Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

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# 4th Grade Literacy Project: Working Toward Justice in Chicago

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 Min.</th>
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</thead>
</table>

## Grade Level Standard(s)
- **RI.4.1** Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Caregiver Support Option
Help students with unknown vocabulary

## Materials Needed
Pencil, Drawing materials

## Question to Explore
- What can we learn from a text?
- Why does the author share specific details in informational text?
- How can pictures help us make connections to informational text?
- Why is it important to learn about our City’s History?
- How does what happened before we were born make an impact on our lives today?

## Student Directions
Follow the directions in each activity.

### Activity 1: Fair vs. Unfair
A. **Directions:** Think about times you and/or your family members have been treated fairly and unfairly. If you can, have a discussion with your family about these times. Then list those in the table below.

<table>
<thead>
<tr>
<th>Times I/we have been treated FAIRLY</th>
<th>Times I/we have been treated UNFAIRLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Now think about how you would define “fair” and “unfair.” Write a definition for each.

Fair: _______________________________________________________________________________________
___________________________________________________________________________________________

Unfair: _____________________________________________________________________________________
___________________________________________________________________________________________

C. Now that you have some fair and unfair times, choose one of each and write about what made it fair or unfair.

<table>
<thead>
<tr>
<th>Time I was treated fairly:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What made it fair?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time I was treated unfairly:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What made it unfair?</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2: Reflecting on Chicago’s in 1919

Now that you’ve thought about what is fair and unfair in your own life, let’s look at some practices in Chicago and consider their fairness and unfairness. We are going to read two articles from the past.

Both texts talk about segregation. Segregation means to set apart based on unfair standards of power that have to do with race and racism. In Chicago and much of the United States, this meant that people were separated based on the color of their skin.

As you read these articles, think about the main idea. A main idea is more than a topic. To state the main idea, it’s important to know what the text is about (the topic) and then to be able to say so what about it. The “so what” can be the angle, idea, or perspective that the author brings to the topic. (From Reading Strategies by Jennifer Serravallo)
A. **Directions:** As you read the following passage, ask yourself the following questions: What is the topic of the passage? What is each section mostly about? Now that I've identified the topic, what is the main idea of the passage? What do I think the author is trying to say about the topic?

Our city has some very tough history that makes it what it is today. This reading is about what happened in Chicago in the Summer of 1919.

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**The 1919 Race Riots**  
Megan Geigner, Ph.D., Northwestern University

One hundred years ago riots broke out in U.S. cities. In that summer, mobs of angry white people formed. They attacked black people for trying to have the same rights that white people had. Black people resisted. They defended themselves in many brave ways. That summer of 1919 is called the Red Summer. It was an important event in black history.

During 1919, there were displays of black agency. Agency meant black people had a sense of self, their history and their culture. Black veterans wore their military uniforms in public. Black children swam in the white section of Lake Michigan. Black farmers in Arkansas fought for better pay and working conditions.

Between July 27th and August 4th, 1919, Chicago broke out in violence. The moment that caused this violence was when a white beachgoer threw a rock at a black teenager in Lake Michigan, after the teenager had floated over the invisible segregation line separating the white beach from the black beach. Legally, all beaches were open to all Chicagoans, but in practice, Chicago beaches were segregated. The teenager drowned. Witnesses identified the man who threw the rock, but the Chicago police officer on the scene refused to make an arrest. A group of African Americans from the community gathered at the beach to demand justice. Soon, mobs of white and black Chicagoans were fighting. Many people died or were seriously injured and the city sustained thousands of dollars’ worth of property damage. Most of this damage occurred in the Black Belt, the area of town in which white property owners permitted black renters and businesses. Several groups—including the National Association for the Advancement of Colored People (NAACP)—demanded a formal investigation into these incidences of violence, which were deemed “race riots.”

Black newspapers said there would be no peace until black people had equal justice. Black people needed to share in the democracy their brave soldiers had fought and died for in Europe.

Adapted from NewsELA and The Newberry Library  
B. Now that you’ve read this article, fill out the Graphic Organizer on Main Idea/details to show that the main idea and supporting details of the text are.

Main Idea:

Detail:

Detail:

Detail:

C. Now that you’ve read about the Red Summer in Chicago, consider one of the acts in the article that was unfair. Write that below and then reflect on what made it unfair.

Unfair Act:

What made it unfair?
A. Directions: As you read the following passage, ask yourself the following questions: What is the topic of the passage? What is each section mostly about? Now that I’ve identified the topic, what is the main idea of the passage? What do I think the author is trying to say about the topic?

Why MLK Encouraged 225,000 Chicago Kids to Cut Class in 1963
By: ERIN BLAKEMORE
UPDATED: JAN 15, 2020 · ORIGINAL: MAR 14, 2018

Arydell Spinks had 12 children, but on October 22, 1963, seven of them missed school.

