

# Vermont

## Vermont Brochure

Sarah Vachereau

**Grade Four**

**Length of Unit:**

**Sixteen weeks**

**Core Subject Areas:**

- **Technology**
- **Social Studies**
- **Literacy**

**Targeted Information Technology  
Performance Assessment Tasks:  
Grade 3/4 Cluster Expectations**

- *Basic Operations & Concepts*
- *Social, Ethical, & Human Issues*
- *Problem Solving, Decision Making & Research*
- *Productivity Tools (Word Processing & Calculators)*

**Non-technology Standards:  
*History and Social Studies***

- **Historical Connections**
- **Traditional and Social Histories**
- **Geographical Knowledge**

***Communication***

- **Writing**
- **Reports**
- **Research**
- **Poetry**

## **Brief Overview of Unit**

This unit is a sixteen-week study of Vermont. Having it occur during the early fall months allows for many wonderful field trip connections. The culmination of the lessons/activities will be a published Vermont Brochure, which each student will make to share their learning of content and technology skills.

Three historical fiction books will be read; Sign of the Beaver, by Elizabeth George Speare, Cave of Falling Water, by Janice Ovecka, and Green Mountain Hero, by Edgar N. Jackson. A response to literature will be written at the end of each book. At least one response will be related to how the book is connected to what they are learning about Vermont.

Students will be reading and writing poetry. Their final piece will be a poem about Vermont. They will gather leaves from the forest behind school, identifying what kind of tree(s) they came from. They will be pressed and used to add a decorative touch to their final copies of the poems that will be displayed. Another copy of their poems will be inserted into their brochure.

A combination of expository books and video will be used to generate discussion about the original Vermonters. At this time, note making strategies will be introduced.

Teacher generated Vermont Fact packets will focus students on gathering specific information. This information will be gathered using a number of different sources.

Map skills will be reviewed. Students will use Vermont maps to review locating keys, direction, borders, landscape, and other physical features. Other maps to be used include maps of Vermont lakes, rivers, and counties.

Students will experience numerous field trips throughout this unit. During each trip, students will bring digital camera to capture their experiences. Students will rename images and insert selected ones into their brochures. They will also choose one photo to write about in greater detail. These pages will be bound together to make a class book of our related field trips.

# Technology Skills (GCE Checklist)

## Basic Operations and Concepts

### *Use of Hardware*

- ❑ Recognizing and using shift, return/enter, punctuation, delete/backspace, control, tab, and escape
- ❑ Digital camera
- ❑ Scanners
- ❑ Floppy disk, CD

### *Use of Operating System and Standard Features of Applications*

- ❑ Launching a program from desktop
- ❑ Using task bar
- ❑ Logging in and out of network
- ❑ Opening and saving documents to multiple locations
- ❑ Locating files and folders using Find command
- ❑ Identifying basic extensions (.doc, .jpg, .gif, .pdf)

### *Organization & Navigation*

- ❑ Creating, naming, and renaming folders
- ❑ Creating folders within folders
- ❑ Uses shortcuts

### *Working with Files*

- ❑ Cutting, copying, pasting

## Social, Ethical, & Human Issues

### *Intellectual Property*

- ❑ Documenting sources

### *Acceptable Use Policy*

- ❑ Describing basic issues related to the responsible use of technology
- ❑ Describe personal consequences of inappropriate use

### *Working with Content/Information*

- ❑ *Articulating why cited internet sources are reliable*

## Productivity Tools

### *Word Processing*

- ❑ Combining text with pictures on a single page
- ❑ Manipulating formats (fonts, style, size, color, alignment)

### *Calculators*

- ❑ Using grade appropriate calculators and applications/functions

## **Problem Solving, Research, Decision Making**

### *Digital Resources*

- Accessing information from work station or Internet-based electronic encyclopedia
- Using multiple resources (library catalog, electronic resources, Internet web pages)

### *Searching & Search engines*

- Preparing a search off-line using a template provided by the teacher
- Using search engine provided by the teacher to locate pertinent information

### *Browser*

- Navigate to various websites by typing URL
- Navigate using forward, back, home and refresh
- Student understands the concept of HOME and can get to it using the button bar

### *Problem Solving and Decision Making*

- Discuss and justify decisions made in representing data, formatting, visual organizer

