Lesson #7 – Writing a Research Project/Researching Ethnic Groups of Aquidneck Island from 1820-1880.

Subject Area: Social Studies, Reading/Language Arts, Computer and Library Class

Grade: 4/5

Time Frame: 6 class periods including outside work

Objectives: In this lesson, the students will learn how to research a given project, write a written report and present it well orally to the class. The students will learn how to work as a group and settle group disputes in a democratic way.

Standards: I, II, III, IV, V, and X.

Materials:

- Many books and web sites. (See Attached List)
- Copy of list of questions to be answered by each group in their report. (Enclosed).
- Non-Fiction worksheet to use for organization of research. (Enclosed)
- Criteria sheet.

Learner Factors: This activity will benefit the visual, auditory, and kinesthetic learners by the on hands participation in researching through books and the computer on the given topic.

Motivational Activity: The teacher will introduce the project to the students. The teacher will group the students with a mixture of abilities. The groups will be assigned an ethnic group that immigrated to Aquidneck Island during this time period. In each group each child will research (in and out of school) a part of the project. As a group, each child will present his/her findings on “Immigrant Day”.

Lesson Development: Each group will receive a list of questions that they will research and report orally to the class. The research will take place during Social Studies class, computer class and library class. The students may have to meet as a group outside of
school. After the teacher has gone over the questions orally, each group will meet and plan. The teacher will explain that this is the time to begin the planning stage and to assign what parts each student will be responsible for. The teacher will explain the books and web sites provided. The students are also required to visit their own library and take out three books on their immigrants and bring them to school for the next class. These books will be used in school. As a whole class the teacher will address any questions individual students/groups may have. The teacher will reinforce with the class that each person in each group is responsible for his/her part. The teacher will review the homework assignment—to go to the library and take out three books on your assigned group of immigrants. These are due the next class.

**Closure:** “Immigrant Day”

**Follow-Up:** In the next lesson, the students will learn how to research and write a biography.

**Extended Activity:**
- The students could write a journal of “The Life of an (ethnic group) Child”.
- The students could produce flags of ethnic groups.
- Students could produce corn stalk people in ethnic dress. (Enclosed)
- Music teacher could teach the students songs and dances from different ethnic groups.
- The students may produce murals on ethnic group, using symbols, pictures of famous people, etc. to show their understanding of their ethnic group.

**Student Assessment:** While the students are working in groups in class, the teacher will join the groups and assess their progress in three areas. The first is the informational and academic area. The teacher will assess whether each student is using the materials
provided (or gotten on own) to research his/her part. The second area the teacher will be assessing is group work – Are the students working as a group, are they sharing and helping each other, and are they working out problems in a fair way? The third part of assessment is the oral presentation. The students will receive a rubric (included) on their individual oral presentation.
## Activity Evaluation Form

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<th>Exemplary</th>
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<td>Knowledge of Content</td>
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<td>Mechanics</td>
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<td>Creativity</td>
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**COMMENTS:**
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<tr>
<td><strong>Knowledge of Content</strong></td>
<td>You have a lot of information. Shows that you did extra research. The details that you selected support the main idea.</td>
<td>You have used enough important information. You have shown enough research. The details are correct and support the main idea.</td>
<td>Some of the information you used has nothing to do with your project. Showed some research, but not much. The main idea was only supported by few details.</td>
<td>You have shown little or no use of information. You have shown little or no research. Your main idea was not supported by detail.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Very well organized. The way you set up your project is easy to follow. It explains and points out the main ideas.</td>
<td>Good organization. You focused on the main ideas.</td>
<td></td>
<td>Your set up is confusing. Several key ideas were missing.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>The spelling, labeling and dates are all perfect.</td>
<td>You just have a few spelling, labeling, or date errors.</td>
<td>There are some errors in spelling, dates, and labeling.</td>
<td>Many errors in spelling. Labeling, or dates.</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>You have told the information in an excellent way. It seems that you understand your audience.</td>
<td>Clear and nice looking. No clutter or mess. You have shown that you somewhat know your audience.</td>
<td>Your information can be understood but your project is messy. You do not know your audience.</td>
<td>This is very messy. Your information can not be understood. You have shown no understanding of your audience.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Your project shows that you put a great deal of creative energy into it.</td>
<td>Somewhat creative and original.</td>
<td>Some creative touches but you have not shown very much originality.</td>
<td>You have put very little creativity in this project. Nothing about this shows any originality.</td>
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**COMMENTS:**
NONFICTION WORKSHEET

Topic for this poem/piece

- Make a sketch of your topic. Carefully include important details you observe.

Five things I know about this topic
1)
2)
3)
4)
5)

Five questions I have about this topic
1)
2)
3)
4)
5)
• Research sources:
  1.
  2.
  3.
  4.
  5.

• Five things I learned about this topic
  1.
  2.
  3.
  4.
  5.

• Five powerful verbs that apply to this topic
  1.
  2.
  3.
  4.
  5.