“If they miss tests scheduled for that day and are marked ‘truant,’ that’s just too bad,” wrote the Chicago Defender in an article about Spinks’ plan to keep her kids home from school. Spinks’ children didn’t have stomach bugs—they were boycotting school segregation in Chicago’s public schools. They were part of “Freedom Day,” a massive, but little remembered attempt to obtain educational equity in Chicago’s fragmented school district. The protest, which was supported by Martin Luther King, Jr., involved over 200,000 children and tens of thousands of adults. The protest was designed to call attention to segregation in Chicago schools. Nearly a decade earlier, Brown v. Board of Education of Topeka had made segregated public education unconstitutional. But though Chicago schools didn’t have an overt segregation policy, they were still starkly divided between black and white students.

Schools in black neighborhoods were in much worse condition than those in white neighborhoods.
Many schools were so crowded that students had to attend in shifts; by 1960, up to 33,000 black students only attended school for four hours a day so that their schools could accommodate all their enrolled students. Auditoriums, basements, cafeterias and even hallways became classrooms. And supplies were limited.

Benjamin Willis, the Chicago Public Schools superintendent, refused to address the problem. When asked why black schools were so much more run-down than white ones, writes historian John L. Rury, Willis "claimed not to know how many Black or White students were enrolled in particular schools, since the district maintained 'no record of race, color or creed of any student or employee.'"

Finally, in 1963, tensions boiled over. Community members began to plan a protest that would expose the conditions of the schools to one and all. A communitywide coalition of groups organized a mass boycott they called "Freedom Day." Martin Luther King, Jr., who had spoken at the March on Washington a few months before, met with organizers and encouraged them to protest the inequality in their schools.

On the day of the boycott, 225,000 students—half of the entire school district—stayed home from school. Ten thousand people crowded around City Hall and the Board of Education building, demanding integration of the city’s schools. And organizers gave protesting kids the opportunity to attend "Freedom Schools"—ad-hoc schools offering a Civil Rights-themed curriculum. The protests made school conditions the talk of Chicago—but they didn’t make much difference to the city’s unequal school situation. Willis stayed in office until 1966, and other school board members—appointed by Mayor Richard Daley, who was often accused of trying to push African-Americans out of Chicago entirely—upheld Willis’s policies. Schools in majority-black neighborhoods continued to languish.

Adapted from History.com

B. Now that you've read this article, fill out the Graphic Organizer on Main Idea/details to show that the main idea and supporting details of the text are.

Main Idea:

Detail:

Detail:

Detail:

C. Now that you've read about “Freedom Day,” consider one of the acts in the article that was unfair. Write that below and then reflect on what made it unfair.

Unfair Act:

What made it unfair?
Activity 4: Reflection
Part of why we learn about history is to learn from the past and correct our mistakes and behavior for the future. In order to do this, we need to think about what happened in Chicago’s past and consider how we can continue to push to desegregate (this means to continually fight against and laws or practices that oppress marginalized voices (or voices that don’t get to tell their story) of color and continue to this day.)

Directions: On a separate piece of paper, brainstorm a list of unfair practices that you read about in these articles. Pick one, and create a poster below that names the practice that you want changed and three ideas for changing it. Be creative! Add illustrations if you like!

Cross Content Connection:
Social Studies- City/ State History - Read more about Red Summer, “Freedom Day” and other parts of Chicago’s history on Britannica. (library.cps.edu, username: cps; password: cps)

Math: Explore graphs about education segregation and other segregation in Chicago. What do they tell you?
What School Segregation Looks Like in the US Today:
https://truthout.org/articles/what-school-segregation-looks-like-in-the-us-today/
Search “segregation: on newsela.com
### 4th Grade Math Project: A Babysitting Business

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
</table>
| **Grade Level Standard(s)** | 4.NBT.A: Generalize place value understanding for multi-digit whole numbers.  
4.NBT.B: Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| **Caregiver Support Option** | Have a discussion about what makes good babysitters and why it’s important.  
Provide your student with a quiet place to work. |
| **Materials Needed** | Paper, pencil, coins, a bouncing ball |
| **Question to Explore** | What are some important things to think about when planning a budget?.  
How could your math skills help you plan a budget to be a successful babysitter? |
| **Student Directions** | This project is about running a babysitting business. In this project you will use mathematical thinking to figure out problems related to your business budget. Make sure to show your work on a separate sheet of paper. Remember to include correct labels for your answers. |

