

Books for graphic organizers and foldables

1. Graphic Organizer Transparencies—Glencoe Social Studies
2. Dinah Zikes's -Notebook Foldables for spirals, binders, and composition books, Big Book of Books, and Big Book of Social Studies—Elem k—6

*Graphic organizers and foldables can help teach the following:

Comparisons	Explain
Identifies	Describe
Differentiation	Graphs, charts, tables
Locate	Research
Writing	Similarities/differences
Compare/contrast	Drawing maps
Find info	Cause/effect
Time-lines	Sequence
Outlines	Concept maps
Give examples on topics	Vocabulary

ELA and Social Studies:

First Tennesseans
Native Americans
Frontier Life
Inventions from Tennessee
Businesses of Tennessee
Culture of Tennessee
Heritage of Tennessee
Tourism of Tennessee
State Symbols
Three Presidents
Famous Tennesseans
Civil Rights Leaders
Music Industry
War Heroes
Battles of different Wars

My Own Tennessee Song

I'm going to write a song about a Tennesseee:

Person - _____

Place - _____

Or Event - _____

The best type of music for my topic would be: (circle one)

Rock and Roll

Country

Blues

Other _____

What I already know about the topic for my song:

What I need to know about the topic for my song:

Title:

Lyrics



Two sets of horizontal lines for writing lyrics. The first set consists of two lines, and the second set consists of two lines. There are also several additional blank horizontal lines below the second set of lines.

Tennessee In Music

Reading Into and Writing Songs

The Ballad of Davy Crockett (1955)

Fess Parker

Born on a mountain in Tennessee
Greenest state in the land of the free
Raised in the woods so's he knew every tree
He killed him a b'ar when he was only three

Davy, Davy Crockett, king of the wild frontier

Fought single-handed thru the Injun war
'Till the Creeks was whipped and the peace was in store
And while he was a'handlin' this risky chore
Made hisself a legend forever more

Davy, Davy Crockett, the man who don't know fear

When he lost his love, his grief was gall
In his heart, he wanted to leave it all
And lose hisself in the forest tall
But he answered, instead, his country's call

Davy, Davy Crockett, the choice of the whole frontier

He went off to Congress and served a spell
Fixin' up the government and laws as well
Took over Washington, so I hear tell
And patched up a crack in the Liberty Bell

Davy, Davy Crockett, seein' his duty clear

When he came home, his politickin' done
Why, the big western march had just begun
So he packed his gear and his trusty gun
And lit out a'grinnin' to follow the sun

Davy, Davy Crockett, leadin' the pioneer

His land is the biggest, his land is the best
From grassy plains to the mountain crest
He's ahead of us all and meetin' the test
And a'follern' his legend right into the west

Davy, Davy Crockett, king of the wild frontier

The Battle of New Orleans (1959)

Johnny Horton

In 1814 we took a little trip
Along with Colonel Jackson down the mighty Mississippi
We took a little bacon and we took a little beans
And we caught the bloody British in the town of New Orleans

We fired our guns and the British kept a-comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

We looked down the river and we seed the British come
And there must have been a hundred of 'em beatin' on the drum
They stepped so high and they made their bugles ring
We stood behind our cotton bales and didn't say a thing

We fired our guns and the British kept a-comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Old Hickory said we could take 'em by surprise
If we didn't fire our muskets 'till we looked 'em in the eyes
We held our fire 'till we seed their faces well
Then we opened up our squirrel guns and gave 'em
Well, we

Fired our guns and the British kept a-comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briers and they ran through the
brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico

We fired our cannon 'till the barrel melted down
So we grabbed an alligator and we fought another

round
We filled his head with cannonballs 'n' powdered his
behind

And when we touched the powder off, the gator lost his
mind

We fired our guns and the British kept a-comin'
There wasn't nigh as many as there was a while ago
We fired once more and they began to runnin'
On down the Mississippi to the Gulf of Mexico

Yeah they ran through the briers and they ran through the
brambles
And they ran through the bushes where a rabbit couldn't go
They ran so fast that the hounds couldn't catch 'em
On down the Mississippi to the Gulf of Mexico

Hut, hut, three, four
Sound off, three, four
Hut, hut, three, four
Sound off, three, four
Hut, hut, three, four

Coat of Many Colors (1971)

Dolly Parton

Back through the years I go wonderin' once again
Back to the seasons of my youth
I recall a box of rags that someone gave us
And how my momma put the rags to use

There were rags of many colors and every piece was small
And I didn't have a coat and it was way down in the fall
Momma sewed the rags together sewin' every piece with
love
She made my coat of many colors that I was so proud of

