, groups must make inferences based only on the facts of their observations. How does the story progress or how did society evolve on their site? This report needs to be made public in the classroom for a larger conversation. The teacher may challenge findings to assure objectivity. Since this is the first lesson of the year, answers and conclusions will not be completely developed, but further lessons will shore up the skill. Our intention is to apply similar skills to analyze primary sources, artifacts, artworks, and musical selections.

THE HOGGATTEER REVOLUTION: Dig It!

ARCHAEOLOGIST NAMES _____

MIDDLE LAYER

Record the locations of items before excavating them from your dig site.

THE HOGGATTEER REVOLUTION: Dig It!

ARCHAEOLOGIST NAMES _____

EARLIEST LAYER (BOTTOM)

Record the locations of items before excavating them from your dig site.

List and descriptions of artifacts in the EARLIEST LAYER (BOTTOM)

Lesson: The Lost Colony (Second Week of School)

Materials and Preparation

- Large rocks prepared with written clues about the lost colony (See messages below.)
- An outdoor location, preferably wooded
- A documentation sheet for each group to record observations and conclusions
- A pencil for each student
- Written on parchment or aged paper, one final “clue” that casts doubt on the authenticity of the stones
- Other items to hide (just to keep things interesting)

Prepare some large rocks (or slabs of wood) with messages on them as follows (revised and simplified from the original “Dare Stones”):

Stone 1

Ananias and Virginia Dare
Went unto Heaven - 1591
Any Englishman who finds this
Shew it to John White, Govr via
EWD

Stone 2

Father Soone After You Goe to England
Wee Came Here
Onlie Misery & War
EWD

Stone 3

Two Yeers
About Halfe are Deade
Two More Yeere and more die
From Sickenes
Much Misery
EWD

Stone 4

Savages say Shipp Comes for us
Time passes, Savages affraid of Revenge
All Tann Awaye
We Bleeve it Nott You
EWD

Stone 5

Savages claim Spirits Angry
Murder All exsept Seaven
My chide also slain
Burie All Neere Foure Myles East
Graves unmarked
EWD

Stone 6

Wee Go West to warmer Location
Pray God for Releaf
Prais for His Gift of Life
*This is last of sixe stones
EWD

Keep the first stone in the classroom to help introduce the task. All others are to be hidden outside, preferably in natural areas around the school, along with other items (so there are more things for more students to find).

Prepare on final clue on antiqued paper. This clue will claim the stones are fakes and cast doubt on the material evidence. The clue might say something like this:

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Father,

I hope you not too angrie Father. Our small Group desided to follow a river East to the Atlantic shore. From Heere we will sail with Capt. Addams and crewe to a Place south of Heere. Live the rest of our lives there, regretably never to see you agan. Placed stone messeges Northeast to distract Savages and others who Seeke to Murder. If This Planne works, they Wille Never Know the Secrets of our Lost Colonie.

Onse we Settle in a New Homme, I hope to poste This Page for you to Open. Do not Worrie, Father. Our souls Wille Always be Connected in Heavn.

Eleanor

Procedure

Pose the question and allow some conversation before beginning: *When can evidence be misleading in an investigation?*

Tell students a little bit of the story of Roanoke. Let them know that there has been a stone found nearby that gives a clue to the destiny of the lost colony. The teacher should be excited and intrigued by this fantastic find. Show students the first stone, and help them read it. What do they notice about the writing? What do the words mean?

Let students know there may be other stones in the area, ready to be found. Take them outside and lead them to discover the remaining stones.

When the six-stone collection is complete, the teacher leads a discussion.

Ask students:

- Who wrote on the stones? When?
- What does the writer claim happened to the Roanoke people?
- Where do you think the people ended up based solely on the stone evidence?
- Have we solved the riddle of the missing people of Roanoke?

Reveal that there is one more piece of evidence that may change their minds. Take out the parchment with the prepared message to Eleanor Dare's father and read it. Ask:

- How do we know which evidence to believe?
- Are there tests we could apply to prove if the stones or the paper message (or both) are decoys or fakes?
- Where did the Roanoke people end up?

Discuss the importance of authenticating documents and artifacts before drawing conclusions.

Now, let students in on what is really known about the Roanoke experience. View the History Channel video and read more on the *Lost Colony* page of our class website: hoggatteer.weebly.com/homeroom/the-lost-colony.