## Teaching Timeline

### Week 1

- Begin poetry. Show examples of different types of poetry and resources, which will help them in their writing. Begin rough drafts of poems.
- Begin discussion of original Vermonters: Paleo, Archaic, Woodland, and Contact. Show Original Vermonters video, having students take notes on each. Discuss video.
- Begin research in the library for Vermont Facts packet.
- Overview of library resources.
- Begin *Sign of the Beaver*, by Elizabeth George Speare

### Week 2

- Finish poetry rough drafts.
- Demonstrate how to self edit and how to edit with a friend.
- Edit rough drafts.
- Collect leaves from the woods outside and press under books.
- Discuss information students obtained from Original Vermonters video. Make classroom chart to show comparisons and contrasts.
- Continue researching information for Vermont Facts packet.

### Week 3

- Students type final copy of their poems into Word.
- Students display final copies on colored oak tag with pressed autumn leaves, which they collected the previous week.
- Continue researching Vermont Facts packet during library time.

### Week 4

- Discuss Abenaki influence on

	<p>Vermont culture.</p> <ul style="list-style-type: none"> <li>• Show map of Abenaki territory.</li> <li>• Abenaki place names. Discuss various names in Vermont and their connection to Abenaki language.</li> <li>• Read Abenaki legends.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Finish researching Vermont Facts using Internet and other library resources.</li> <li>• Review map skills; directions, keys, etc.</li> <li>• Distribute maps of Vermont. Discuss borders, landscape, and other physical features.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Review note taking strategies and how to summarize material from expository text.</li> <li>• From a generated list, have students choose a significant event in Vermont history.</li> <li>• Students research their event during library time.</li> <li>• In small groups (2-3) students read Vermont Lakes packet, answer questions and fill in map.</li> <li>• Whole group discussion of information obtained on Vermont lakes.</li> <li>• Begin <i>Cave of Falling Water</i>, by Janice Ovecka</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• In small groups (2-3) students read Vermont Rivers packet, answer questions and fill in map.</li> <li>• Whole group discussion of information obtained on Vermont Rivers.</li> </ul>

<p><b>Week 8</b></p>	<ul style="list-style-type: none"> <li>• Discuss Vermont counties: French influence on their names, location, boundaries, etc.</li> <li>• Give students large county map. Have them label counties, cut out counties and try to reassemble.</li> <li>• Each child chooses one county to research.</li> <li>• Begin researching county.</li> </ul>
<p><b>Week 9</b></p>	<ul style="list-style-type: none"> <li>• Students begin their Vermont brochures. They format them into three columns, type in title and their name.</li> <li>• Begin inserting images from disc (field trips) and internet into Word.</li> </ul>
<p><b>Week 10</b></p>	<ul style="list-style-type: none"> <li>• Students choose digital image from one field trip. Write one to three paragraphs describing trip, photo and what they learned while on the field trip.</li> <li>• Students insert photo into Word and type their final copy with photo.</li> </ul>
<p><b>Week 11</b></p>	<ul style="list-style-type: none"> <li>• Students copy and paste their Vermont poem from their workspace into their Vermont brochure.</li> <li>• Begin typing Vermont facts into brochure.</li> <li>• Print field trip pages on color printer. Uses these pages for classroom field trip book. Bind book with stick binding to reflect nature of Vermont.</li> </ul>
<p><b>Week 12</b></p>	<p><b>Thanksgiving Recess, no school</b></p>
<p><b>Week 13</b></p>	<ul style="list-style-type: none"> <li>• Type final copy of description of significant event in Vermont history. Copy and paste from workspace into Vermont brochure.</li> <li>• Continue typing Vermont facts into Vermont brochure.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin <i>Green Mountain Hero</i>, by Edgar N. Jackson</li> </ul>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• Finish typing all components of criteria into Vermont brochure (Vermont facts, historical event, poem, lakes, rivers, county, etc.).</li> <li>• Begin inserting images from workspace and Internet into Vermont brochure, which connect with or add to written text.</li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Demonstrate to whole class how to put finishing touches on brochure: edit, spell check, font size, font color, Word Art, format, etc.</li> <li>• Allow one complete library time for students to put finishing touches on their brochures.</li> <li>• Edit all brochures one at a time with student.</li> </ul>
<b>Week 16</b>	<ul style="list-style-type: none"> <li>• Print brochures on color printer</li> <li>• Laminate</li> <li>• Have students share their final products with class.</li> <li>• Display in book carousel.</li> </ul>