• Five “show and take” adjectives that apply to this topic.
  1.
  2.
  3.
  4.
  5.
Corn Husk Dolls

Note: You can make dolls from fresh cornhusks straight off the cob (although these tend to shrink as they dry). You can also buy pre-dried cornhusks (sold for making tamales) at Mexican grocery stores and some supermarkets. When using pre-dried cornhusks, first soften them by soaking in hot water for a few minutes and then pat them dry with a towel.

How to Make Corn Husk Dolls
According to The American Girls Handy Book (1887)

“Provide yourself with the husks of several large ears of corn, and from among them select the soft white ones which grow closest to the ear. Place the stiff ends of two husks together, fold a long, soft husk in a lengthwise strip, and wind it around the ends so places as in Fig. 111.

“Select the softest and widest husk you can find, fold it across the centre and place a piece of strong thread through it (as in Fig. 112), draw it in, tie it securely (Fig. 113), place it entirely over the husks you have wound, then bring it down smoothly and tie with thread underneath (Fig. 114); this will form the head and neck.

“To make the arms, divide the husks below the neck in two equal parts, fold together two or more husks and insert them in the division (Fig. 115). Hold the arms in place with one hand, while with the other you fold alternately over each shoulder several layers of husks, allowing them to extend down the front and back. When the little form seems plump enough, use your best husks for the topmost layers and wrap the waist with strong thread, tying it securely (Fig. 116).

“Next divide the legs by neatly wrapping each portion with thread, trimming them off evenly at the feet. Finally, twist the arms once or twice, tie, and trim them off at the hands. The features can be drawn on the face with pen and ink, or may be formed of small thorns from the rose-bush. Fig. 117 shows the doll complete, minus its costume, which may be of almost any style or material . . .”
<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
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QUESTIONS TO COMPLETE FOR RESEARCH ON AN ETHNIC GROUP

A. DESCRIBE YOUR ETHNIC GROUP'S COUNTRY OF ORIGIN:

1. GIVE THE LONGITUDE AND LATITUDE OF THE COUNTRY OF ORIGIN.
2. DESCRIBE THE PHYSICAL LAND FORMS AND WHETHER THIS COUNTRY IS COASTAL, DESERT, PLAINS, MOUNTAINOUS OR STEPPE.
3. DOES THE COUNTRY HAVE RIVERS, LAKES OR STREAMS?
4. WHAT CONTINENT IS THIS COUNTRY IN?
5. WHAT IS THE POPULATION OF THE COUNTRY?
6. WHAT ARE THE NATURAL RESOURCES?

B. DESCRIBE THE CULTURE OF THIS COUNTRY:

1. WHAT IS THE MAIN RELIGION OF THIS COUNTRY?
2. WHAT ARE SOME MAJOR HOLIDAYS OF THIS COUNTRY?
3. DESCRIBE THE HOMES OF THESE PEOPLE?
4. WHAT ARE SOME MAIN OCCUPATIONS OF THE PEOPLE OF THIS COUNTRY?
5. DESCRIBE THIS COUNTRY'S SYSTEM OF GOVERNMENT.
6. WHAT IS THE ECONOMY OF THIS COUNTRY?

C. COMPARE AND CONTRAST QUESTIONS #4, 5, AND 6 IN SECTION B WITH WHAT THIS COUNTRY WAS LIKE AT THE TIME OF THE PEAK IMMIGRATION YEARS. ALSO TELL WHAT COUNTRIES THESE PEOPLE IMMIGRATED TO BESIDES THE UNITED STATES, AND WHAT DATES THEY IMMIGRATED.

D. WHY DO YOU THINK THAT PEOPLE IMMIGRATED TO THE UNITED STATES FROM THIS COUNTRY?

E. FILL OUT A KWL CHART ON YOUR ETHNIC GROUP TO RESEARCH ANYTHING THAT YOU WANT TO FIND OUT ABOUT YOUR ETHNIC GROUP.
Rhode Island
Official Name: State of Rhode Island and Providence Plantations
Official Nickname: "The Ocean State"
Traditional Nickname: "Little Rhody"
State Motto: "Hope"

This is only a partial bibliography. If you need more information, please ask a staff member.