Lesson: Burial Dig (Third Week of School)

Materials and Preparation

- Cardboard skeletons, each prepared in a different manner
 - For disease, you may use makeup, paints, sidewalk chalks (depending on the material your skeleton is made of) to make the bones appear “bruised” or decayed. You may also depict weaker bones or decay (such as around the mouth and teeth) by cutting or tearing the skeleton and shading some gray coloring around the damaged area. Some appropriate token may be added to the grave by loved ones to add to the story.
 - For the cannibalized skeleton, make a larger cut in the skull, but include the removed skull piece nearby in the burial. This skeleton should have rough knife cuts in the bones including the skull, and some of the bones may be detached from the rest of the skeleton. Find information about “Jane”, a cannibalized burial at Jamestown (historicjamestowne.org/archaeology/jane).
 - For human sacrifice, I burn some of the edges of the bones and even the inside to discolor the bones themselves. You have to take great care when doing this and have a place to throw the skeleton if your fire gets out of control. I do this type of work near my grill for just such a precaution. When burning, be patient and do small parts at a time. Don’t get too ambitious with your flame. This is all to depict a character who died as a part of a religious sacrifice, but we’re not attempting to portray any particular culture or religion. Additionally, this particular skeleton may be portrayed with all the jointed limbs folded onto themselves rather than spread in a natural position. Remember, however, out of respect for the deceased, we are not to disturb the bodies: you will not want to fold everything too much, or you students will miss out on all of your artistic burning. A jagged piece may be removed from the skull to show a blunt force blow that killed the victim before he or she was sacrificed in fire. A religious token – not depicting a known religion – may be added to the grave. Note: this is not the type of burial that would be located at Historic Jamestown, but it will serve to add a dimension to the activity.
 - The religious burial may have a necklace depicting religious symbols. At Jamestown, archaeologists unearthed a skeleton accompanied with a silver box called a reliquary. After high-tech studies of the little box (They can’t open the box without destroying it.), they believe it contains human bone fragments (perhaps from “saints” in the church), as well as pieces of a lead “flask” used to hold holy water, blood, or oil. Something like this could be included in this grave to add a little mystery to the event. For more information, refer to the Jamestown Rediscover website (historicjamestowne.org/collections/artifacts/reliquary)
 - The officer will have scars from battle. Be creative in depicting war wounds. An arrowhead or musket ball may be embedded into a bone or simply be placed next to the skeleton to show it was in the flesh before decomposition.
 - The Native does not need to be from a particular tribe to meet the targets of the lesson. Shells or ceremonial trinkets may surround the burial. Perhaps a weathered and braided leather cord may also be included.

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- Use your best creative judgment in placing the graves in your space. Consider placing proper graves parallel to one another in an organized cemetery layout, while the human sacrifice and the native burial may be better placed off to the side. While we're at it, label each grave as A, B, C, D, E, or F.
- Coffins are shown simply by tape or ribbon on the floor. If using tape, be sure you can get the tape off the floor easily after this activity. The Native and the human sacrifice will not have the coffin outline on the floor, but the others will. Consider making some of the coffins human-shaped and others anthropomorphic-shaped. More information can be found on the Jamestown Rediscovery website (<https://historicjamestowne.org/archaeology/chancel-burials/archaeology/coffins>). The outline of the coffin does not imply that there were coffins or coffin fragments located here; instead, they indicate a discoloration in the soil, which would tell archaeologists a coffin has decayed in the location. Rusty coffin nails around the perimeter are further evidence that there were coffins present.
- Observation and inference sheets for each student

Type of Burial	Bone Preparation	Peripheral Items	Coffin Nails	Notes
DISEASED	discoloration, busted teeth and jaw	tokens from loved ones	yes	easily removable tape or ribbon on floor to represent coffin shape, soil
CANNIBALIZED	blunt force marks, skull damage, cut marks throughout, bones detached	none	no	
SACRIFICED	burns, blunt force mark on skull	religious item from worshippers	no	
RELIGIOUS	none	religious symbols	yes	easily removable tape or ribbon on floor to represent coffin shape, soil
OFFICER	scars	sash, piece of an offensive weapon, an arrowhead or musket ball	yes	easily removable tape or ribbon on floor to represent coffin shape, soil
NATIVE	scars, bite marks	seashells, leather cord	no	

Procedure

When students enter the classroom, they see six open “graves”. These graves are really on the surface and no soil is generally involved. This is an active, open dig, but will not require digging. The objective here is for students to “read” the evidence

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presented. Students will rotate through the sites and complete an observation sheets and inference sheet for each. Of course, this may require some instruction and guidance from the teacher first.