### Activity 1: Planning Your Babysitting Toolkit

A. You are going to put together a “Babysitting Toolkit.” This Toolkit will be a bag of toys and craft supplies that you can take with you when you are babysitting. You can spend a total of $15 on toys for your tool kit. The table on the next page shows different toys that you can buy for your toolkit and how much each of the toys cost.
<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toy Piano</td>
<td>$4.50</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>$2.25</td>
</tr>
<tr>
<td>Modeling Clay</td>
<td>$1.50</td>
</tr>
<tr>
<td>Hula Hoop</td>
<td>$4.00</td>
</tr>
<tr>
<td>Ball</td>
<td>$3.75</td>
</tr>
<tr>
<td>Train Set</td>
<td>$7.00</td>
</tr>
<tr>
<td>Bubbles</td>
<td>$1.50</td>
</tr>
<tr>
<td>Block set</td>
<td>$8.00</td>
</tr>
</tbody>
</table>
When you get to the store you must choose which toys you can buy with your $15.

Use the table below to figure out two different options for what you can buy with your $15. You may purchase any of the items above. However, you must keep each total under or equal to $15.

In the table below, show how you decided which items you purchased. Explain how you figured it out using words, writing an equation, or drawing a picture.

<table>
<thead>
<tr>
<th>Items for Option #1</th>
<th>Items for Option #2</th>
</tr>
</thead>
</table>

Total Cost for Option #1: _________  Total Cost for Option #2: _________

B. Look at your two options above. Which option will you actually choose when purchasing toys for your tool kit?

After you buy the toys, how much money do you have left? Write an equation that shows how you solved the problem.

C. Which three items can you purchase that will cost an exact total of $10.75?

Write an equation that shows how these three items cost a total of $10.75.

D. Shop and Save is a store in your neighborhood. Shop and Save sells four balls for $10.00. Is this a better deal than the balls listed in the table above? Explain in words why or why not.
E. Your friend Jaden purchased a ball for his toolkit. Jaden says that he can bounce his ball 25 times without stopping.

Now you try bouncing your own ball. Each time you bounce your ball it is called a Trial. Try bouncing your ball four different times and then complete the table below with the number of times you were able to bounce your ball each time. If you can’t find a ball, try using a crushed paper ball and bounce the paper ball in the air.

<table>
<thead>
<tr>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
<th>Trial 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Times</td>
<td>Times</td>
<td>Times</td>
<td>Times</td>
</tr>
</tbody>
</table>

After bouncing your own ball, do you think Jaden’s estimate is reasonable? Explain why or why not? Use your own data to help explain your answer below.

Activity 2: Making a Craft Kit

A. You know that children enjoy making crafts, so you will also purchase some craft supplies for your babysitting tool kit. To purchase your craft supplies, you have a total of $20 to spend.
# Supplies for Crafts

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayons</td>
<td>$3.25</td>
</tr>
<tr>
<td>Paint Set with Brush</td>
<td>$3.75</td>
</tr>
<tr>
<td>Paint Set</td>
<td>$2.25</td>
</tr>
<tr>
<td>Paint Brush</td>
<td>$1.75</td>
</tr>
<tr>
<td>Glue</td>
<td>$2.25</td>
</tr>
<tr>
<td>Markers</td>
<td>$3.10</td>
</tr>
<tr>
<td>Construction Paper</td>
<td>$0.50</td>
</tr>
<tr>
<td>Glitter Glue</td>
<td>$2.00</td>
</tr>
<tr>
<td>Craft Sticks</td>
<td>$0.75</td>
</tr>
</tbody>
</table>

Which craft supplies can you purchase if you have a total of $20 to spend?
In the table below, show how you decided which items you purchased. Explain how you figured it out using words, writing an equation, or drawing a picture. Create two different options. Use any of the items above.

<table>
<thead>
<tr>
<th>Items for Option #1</th>
<th>Items for Option #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Cost for Option #1: _______  Total Cost for Option #2: _______

B. Select one of the above options for purchasing your craft supplies. For the option that you select, show three different dollar and coin combinations you can use to pay for your craft supplies.

C. Raymond wants to purchase his own crayons. The crayons cost $3.25. Sam has 6 quarters, 5 dimes, and 20 nickels. Raymond tells Sam that he does not have enough money to purchase the crayons. However, Sam is sure that he has enough money to purchase the crayons.

Does Sam have enough money to purchase the crayons?

Explain your reasoning using words or pictures.
Activity 3: You are Hired! Your First Babysitting Job

A. You were just offered your first babysitting job! The Diaz family has two children. You were hired to babysit the Diaz children on Saturday evening. The Diaz family will pay you $12 per hour to babysit the two children. You have been asked to babysit from 6:00 pm to 9:00 pm.

What is the total amount of money you earn for babysitting the two children on Saturday evening?

Write an equation to show how you solved the problem.

B. You did such a wonderful job babysitting the Diaz children on Saturday evening that the family decided to give you a tip. They gave you a tip of an additional $6.00.