Through projects related to their study of the Champlain Basin, fourth grade students in Sarah Vachereau's classroom have given evidence of meeting the following Vermont standards:

## **Vermont Communication Standards**

<b>Writing - 1.6</b>	Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics. This is evident when students: a) Use clear sentences, correct syntax, and grade appropriate mechanics so that what is written can be easily understood by the reader.
<b>Reports - 1.8</b>	In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students: d) Use appropriate organizing structures, e) Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote.
<b>Information Technology - 1.18</b>	Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.
<b>Research - 1.19</b>	Students use organizational systems to obtain information from various sources (including libraries and the Internet). This is evident when students: a) Recognize and define their need for information. e) Synthesize and organize information. f) Present information in appropriate formats.
<b>Poetry - 1.23</b>	In writing poetry, students use a variety of forms. This is evident when students: a) Write poems with a purpose and an awareness of audience, and b) Use words for their sounds and texture, as well as their meaning.

Through projects related to their study of the Champlain Basin, fourth grade students in Sarah Vachereau's classroom have given evidence of meeting the following Vermont standards:

<b>Vermont History and Social Sciences Standards</b>	
<b>Historical Connections - 6.4</b>	<p>Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations worldwide to understand the past, the present, and the relationship between the two. This is evident when students:</p> <ul style="list-style-type: none"> <li>b) Examine local history by reading historical narratives and documents, investigating artifacts, architecture, and other resources that illustrate key periods in local history.</li> </ul>
<b>Traditional and Social Histories - 6.5</b>	<p>Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples. This is evident when students:</p> <ul style="list-style-type: none"> <li>a) Describe and interpret events through the perspectives of people (both famous and common) living in the time and place under study.</li> </ul>
<b>Geographical Knowledge - 6.7</b>	<p>Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for the problems, and plan for the future. This is evident when students:</p> <ul style="list-style-type: none"> <li>bb) Locate the physical, political and cultural regions of Vermont, the United States, and of the world. Locate major mountain ranges, major rivers, major climate and vegetation zones.</li> </ul>

**Student Assessment Rubric**

<b>VERMONT COMMUNICATION STANDARDS</b>	<b>Not Yet</b>	<b>Almost</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<p><b>Writing - 1.6a</b></p> <p><i>Use clear sentences, correct syntax, and grade appropriate mechanics so that what is written can be easily understood by the reader</i></p>	<p>Writing shows little control of the conventions of grammar, usage, mechanics, and spelling.</p> <p>Writing exhibits frequent errors (more than 10) that are distracting to readers and may cause confusion about writer's meaning.</p>	<p>Writing shows some control of the conventions of grammar, usage, mechanics, and spelling.</p> <p>Writing exhibits many errors (from 5 - 10) that may be distracting to readers and may cause some confusion about writer's meaning.</p>	<p>Writing generally shows control of the conventions of grammar, usage, mechanics and spelling.</p> <p>There may be some minor errors (from 2 – 4), but these errors do not divert the reader's attention or cause confusion about the writer's meaning.</p>	<p>Writing shows great control of the conventions of grammar, usage, mechanics and spelling.</p> <p>There are less than two errors. Writing can be clearly understood by the reader.</p>
<p><b>Reports - 1.8d</b></p> <p><i>Use appropriate organizing structures</i></p>	<p>Shows little or no evidence of purposeful organization.</p>	<p>Usually shows and organized plan.</p>	<p>Organized in a pattern or framework suited to purpose, audience and context.</p>	<p>May demonstrate an unusual pattern or framework in which to embed information.</p>
<p><b>Reports – 1.8e</b></p> <p><i>Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote</i></p>	<p>Uses less than two facts about Vermont.</p> <p>Random, disconnected, or unfocused opinions with some scattered facts.</p>	<p>Uses from two to four facts about Vermont.</p> <p>General information not well supported by details.</p> <p>May rely on opinion rather than fact.</p>	<p>Uses from 5 to ten facts about Vermont.</p> <p>Selects details relevant to the topic, purpose, or audience.</p> <p>Provides depth of information</p>	<p>Uses more than ten facts about Vermont.</p> <p>Makes useful connections between the information presented and other knowledge and experience.</p>
<p><b>Research – 1.19a</b></p> <p><i>Recognize and define their need for</i></p>	<p>Student uses less than two sources for information</p>	<p>Student uses from 2 to 4 sources for information</p>	<p>Student uses from 5 to 10 sources for information</p>	<p>Student uses more than 10 sources for information</p>