Ask, “Which of these skeletons is most likely to have been an enslaved person? Which could be a female? What brings you to that conclusion?”

Burial Dig – OBSERVATION SHEET

Archaeologist Name _____ Date _____

Burial	Objective Observations
A	
B	
C	
D	
E	
F	

Burial Dig – INFERENCE SHEET

Archaeologist Name _____ Date _____

Burial	Inferences Based on Objective Observations
A	
B	
C	
D	
E	
F	

Lesson: Primary Documents (Ongoing When Timing is Appropriate)

Materials and Preparation

- Supply of analysis sheets to encourage *historical thinking* for a variety of materials: political cartoons, letters, posters, artwork, music, poetry, journal entries, maps, photographs, news articles, artifacts, etc. (Sheets are available from the National Archives and Records Administration, George Washington’s Mount Vernon, and other sources. Fourth graders require more direction at the beginning of the year,

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but develop skills that allow them to do most of the work for themselves as the year progresses.)

- Images of historical documents to project (and projection ability)
- Be on the lookout for opportunities to analyze documents from the founding era.

Note

For fourth graders, reading documents from the 17th-19th centuries can be difficult: the handwriting is ornate, and the language itself can be challenging. In our class, our research usually begins with academic rigor, by observing a piece of art or a political cartoon (preferably a classical piece, many posted on pages of our class website: hoggatteer.weebly.com/cultivating-america.html). The teacher draws out details students notice and wonder (all based on the facts in the artwork). Following this, we observe the document, focusing on words students can identify. We work from a foundation of what we already know, and attempt to apply inference skills to get the gist of a document or section of a document. I prefer to put actual documents before my students before any transcription of the document.

Procedure

Project the document for the whole class to see. Ask, "What do you notice?" and allow individuals to offer answers. Then ask, "What *else* do you notice?" Guide students to notice paper quality, markings that are not words, and any other features that may help the conversation you want to have. Finally, circle words of interest, hopefully as identified by students.

Some of our favorite documents to use:

- *Mayflower Compact*
- Correspondence between George Washington and Andrew Burnaby concerning a cave on surveyed land, starting on April 14, 1761
- *Articles of Capitulation*, George Washington's signed confession of guilt to the French
- Original maps of Fort William Henry and Fort Carillon (Ticonderoga)
- *The Bloody Massacre*, engraving by Paul Revere following the Boston Massacre
- *Dunmore Proclamation*, offering freedom to enslaved persons who enlist with the British
- *Declaration of Independence* (draft and final printing), expressing individual rights (but for whom?)
- *Common Sense* and *The American Crisis*, pamphlets by Thomas Paine
- George Washington's speech to squelch the Newburgh Conspiracy
- *Constitution of the United States of America*, eventually including a Bill of Rights to grant liberties and rights to women and minorities

Introduce the transcript (or an important section of the transcript) for the same document that was projected (Keep the projection up so students can find the same features and words.). Continue the conversation, allowing students to synthesize what they know and what they can figure out about the document. Lead the discussion into the true message of the document. With regularity, be ready to bring up the equality of minority cultures and persons, including enslaved and free people of color, as well as women, and other ethnicities: are they included in any way in the occasions represented by the

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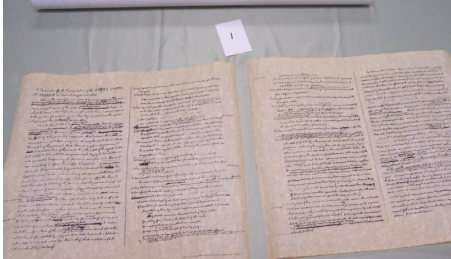
primary courses before us? Many times, our discussions can lead to scientific experiments, lessons of reading comprehension, further discussion, and of course a deeper understanding of historical context.

Lesson: Artifact Analysis (Middle of Second Semester)



Materials and Preparation

- Collection of “artifacts” – some ideas include replica paper money and coins, a gorget, a draft of the Declaration of Independence, period clothing, a canteen, period toys, spectacles (Note: these-dimensional materials are relevant to the 18th century; other items could tell different stories, and this activity may be repeated during the school year.). Number each artifact.