What is the total amount you earned now, including the tip?

C. Lena has been babysitting for the past six months and was able to save a total of $720.

If Lena saved the exact same amount of money each month during the total six months, how much did she save during one of those months?

Write an equation that shows how you figured this out.
Activity 4: Reflection- Do’s and Don’ts of Babysitting

The families in your area have a lot of babysitters to choose from. You want to go over and above their expectations so you stand out from all the other babysitters. Make a list of do’s and don’ts using the chart below.

<table>
<thead>
<tr>
<th>Babysitting Do’s and Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should I do to make myself the best babysitter ever?</strong></td>
</tr>
</tbody>
</table>

Extension #1: Design an Advertising Flyer

Design an advertising flyer for your new babysitting business. Your babysitting flyer should make you stand out from other babysitters in your neighborhood. On your flyer, include your hourly rate and make sure to draw pictures of what fun activities you can do with the children you babysit.
Extension #2: Multiplying Two-Digit Numbers
Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to make the smallest product.

You can cut out the Digit Cards below to help you solve the problem.

Now, try to make the largest product.

Cut out the Digit Cards to help you solve the problem above.
# 4th Grade Science Project: Vision and Light

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 minutes total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Engage in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well).</td>
</tr>
</tbody>
</table>
| Materials Needed | ● Paper  
● Pencil/pen  
● Sunglasses (or a semi-transparent piece of plastic) |
| Question to Explore | Why is it difficult to see indoors while wearing sunglasses? |
| Student Directions | Each activity below includes student directions |

## Activity 1: Marquinn’s Question (20 minutes)

A. Read the story below. Think about the question at the end.

Marquinn notices that he is having difficulty seeing inside his house while wearing his sunglasses. He was just wearing them outside while playing baseball and could see perfectly. He wondered to himself, “Why am I having trouble seeing indoors while wearing my sunglasses?”

- Share why you think Marquin is having difficulty seeing indoors while wearing his sunglasses with someone in your home or write your idea on a sheet of paper.

B. Create a list of light sources found inside versus light sources found outside by filling in the table.

<table>
<thead>
<tr>
<th>Light Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

C. On a separate piece of paper, explain using a model (drawing) why Marquinn is having difficulty seeing indoors while wearing sunglasses.

   a. Label your model with the following scientific vocabulary words: light, object, reflection, vision, and eye.
Activity 2: Investigation (20 minutes)

A. Follow the steps below to complete the investigation.
   a. Choose an object to observe. For example, a piece of fruit, a bag of chips, a piece of candy, etc. Write the name of the object in the space provided below.
   b. Place the object in an area with a lot of light.
   c. In the left-hand column in the table below, write down everything you observe about the object (without wearing sunglasses).
   d. Put on a pair of sunglasses or get a semi-transparent piece of plastic [for example: colored soda bottle (e.g., sprite) or tupperware with colored liquid in it, or tupperware lid that has color to it but is still see-through].
   e. Look at the object again.
   f. Record observations in the right-hand column in the table below.

Name of object: ___________________________________________________________

<table>
<thead>
<tr>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without sunglasses</td>
</tr>
<tr>
<td>(or looking through semi-transparent plastic)</td>
</tr>
</tbody>
</table>

B. How did looking at the object with sunglasses on (or through a semi-transparent piece of plastic) change how you could see the object? Why do you think it changed it in that way? Explain your ideas below. Draw a picture if that helps explain your thinking.
A. Read the following text in order to gather more information about how light allows us to see. Pause at the “stopping points” to answer the questions in the text.

I See What You Mean [Amplify Science]

Jayla and Zoey were at Jayla’s house one day after school. Jayla’s mom had gone to the store that day and bought some delicious, ripe peaches to snack on. Jayla got a peach to share with Zoey. She held it in her hand while she and Zoey looked it over to make sure it didn’t have any bruises. Looking at the peach got them thinking. Jayla said, “I can see that this peach looks perfect.” “I can see that, too, but I wonder why it is that we can see this peach. What makes it possible for us to see it?” Zoey asked.

Jayla and Zoey smiled at each other, because they both liked to think and talk about things that they noticed and wondered about. They often asked each other questions to try to figure things out. Jayla bent down next to the table so that the peach was at her eye level. She said, “You asked why we can see the peach, and my answer is that I see the peach because I am looking at it!” The minute she said it, she knew that answer wasn’t complete. It made her wonder—how did vision work, anyway?

“But,” Jayla continued slowly, “I guess just looking at something isn’t the whole story, is it? My eyes have to get information about the peach. I couldn’t see this peach in the dark, even if I looked right at it. So I guess I could say that I see the peach because I am looking at it and because there is light in the room. The peach is in the light, and so I see the peach.” “I see what you mean,” said Zoey, and they both laughed. “But still, there must be more to it. Doesn’t the light have to come from somewhere?”