PICTURES BOOKS:
Barry, Robert. Mr. Willowby's Christmas Tree. jE/Bar

FICTION:
Avi. The Man Who Was Poe. f/Avi/YA
Avi. Something Upstairs. j/Avi
Barry, Robert. Riddle of Castle Hill. J/Bar
Bjerregaard, Marcia. First Heroes for Freedom. j/Bje
Brown, Slater. Gray Bonnets in the Days of Roger Williams. J/Bro
Cheney, Cora. Christmas Tree Hessian. j/Cheney
Curtais, Alice Turner. A Little Maid of Narragansett Bay. j/Cur
Emmett, Elizabeth. The Land He Loved. j/Emm
Flood, E.L. Secret in the Moonlight. jM/Flood
Gale, Marie Josephine. Alice Brenton: A Tale of Old Newport in Revolutionary Days. j/Gal
Jaspersohn, William. The Scrimshaw Ring. j/Jas
Landers, Judith. Timothy and the King's Ship "Liberty". j/Lan
Lisle, Janet Taylor. The Art of Keeping Cool. j/Lisle
Manes, Stephen. Some of the Adventures of Rhode Island Red. j/Man
Nicholson, Peggy and John F. Warner. The Kerry Hill Casewackers Series. j/Nicholson
Simister, Florence Parker. Girl with a Musket. j/Sim
Simister, Florence Parker. The Pewter Plate. j/Sim

NON-FICTION:
Avi. Finding Providence: the Story of Roger Williams. jEE 974.5 Avi
Burnett, Constance Buel. Let the Best Boat Win: The Story of America's Greatest Yacht Designer. j920/Herreshoff
Chapin, Howard M. Sachems of the Narragansetts. j974.5
Cwiklik, Kooert. King Philip and the War with the Colonists. j920/Philip
Fisher, Leonard Everett. To Bigotry No Sanction: The Story of the Oldest Synagogue in America. j296/Fis
Fleming, Candace. Women of the Lights. j921/Fle
Fradin, Dennis B. The Rhode Island Colony. 974.5/F
Gaustad, Edwin S. Roger Williams: Prophet of Liberty. J974.5 Gau
Heinrichs, Ann. Rhode Island. j974.5/H
Historic Newport. J974.57 Law
Jordan, Sandra. Christmas Tree Farm. j635.9/Jor
Klein, Ted. Celebrate the States: Rhode Island. J974.5/Kle
Macaulay, David. Mill. J677/M
Morse, Suzanne. Ida Lewis: Heroine of Lime Rock Light. J920/Lew
Pyle, Katharine. Once Upon A Time in Rhode Rhode Island. J974.5/P9941o
Rothaus, James. Squanto: the Indian Who saved the Pilgrims. J920/Squanto
Uroff, Margaret Dickie. Becoming a City: from Fishing Village to Manufacturing Center. J974.52
Webb, Robert N. The Colony of Rhode Island. J917.45/W
Welch, Wally. The Lighthouses of Rhode Island. J387.1/Wel/Ref
Whitehurst, Susan. The Colony of Rhode Island. J974.5/Whi
Women in Rhode Island History: Making a Difference. J974.6/Wom

NON-PRINT COLLECTION:
A Lively Experiment. Adult Non-fiction videos
Our Neighbors, the Narragansets. Adult Non-fiction videos
Portrait of America. Rhode Island. Adult Non-fiction videos

PROFESSIONAL COLLECTION:

PERIODICALS:
ADULT COLLECTION:
Lippincott, Bertram. *Indians, privateers and high society_. F79. L5

INTER-LIBRARY LOAN:
*Tales of an October Moon: Haunting Tales from New England*. Created and performed by Marc Joel Levitt. Audiobook j/Levitt
Welter, Linda. *Down by the Old Mill Stream: Quilts in Rhode Island*.

ADULT REFERENCE COLLECTION:

For information on Jean Baptiste Donatien de Vimeur, Comte de Rochambeau: Use the Redwood Library notables site or look in the CLAN database using the name Rochambeau as a subject. There are several adult level books in both the circulating collection and in the Newport Room.

INTERNET SITES:
http://www.redwood1747.org/notables/nntitle.htm (Redwood Library)
http://www.newporthistorical.org (Newport Historical Society)
http://www.maine.com/lights/links.htm (Links to lighthouse websites)
http://www.state.ri.us/submenus/rihistlink.htm (R.I. History)
http://www.usnpt.navy.mil/ (Naval Station Newport- excellent history section)
http://www.rihs.org/index.shtml (RI Historical Society)
http://www.rootsweb.com/~ri/genweb/cemetry/ (RI Historical Cemetery Transcription Project)
http://www.ri.gov/index.php RI Government Portal

Please ask us about the Sargent Special Collections Room, home of many books, articles and pamphlets on the history of Newport, Rhode Island and it's citizens.
Some Newport authors that children will enjoy: Robert Barry, Natalie Savage Carlson, Rosalys Hall, and Jay Williams.

Winter Hours:  
Monday: 12:30 – 9 pm  
Tuesday – Thursday 9:30-9:00 pm  
Friday – Saturday 9:30 am – 6 pm  
Sunday: 1 – 5 pm  
www.newportlibraryri.org  
847-8720 extension 204

Summer Hours:  
Monday: 11 am – 8 pm  
Tuesday – Thursday: 9 am – 8 pm  
Friday & Saturday: 9 am – 6 pm

Important notes:  
Ref.: Reference, in-library use only  
P.C.: Professional Collection

Compiled by Rowena Burke  
Children’s Librarian & School Liaison

July 2004