<i>information</i>	about Vermont.	about Vermont.	about Vermont.	about Vermont.
<p><b>Research – 1.19e</b></p> <p><i>Synthesize and organize information</i></p>	<p>Project is incomplete, missing details or isn't completely accurate.</p> <p>Information is unorganized and contains many grammatical errors.</p>	<p>Project is complete, but doesn't completely cover topic.</p> <p>Information is somewhat organized, but contains several grammatical errors.</p>	<p>Project reflects learning using detail and accuracy.</p> <p>Information is organized, containing less than three grammatical errors.</p>	<p>Information is used in a meaningful way to create an original project that demonstrates accuracy, detail and understanding.</p> <p>Information is thoroughly organized with no grammatical errors.</p>
<p><b>Research – 1.19f</b></p> <p><i>Present information in appropriate formats</i></p>	<p>Presentation is confusing to the audience.</p> <p>Project does not relate to topic.</p>	<p>Presentation is understandable, but sometimes confusing and lacking details.</p> <p>Project shows some relationship to topic.</p>	<p>Presentation is well planned and coherent.</p> <p>Project is appropriate to topic and adequately covers topic.</p>	<p>Presentation is well planned and coherent, including many details.</p> <p>Project is appropriate to topic and demonstrates depth in coverage of topic.</p>

**Student Assessment Rubric (Page 2)**

<p align="center"><b>VERMONT HISTORY AND SOCIAL SCIENCES STANDARDS</b></p>	<p align="center"><b>Not Yet</b></p>	<p align="center"><b>Almost</b></p>	<p align="center"><b>Meets Standard</b></p>	<p align="center"><b>Exceeds Standard</b></p>
<p><b>Historical Connections – 6.4b</b></p> <p><i>Examine local history by reading historical narratives and documents, investigating artifacts, architecture, and other resources that illustrate key periods in local history.</i></p>	<p>Uses less than two sources for information about Vermont.</p> <p>Did not read any books about Vermont’s past.</p>	<p>Uses from 2 to 4 sources for information about Vermont.</p> <p>Did not finish reading a book about Vermont’s past.</p>	<p>Uses from 5 to 10 sources for information about Vermont.</p> <p>Completes reading one book about Vermont’s past.</p>	<p>Uses more than 10 sources for information about Vermont.</p> <p>Reads more than one book about Vermont’s past.</p>
<p><b>Traditional and Social Histories – 6.5a</b></p> <p><i>Describe and interpret events through the perspectives of people (both famous and common) living in the time and place under study.</i></p>	<p>There is no evidence of research about a famous or common Vermonter.</p>	<p>A famous or common Vermonter is mentioned, but with little detail (from 2 – 4 facts).</p>	<p>There are from 5 – 10 facts given about a famous or common Vermonter in a well-organized report.</p>	<p>There is evidence of thorough knowledge about a famous or common Vermonter, with more than 10 facts given in a well-organized report.</p>
<p><b>Geographical Knowledge – 6.7bb</b></p> <p><i>Locate the physical, political and cultural regions of Vermont, the United States, and of the world. Locate major mountain ranges, major rivers, major climate and vegetation zones.</i></p>	<p>Less than two mountains, lakes or rivers of Vermont are included in brochure.</p> <p>No Vermont county information is included in brochure.</p>	<p>From 2 – 4 mountains, lakes or rivers of Vermont are included in brochure.</p> <p>A Vermont county is mentioned in brochure with from 2 – 4 facts about the county.</p>	<p>From 5 - 10 mountains, lakes or rivers of Vermont are included in brochure.</p> <p>A Vermont county is well described in brochure, including from 5 – 10 facts about the county.</p>	<p>More than 10 mountains, lakes or rivers of Vermont are included in brochure.</p> <p>Thorough knowledge of a Vermont county is demonstrated in brochure, including more than 10 facts about the county.</p>