Jayla said, “I couldn’t see the peach in the dark, even if I looked right at it.”

**Stopping Point**

Why do you think she says that? What is the role of light in vision?

Write your answer on a sheet of paper.

“Right!” exclaimed Jayla. “We know that light comes from a source, and the source of the light in this room is this lamp. So I must see the peach when I look at it because light is coming from the lamp, and the peach is in the light.”

Zoey looked thoughtful. “You said that the peach is in the light, which makes it sound like the light is just sitting there, like a pool of water. I don’t think that’s quite right.” “You’re right, the light doesn’t just sit there—it travels in straight lines,” said Jayla.
“If we could draw how the light travels,” Jayla continued, “we’d draw arrows from the lamp to the peach to show that light travels from the lamp, and some of it shines on the peach.” Jayla rolled the peach around in the light of the lamp and observed it closely. “The light makes the peach bright. I am looking at the peach, so I see it,” she finished.

Jayla looked expectantly at Zoey. Would this explanation be enough for her? “I see what you mean,” said Zoey again, and Jayla grinned. She knew where this was going. Zoey continued, “But I still think there’s more to it. How does the peach become bright? The lamp is bright because it has light coming from it, but there isn’t any light coming from the peach, is there?”

“Actually, there is light coming from the peach,” said Jayla. “I see the peach because there is light reflecting off it. The peach reflects light from the lamp.”

She drew an imaginary line with her finger to show the light reflecting off the peach.

Zoey looked at her quizzically. “Well, I see what you mean, but there’s one part I still don’t understand. I know the peach is reflecting light, but what does that have to do with actually seeing the peach?”

“Good question!” exclaimed Jayla, looking closely at the peach again. “The peach is reflecting light into my eyes. If the light didn’t reach my eyes, I couldn’t see the peach. So light travels from the lamp, and some of it shines on the peach. The peach reflects some of the light, and some of the light that is reflected by the peach travels to my eyes. And that is why I see the peach.”
B. Answer the following questions on a sheet of paper:
   a. Imagine in the last picture of the reading that Jayla is wearing sunglasses, how would that affect how she would see the peach? Why do you think that?
   b. In activity 1, Part B, you created a list of light sources inside and outside your home. Even though there were light sources in both locations, why do you think it would be harder to see while wearing sunglasses inside?

Activity 4: Transition Glasses (20 minutes)

A. Read the story below:
   Marquinn’s brother, Joel, came into the house with Marquinn that same day, after playing baseball. Joel was wearing transition glasses instead of regular sunglasses. (Transition glasses have lenses that can darken when there is a lot of light and then become lighter when there is less light.) After a few minutes inside, Joel was able to see better than Marquinn while wearing his glasses inside.

   ![Marquinn's sunglasses vs. Joel's Transition glasses](image)

B. Complete the following tasks on a sheet of paper:
   a. Based on what you have learned, why was Joel able to see better than Marquinn when inside even though they were both wearing glasses? Be sure to explain the differences between Marquinn’s sunglasses and Joel’s transition glasses.
   b. Draw a new model that includes Marquinn and Joel, and explains (in writing) why Joel was able to see better than Marquinn while wearing his glasses inside.

Cross-Content Connections (optional extension activities):

   **ELA:** Create an advertisement that sells a brand of transition glasses
   - Design your own glasses by drawing and coloring them
   - Create a catchy slogan to put on your advertisement
   - Explain the benefits of the glasses using scientific ideas

   **Math:** Decide on a price for your transition glasses
   - Imagine you have three different customers that want to pay for the transition glasses in different payment amounts
     - Customer 1: Will pay in three payments
     - Customer 2: Will pay in five payments
     - Customer 3: Will pay in ten payments
   - Create a payment plan for each customer and let them know how much each payment should be
<table>
<thead>
<tr>
<th><strong>Grade 3-5 Social Science Project: Everyday Heroes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Time</strong></td>
</tr>
</tbody>
</table>
| **Grade Level Standard(s)** | SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.  
SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.  
SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions  
SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. |
| **Caregiver Support Option** | Notes on the structure:  
- Activities are designed to be done in order - each one builds on the other so you should not skip activities  
- Activities are an average of 15-20 mins each. More than one can be done in a day.  