Procedure

Set up two folding tables in the center of a room. When students enter, they may at once pick up a clipboard and artifact and document analysis sheets to aid in their research. Without touching artifacts and without any direction from the curator (curator), students objectively complete the sheets based on what they observe on the tables. After a chance for students to make their observations, conduct a class discussion around each artifact and primary document. Allow students to guide the conversation until the opportunity arises to reveal the facts about each artifact. If the curator is comfortable, students may pass around the objects at this time. To make the experience more authentic, have students wash their hands with soap and don rubber gloves for handling non-paper artifacts.



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DOCUMENT ANALYSIS SHEET

Artifact Number

Archivist Name _____

TYPE OF DOCUMENT
(newspaper, letter, advertisement, map, other)

CHARACTERISTICS
(letterhead, handwritten, typed, stamped, other)

AUDIENCE

AUTHOR/POSITION

DATES

INFORMATION
List three things the author said that you think are important.

Why do you think this document was written?

What evidence in the document tells you why it was written? Quote the text.

List two things the document tells you about life in the United States at the time it was written.

Write a question to the author that is left unanswered by the document.

ARTIFACT ANALYSIS SHEET

Archivist Name _____

TYPE OF ARTIFACT
From what is the artifact made (bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, or other material)?

USES (based on observation and inference)
For what might the artifact have been used?

What type of person or professional might have used the artifact?

CONCLUSIONS
What does it tell us about technology of the time in which it was made and used?

What does it tell us about the life and times of the people who made it and used it?

QUALITIES
Describe how the artifact looks and feels (shape, texture, size, weight, movable parts, anything printed, stamped or written on it).

Where might the artifact have been used?

When might the artifact have been used?

Can you name a similar item today?



Lesson: World's Fair 2.0 (Final Four Weeks of the School Year)

Introduction

The *World's Fair 2.0* project is a set of culminating activities to follow a year of instruction about the Colonial, Revolutionary, and Post-Revolutionary periods in American history. Teams of students work together to create, build, and narrate the attractions at our newest incarnation of the World's Fair (inspired by the 1904 World's Fair in St. Louis, Missouri).

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Each team is responsible for planning, building, and narrating a dark ride for the midway of the fair. The dark ride will be a robot-guided tour through a sequence of scenes in American history. Students design the route for a robot to follow. This may include tunnels and bridges along the track, and the robot may slow down, speed up, rotate, etc. at the various spots along the ride.

When finished, teams will also design signs, tourist t-shirts, and a concession menu board to accompany their themed dark ride.

Materials and Preparation

- Folding table with butcher/craft paper for each dark ride team
- Felt-tipped markers (like Crayola Brand) for drawing and coding track for robots to follow
- Various materials for building standing figures, props, and sets for robots to travel around and through (craft supplies like scissors, pencils, crayons, craft sticks, etc.)
- Ozobot robots – teacher will control robots, otherwise students tend to play with them and not focus on completing the dark ride (These robots will follow a drawn line and react when encountering a color pattern embedded in the line.)
- Planning worksheets to help guide students to success
- Journal pages for every student every day (can be substituted with online form)

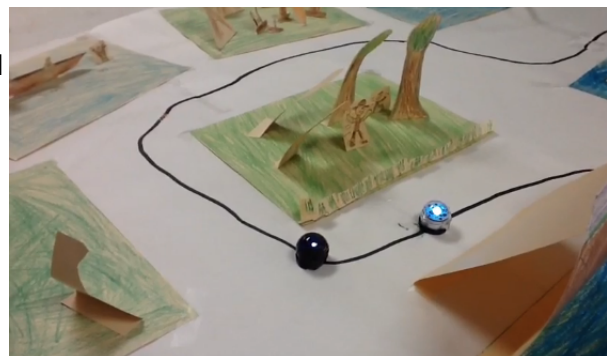
GROUP NUMBER _____	Name of Dark Ride _____
Scenes within the Ride	

Procedure

After presenting the 1904 World's Fair, the theme of which was the Bicentennial of Lewis and Clark's Corps of Discovery, the teacher specifically points out the Pike – the midway of the fair which boasted some of the wildest themed rides of the day. Videos of some of our final projects can be found at <https://hoggatteer.weebly.com/>.

Find videos of dark rides ahead of time (Prescreen to avoid inappropriate language and low video quality.). Show five or six to demonstrate the storytelling qualities of a dark ride; strongly stress the theming of the rides.

Teach students how to code the Ozobots by drawing color patterns within their tracks. Demonstrate. When drawing their routes, students will make mistakes: when they do, have them draw another track and tape it with clear tape – neatly and smoothly on top of the trouble spot.