As she sewed, she told a story from the Bible, she had read
About a coat of many colors Joseph wore and then she said
"Perhaps this coat will bring you good luck and happiness"
And I just couldn't wait to wear it and momma blessed it
with a kiss

My coat of many colors that my momma made for me
Made only from rags but I wore it so proudly

Although we had no money oh I was rich as I could be
In my coat of many colors my momma made for me

So with patches on my britches, holes in both my shoes
In my coat of many colors I hurried off to school
Just to find the others laughing and making fun of me
and my coat of many colors my momma made for me

And oh I couldn't understand that for I thought I was rich
And then I told them of the love my momma sewed in very
stitch
And I told 'em all the story momma told me while she
sewed
And why my coat of many colors was worth more than all
their clothes

They didn't understand it and I tried to make them see
One is only poor only if you choose to be

It is true we had no money but I was rich as I could be
In my coat of many colors momma made for me
Made just for me

James K. Polk (1990)

*Video
on Youtube*

They Might Be Giants

In 1844, the Democrats were split
The three nominees for the presidential candidate
Were Martin Van Buren, a former President and an
abolitionist
James Buchanan, a moderate Louis Cass, a general and
expansionist

From Nashville came a dark horse riding up
He was James K. Polk, Napoleon of the Stump

Austere, severe, he held few people dear
His oratory filled his foes with fear
The factions soon agreed he's just the man we need
To bring about victory fulfill our manifest destiny
And annex the land the Mexicans command
And when the vote was cast the winner was

Mister James K. Polk, Napoleon of the Stump

In four short years he met his every goal
He seized the whole southwest from Mexico
Made sure the tariffs fell
And made the English sell the Oregon territory
He built an independent treasury
Having done all this he sought no second term

But precious few have mourned the passing of
Mister James K. Polk, our eleventh President
Young Hickory, Napoleon of the Stump

Using Images to Enhance Literacy Instruction (Brandi Love, Memphis)

Images are powerful teaching and learning tools

*They tell part of a story

*They generate individual learner thoughts and questions

*They help us personify learning by raising feelings that lead us to greater interest

***PAIR SKETCH ACTIVITY**

>Each person should pair with another

>One partner should face the screen and the other face their partner and away from the screen

>The person facing away from the screen needs a piece of paper and something to write with

A. List of Details

a. Display both images for everyone to see

b. Ask for learners to give one significant detail from the first image, take turns

c. List these on the board

d. Ask for one significant detail from the second image using the same process

e. Compare and contrast lists

B. Engaged?

a. Did the learners bring out several details from the images?

b. Could the learners connect the images?

c. Did the instructor have to point out many details?

d. Are the learners engaged, the stage is set and they are now ready for instruction?

C. Pair Sketch Strategy

a. Can be used with almost any type of image

-political cartoons

-photos

-artworks

-propaganda posters

*PUZZLE PICTURES

- >Please follow directions and complete the activity
- >Learners will need to form small groups of 3—6, have a desktop size surface to work with and each participant will need something to write with and take notes on

A. Puzzle Pictures

- a. Did learners build anticipation?
- b. Did learners formulate their own ideas and predictions?
- c. Did learners discuss ideas with peers?
- d. Could learners identify the topic after the gallery walk?
- e. Are learners engaged and now ready to learn more

B. Why use images?

*Using images to introduce content can help students get a picture of what the next unit of instruction will be and be better prepared to understand the story and its importance.

*WHAT DO YOU THINK ABOUT THIS IMAGE?

- >Pass out index cards
- >Students should divide the index card into four blocks (simply draw a +).
- >Label each block.....1, 2, 3, 4
- >Teacher will show the first image. Students are to write down the first three words that come to mind when they see the image. Do this for all four images.
- >Engage in discussion about what the students wrote about each image.

Puzzle Pictures

Images are a powerful tool in drawing students into a lesson topic and seeding their minds with questions they can grow throughout instruction. This activity is an interesting and engaging way to let students use images to increase interest in the topic at hand.

STARTING OUT: There are trillions of images available on the internet that can help enhance instruction. They are free and downloadable. Using a Google image search is an easy way to find images. They are also readily available through online news outlets – newspapers, magazines, libraries, museums, etc.... You may also have images of your own taking that you would wish to use and one can also search for many high quality images with Wikipedia.

Locate the images you desire to use. There are two strategies to consider: 1) a controversial image that will cause students to wonder; and 2) a wide array of images to introduce a topic.