Before giving the activities to students, caregivers might:  
- spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.  
- When reading the texts, students should circle or underline any unfamiliar words so you both can define them together  

In this particular lesson, it’s important to note that:  
- Students are learning about tall-tale characters used in history. Students are then creating trading cards for heroes from their own family, community, or larger world  
- Consider making your own trading cards for people you consider heroes from your life and sharing with your student |
| **Materials Needed** | Writing tool, paper, “Everyday Heroes” handout (optional) |
| **Question to Explore** | How can we celebrate our everyday heroes? |
| **Student Directions** | There are heroes all around us. In this week’s inquiry, students think of a person in their family, community, or larger world who is making a difference right now. They identify a heroic trait or talent, then use words, pictures, and a heavy dose of exaggeration to cast this person as a tall-tale character. Throughout the week, they’ll use their learning to create a “Tall-Tale Trading Card” that describes their hero in larger-than-life terms. |
Day 1 (Activity 1): Exploring Tall Tales (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Explore special traits of tall-tale characters
- Recognize and create exaggerations
- Pick a personal hero

You will need:
- Paper or notebook
- Writing tool
- “Everyday Heroes” handout (optional)

Let’s Get Started!

A. THINK
Look at this postcard.

Ask yourself:
- What’s going on here?
- What seems real?
- What seems fake?

Tall-tale postcards like the one in the picture were made by putting together different photos to make unbelievable scenes, like a corn cob so big that it took a horse-drawn cart to move it! Like the postcards, stories called tall tales were popular in the United States in the 1800s and early 1900s. These tales were exaggerated, meaning that people and events were made to seem much larger or greater than they really were.
New words:
**Tall-Tale**: a story about a larger-than-life character, sometimes based on a real person, who has exaggerated adventures
**Exaggerated**: described as larger or greater than is true

**B. EXPLORE**
This picture shows a statue of a tall-tale character.
- What’s something you notice about it?
- How would you describe the person in it?

The statue is of a tall-tale character named Paul Bunyan, a mighty lumberjack. People began to tell many stories about the lumberjacks of North America in the late 1800s, when the Western United States was first being settled. At this time, lumberjacks did the work of cutting down trees so that towns and farms could be created.

Read these larger-than-life descriptions from *Paul Bunyan, American Hercules* (1937).

- “So great was his lung capacity that he called his men by blowing through a hollow tree. When he spoke limbs sometimes fell.”
- “For a big man, Paul was very quick on his feet. He could go to one end of his house, blow out the light and get into his bunk before it got dark.”
- “Lumberjacks say that he is the man who cleared all the trees out of North Dakota. He also scooped out the hole for Lake Superior.”

What do these exaggerations tell us about him? What do they tell us about what people might have valued during this time period?
OPTIONAL  Watch this short video (Paul Bunyan, American Hercules (1937) [https://youtu.be/C-zKKoHvXn0]) which shares some tall tales about Paul Bunyan. See if it confirms or changes your thinking.

If you are unable to watch the video: This tall tale makes Paul Bunyan seem superhuman in strength, skill, and size. All of these traits were important for lumberjacks living and making homes in wild, forested areas.

New word:
**Trait**: a quality that makes one person different from another

C. DO

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you’re going to choose your real-life hero!

A trading card – like this one of Paul Bunyan – usually contains a picture of a person with some important facts about them.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Paul Bunyan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait/Talent:</td>
<td>Strength</td>
</tr>
<tr>
<td>Tool:</td>
<td>Axe</td>
</tr>
<tr>
<td>Setting:</td>
<td>Forest</td>
</tr>
<tr>
<td>Known for:</td>
<td>Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes, just with a sneeze!</td>
</tr>
</tbody>
</table>

People often collect or trade these cards with other people. The trading card you create will describe a real-life hero. This might be a person in your own family.
your community, or anywhere in the world.

Think about:

- Who are the heroes in your life?
- What makes them special? What trait or talent do you admire about them?
  - Are they strong like Paul Bunyan?
  - Do they have a skill or talent?
  - Is there something else special about them, like kindness or courage?

You're going to:

- Make a list of the heroes in your life (or use the "Everyday Heroes" handout if you like)

Write:

- Make a list of three people that you think are heroes in your life.
- Include an important trait or talent for each person.

Talk:

- Choose one of the heroes from your list.
- Practice talking about your hero in an exaggerated way.
- Need help? Look at the example below. Notice how each sentence about Paul Bunyan is a bigger exaggeration! Can you do the same with your hero?
  - 1st try: Paul Bunyan is so strong he can cut down a forest by himself.
  - 2nd try: Paul Bunyan is so strong he can clear a forest with one swing of his axe.
  - 3rd try: Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!
Everyday Heroes Handout

**STEP 1:** List the names of a person you admire in your family, local community, or the larger world. Write an important trait for each person.

<table>
<thead>
<tr>
<th>Person</th>
<th>Trait or Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2:** Now choose 1 of the 3 people and tell their story out loud using this sentence frame. No need to write yet – this is a thinking exercise!

(Name) is so (describe trait or talent), they (exaggeration)!