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Give groups their choices of themes (See below.). Have groups choose five or six of the scenes from the lists, also in the box, to build. Give them some liberty in how they want to depict the scenes.

When finished, record video of each dark ride while the team narrates each section.

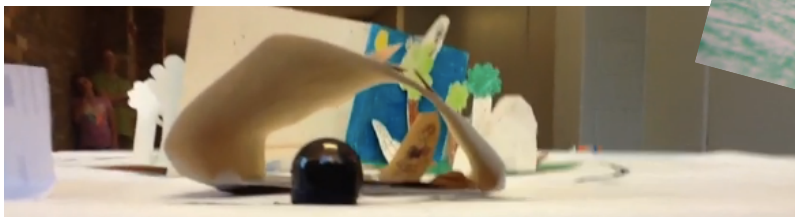
<p>Colonial America: Roanoke; Jamestown; Pocahontas; 1619; Plymouth; Pirates; Witch Hunt</p> <p>Events: Boston Tea Party; Paul Revere's Ride; Knox; The Turtle; Declaration of Independence; Crossing the Delaware; Valley Forge; Yorktown Surrender</p> <p>Characters: George Washington; John and Abigail Adams; Patrick Henry; Henry Knox; King George III; Thomas Paine; Betsy Ross; Thomas Jefferson; Benjamin Franklin; Molly Pitcher; Sybil Ludington; Lafayette; John Paul Jones; Benedict Arnold and Peggy Shippen; Francis Marion; Mumbet; Benjamin Rush; Alexander Hamilton</p> <p>Geography: Cave; (Atlantic) Ocean; Lake (Champlain); (Delaware) River; (Green) Mountains; Wetland</p>	<p>George Washington: Surveying; Small Pox; French and Indian War; Crossing the Delaware; Valley Forge; Yorktown; President; Mount Vernon</p> <p>Symbols: Liberty Tree; American Flag; Liberty Bell; Statue of Liberty; Declaration of Independence; Constitution; Washington Monument; White House; Gateway Arch</p> <p>Places: Jamestown; Mount Vernon; Fort Ticonderoga; Monticello; England; Boston, Massachusetts; Philadelphia, Pennsylvania; New York City, New York; Paris, France; Washington, DC</p> <p>After the Revolution: Louisiana Purchase; Westward Expansion; Trail of Tears; Underground Railroad; Dred Scott Decision; Civil War; Civil Rights</p>
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Invite other classes, parents, and visitors if health standards allow. Direct teams to take visitors on a "tours" of each section of your *World's Fair 2.0*. The teacher can organize such visits in a way that works best for them.

GROUP NUMBER _____ Name of Dark Ride _____

Scene _____

Use words and pictures in the space below to explain what will happen in this scene.
Use one of these pages for each scene.



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WORLD'S FAIR 2.0 JOURNAL PAGE

Journalist _____ Date _____

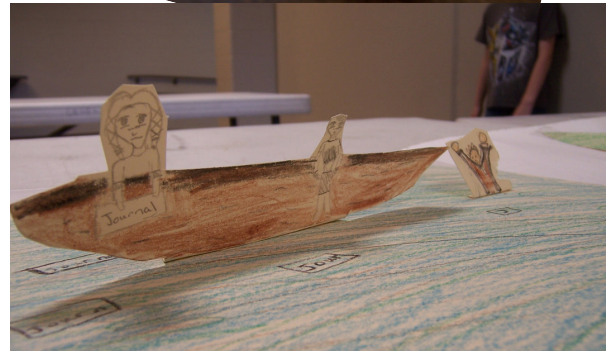
What did your team accomplish today?

What struggles did your team encounter today?

Use the back of the page if you need extra space to write.



The World's Fair project often comes at a time when students need to release some creative steam from standardized testing. They can synthesize history with their coding, STEM, and art interests, as well as get some writing and oral language into their day. In short, throughout the year, students have been asked to analyze and absorb instruction, but in this project, they are allowed to create and project something of their own.



CONCLUSION

We know certain truths to be self-evident – not just the ones concerning life, liberty, and the pursuit happiness, but also the ones that let us know that history is ugly and that history repeats itself. Regardless of the former, teachers must reveal facts to students. We do this by allowing our pupils to interact with primary artifacts and documents for themselves. It is my personal desire to grab my students' attention, get them interested, make them think deeply, and inspire them to learn more. More so, however, we learn from the mistakes and triumphs of history, always with our own citizenship in mind.

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