- Now try that sentence frame, exaggerating the trait or talent to make it more unbelievable!
- Now try that sentence frame one more time, getting even wilder and harder to believe!

**STEP 3:** Write your final sentence here:

______________________________ is so ________________________________

(name)

______________________________,

(describe trait or talent)

they ________________________________

(exaggeration)
Day 2 (Activity 2): Imagining Your Hero (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Investigate what makes a story into a tall tale
- Explore the story of John Henry
- Create a “Trading Card Plan”

You will need:
- Paper or notebook
- Writing tool
- “Trading Card Plan” handout (optional)

Let’s Get Started!

A. THINK

Some tall tales are about real people who did amazing things. Just not as amazing as the tall tales make them seem!

Read below to learn about real people who become tall-tale characters!

B. EXPLORE

“Calamity Jane”
Real name: Martha Jane Canary
Lived 1852-1903

Fact:
Martha Jane Canary worked as a Pony Express rider, carrying mail by horseback over 50 miles of rough terrain and across rivers. She was known for being tough and fearless, as well as good at horse racing.

Exaggeration:
Calamity Jane was so good at roping cattle that she could knock a fly off a cow’s ear with a 16-foot whiplash.
<table>
<thead>
<tr>
<th>“Johnny Appleseed”</th>
<th>“Davy Crockett”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: John Chapman</td>
<td>Name: David Crockett</td>
</tr>
<tr>
<td>Lived 1774 – 1845</td>
<td>Lived 1786 – 1836</td>
</tr>
<tr>
<td><strong>Fact:</strong> John Chapman was a religious man and a businessman who planted nurseries of apple trees on the western frontier. He was known for his wilderness skills and his love of sleeping outdoors.</td>
<td><strong>Fact:</strong> David Crockett was a politician and soldier who died at the famous Battle of the Alamo in Texas. He was known as a very skilled frontiersman and hunter.</td>
</tr>
<tr>
<td><strong>Exaggeration:</strong> Johnny Appleseed walked across the wilderness of the United States, wearing no shoes, a burlap sack, and a tin pot hat, scattering apple seeds in the wind.</td>
<td><strong>Exaggeration:</strong> Davy Crockett killed a bear when he was three years old.</td>
</tr>
</tbody>
</table>

Let’s dig deeper into a tall tale based on a real person named John Henry. He helped to build the railroads in the mid-1800s.
To build the railroads, people needed to dig tunnels and create paths through mountains.

Look at this picture of people standing in front of a railroad tunnel they helped to dig.
- If they didn’t have big machines to help them, how do you think they could dig these tunnels?
- What kind of special traits or talents would help someone do this work?

This picture shows a statue of John Henry.
- How would you describe how John is represented in the statue?
- Why do you think someone like John would be a hero to railroad workers?

John Henry worked on the railroads as a steel driver. To dig tunnels, steel drivers like John would swing their hammers as hard as they could to pound a drill into rock. Then, those holes would be filled with dynamite and the rock would be blasted away.

The companies that built the railroads needed steel drivers to work hard and fast. These companies were racing each other to build railroad systems across the United States. Thousands of people worked on building the railroads. It was very hard and dangerous work, and workers did not get paid very much for doing it.

In 1870, railroad workers began to dig the Great Bend Tunnel in the area now known as West Virginia. While digging the tunnel, John Henry competed against the steam drill and won!
If you were making a “Tall Tale Trading Card” for John Henry, what would it look like? How would you fill in these blanks?

- Name:
- Trait or Talent:
- Tool:
- Setting:
- Known For:

**OPTIONAL:** Watch this short video that tells the story of John Henry’s race against a machine called a steam drill. ([https://vimeo.com/114170305](https://vimeo.com/114170305)) As you watch, ask yourself: Why do you think John Henry became a symbol for African-American railroad workers?

**If you are unable to watch the video:** This tall tale makes John Henry seem superhuman in strength, skill, and size. All of these traits were important for steel drivers living and competing against the increasing use of machines to build railroad systems. Isn’t it amazing that people still tell John Henry’s story today?

**C. DO**

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you will choose one of your everyday heroes and make a “Trading Card Plan.”

Think back to the list you made of three people you think are heroes. Do you remember choosing one of those heroes and making up exaggerations about them?

The plan you create today will show that hero’s important trait or talent in an exaggerated way.

Goals: Your “Trading Card Plan” should show:

- a real person who is a hero in your eye
- a special trait or talent that has been exaggerated
- words and pictures showing the person’s actions in an exaggerated way

Now it’s time to create your “Trading Card Plan.” Make sure to include:

- Hero Name:
- Trait or Talent:
- Tool:
- Setting:
Known For: (Hint: This is your exaggeration!)

Sketch:

Write it out on a piece of paper or use the “Trading Card Plan” handout.

Remember to save your “Trading Card Plan” so you can use it when you make your “Tall-Tale Trading Card.”
Name: Paul Bunyan
Trait or Talent: Strength
Tool: Axe
Setting: Forest
Known for: (Hint: This is your exaggeration!)

Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!

Sketch:
Day 3 (Activity 3): Evaluating the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we celebrate our everyday heroes?”</th>
<th>Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.</th>
</tr>
</thead>
</table>

Today you will:
- Reflect on your progress
- Make a plan to improve your work

You will need:
- Your work from previous activities
- Paper or notebook
- Writing tool

Let’s Get Started!

A. THINK

You’ve already created your “Trading Card Plan” describing your hero in words and pictures! When someone sees your plan, they should learn about:
- A real person who is a hero to you
- Your hero’s special trait or talent (exaggerated by you!)
- Details that reflect time and place

B. EXPLORE

Look at this student’s “Tall-Tale Trading Card.”
- Does this work seem to show a real person?
- Does this work seem to show a special trait or talent that has been exaggerated?
- Do words and pictures show the person’s actions in an exaggerated way?
- Are there details that reflect time and place?
Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

What advice would you give the artist to make this work even stronger?
- The student could add...
- The student could try...
- The student could change...

C. DO
Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today, you will explore your "Trading Card Plan" to check if you are meeting your goal.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - What part shows who my hero is?
   - What parts show my hero’s trait or talent?
   - What parts show that I’ve exaggerated my hero’s trait or talent

3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust...

Be sure to save your "Trading Card Plan" so you can use it to create your “Tall-Tale Trading Card.”
Day 4 (Activity 4): Finalizing the Work (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
● Finish creating your “Tall-Tale Trading Card”

You will need:
● Your work from previous activities
● Writing tool
● A sheet of paper or large index card.
● "Tall Tale Trading Card Template" handout, (optional)
● Coloring materials (optional)

Let’s Get Started!

A. THINK

It’s time to take steps to finalize your work based on your work plan. Remember your work plan? That’s when you said:
● I will add…
● I will try…
● I will adjust…

Decide or discuss: What will you do next to finalize your work?

B. EXPLORE

Check out a “Tall-Tale Trading Card” created by another student.
● What changes did this student make to their work?
● How do these changes help you understand more about their tall-tale character?

First Draft
C. DO

Today, you will work to finish your “Tall-Tale Trading Card.”

- Get out a new sheet of paper or large index card. You could also use the "Tall Tale Trading Card Template" handout.
- Get out your "Trading Card Plan" and any other materials from previous activities.
- Think about your work plan.
- Get to work making your final draft!
Day 4
Trading Card Template

NAME:

TRAIT or TALENT:

TOOL:

SETTING:

KNOWN FOR:
Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Think about how your “Tall-Tale Trading Card” turns a real-life person into a larger-than-life character
- Find a way to share your final work

You will need:
- Your finished “Tall Tale Trading Card”
- “Sharing” handout (optional)

Let’s Get Started!

A. THINK

Ordinary people became heroes of tall tales in the past. Just imagine: your hero might inspire a tall tale in the future!

B. EXPLORE

Look at your finished “Tall-Tale Trading Card.”
Think about or discuss:
- How would you explain the choices you made in designing your trading card to someone else?
- Why is it important to celebrate our everyday heroes?
- What do you hope people will understand about your hero by looking at your trading card?

C. DO

Now that you’ve completed your “Tall-Tale Trading Card,” it’s time to share your work with others! Here are some ideas for connecting with others:
- Share with a family member and…
  - Help them to create their own.
  - Ask them if they have comments, questions, or a connection to your work (or use the “Sharing” handout to get a written response).
- Ask an adult to help you share your work online with the hashtag #inquiredtogether.
- Send your “Tall-Tale Trading Card” to the person you represented.
- Hang your “Tall-Tale Trading Card” in the window.
- Keep your “Tall-Tale Trading Card” somewhere safe as a historical record that you and others can look back on later.
Please take a look at my work and fill this out.

Thank you!

I have a… (circle one)

comment:

question:

connection:
Cross Content Connection:

By examining tall tales and characters used in history, from Paul Bunyan to Johnny Appleseed, and by developing your own character, you are using many social science skills, but also so much more! There are so many connections to language arts, math and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

**Math:** Create word problems for younger students to use that INCLUDE your heroes in everyday life! Help the younger students practice their math facts by designing a few questions that include the use of your heroes and others.

**Science:** Research the area of the world that your hero lives in (or lived in). Describe the climate and physical features of that area. How might those things impact your hero? What plants and animals live in that area? Create trading cards for plants and animals in that area, highlighting their unique traits.