Option 1) Pictures tell a story and images that show the human experience are often quite useful. Pictures of protest, the aftermath of war or natural disasters, any number of scenes are very good for this option.

Option 2) Several different images of items that would help to introduce a topic, for example, a variety of different churches, religious altars, icons, scenes, that may introduce the study of Christianity, Islam, Judaism or another religion might work well.

Print the images, preferably in color if the image is made in that fashion, and it is best when the media for printing is cardstock so the puzzle pieces hold their shape and fit together better. It is best to print the image in an 8.5 X 11 format so they can be readily viewed by small groups of learners.

PUZZLE PIECES: After the pictures have been printed the instructor should think about how to divide this image into pieces that will reveal a little more information with each piece. They should then carefully cut the image into 3 pieces, all relatively large and roughly the same size (Diagram 1), and number each piece 1, 2 or 3, on the opposite side of the media from the image itself (Diagram 2). It is important not to simply divide the image perfectly evenly and it is advisable to make angular cuts to hide parts of the story to be revealed later in the exercise. Each piece should add to the story with the most important piece being the last. The instructor should also create a small description plate, preferably of cardstock as well, shape it in a rectangle, and it can be labeled as piece 4, description, or left unlabeled (Diagram 3). Each piece should then be placed in an envelope with all sides down.

LEARNING EXERCISE: Learners should be divided into small groups, preferably 2-5, and asked to sit together with each learner having paper and pencil to record thoughts and ideas on. The instructor should pass out an envelope to each group and instruct them to not open it or take out any contents. After each group has received an envelope the instructor can tell the groups to carefully slide out the pieces so that all pieces are face down on the table with only the numbered side being visible and await further instructions. After all groups are to this point the instructor can tell each group to find the piece labeled with the number 1 and turn it face up (Diagram 4). The groups should then have time to talk about what they see, impressions they have and start to formulate theories about the image. Who, what, where, when may all be good prompts to ask groups to consider as they observe and discuss. 1-1.5 minutes should be sufficient time for this. Learners should write down thoughts making them visible for the instructor to see as they circulate. Repeat this process with piece 2, asking the learners to place the puzzle pieces together, and allow students to discuss and record more information. At the end of this step ask each learner to write down a prediction of what they believe the entire image to be about. When that is completed allow the groups to turn over piece 3 and complete the picture. Ask learners to observe, discuss and record again. After this step, ask learners to attempt to identify the location of this image and record their answer. When the learners have completed this task allow them to turn over the descriptive rectangle and learn more about the image. Allow time for discussion and final thoughts to be recorded.

If more than one image dealing with the same topic has been used learners should then take part in a silent gallery walk, moving as a group from one station to the next in an orderly and progressive fashion as the instructor directs. Learners should take their paper and pencil and jot down notes, thoughts or observations as they move from station to station. After groups have rotated through each station and returned to their own table the teacher is ready for whole group discussion and/or instruction on the topic.

Adapted from: Graham Pike and David Selby, Prince Edward Island University

Title:

Author:

Who?

When?

Where?

Why?

What?

Main Idea:

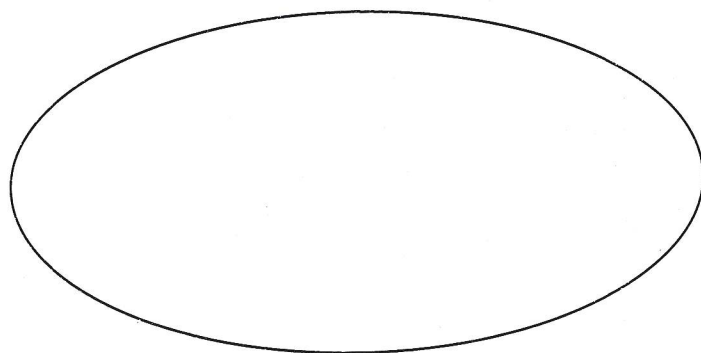
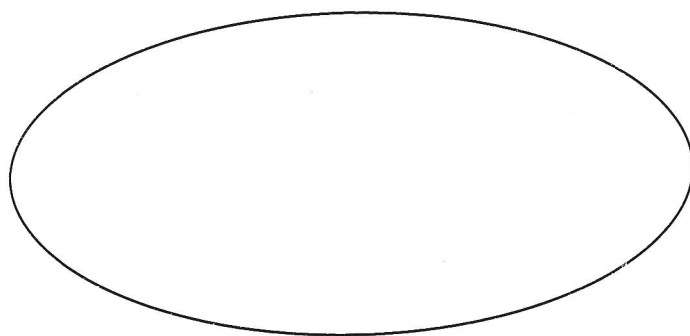
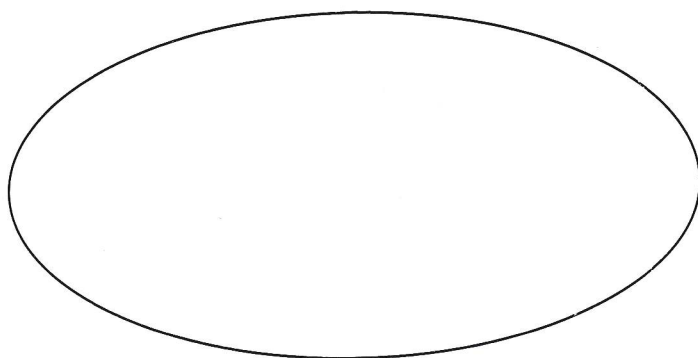
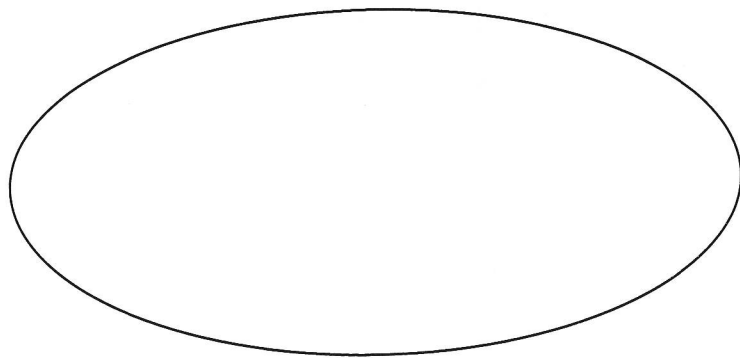
Title _____

Author _____

Unfamiliar Words:

Visual Information:

Notes:



GEO JOURNALING

Materials:

Art supplies

Poster board or large white paper (11x17)

1. Choose subject or topic
2. Select your source
3. Find your journal style
4. May use newspapers, magazine articles, informational books, etc.

Geography/history—locate pictures of any people or a map of any locations. Write out any details pertinent to the printed items.

Visit [pinterest](https://www.pinterest.com) for examples. These will be of Bible journaling but they are good examples to help you get started with this idea. www.pinterest.com

LESSON PLAN

TEACHER: Brandy McLain

SUBJECT: 6th Grade- Language Arts

TITLE: Propaganda Techniques

STANDARDS:

Standard 5-Logic:

GLE 601.5.4 Analyze written and oral communication for persuasive devices.

CFU 601.5.10 Identify and analyze the persuasive devices used in written and oral - communication. (e.g., bandwagon, loaded terms, testimonial)

SPI 601.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial)

OBJECTIVES/GOALS:

1. Students will evaluate and analyze example advertisements to determine what propaganda device is being used with 5 out of 8 accuracy.
2. Students will create, design, and present an advertisement using a propaganda device for a newly invented product (with the use of a 1 to 3 grading rubric).
3. Students will complete a propaganda device quiz on Thursday with 80% accuracy.

MATERIALS: propaganda definitions/examples

Gatorade & Cover Girl commercial

Wheaties Cereal, granola bar box, gushers box, spaghettos

magazines/sale papers

post its, scissors, glue, markers

cardstock

new product –name/slogan worksheet

PROCEDURES FOR LESSON:

Hook- Teacher will show a couple of short commercials of cover girl/Gatorade as examples of celebrity propaganda. Teacher will question students about other ads they have seen and why they remember those ads. Teacher will make a connection to real- life by also showing students some grocery ideas displaying propaganda devices. Discuss advantages for star and product.

State Objectives/Essential Question- Students will evaluate/analyze example ads to determine propaganda used with 5 out of 8 accuracy. Students will create, design, and present an advertisement of a newly invented product. Students will be given a propaganda quiz.

Modeling- Teacher will present 8 example ads and have students help match them to the appropriate propaganda devices/ definitions and have a discussion about reasons why each fits the definition.

Instruction- Guided Practice:

Whole group (Basic): Teacher & class guided activity of example ads/propaganda definitions- matching and discussion of each.

Partner activities (moderate-students grouped according to ability & girl/boy)

Students will work with a partner to rank toothpaste ads. Students will also work together to write names & slogans for newly invented products.

Instruction- Independent Practice (complex)- two day activity

Students will use markers/ magazine cut outs to create, design, and present an ad using one propaganda device for an invented product.

EXTENSION: Students will be asked to watch tv for homework and find an example commercial displaying one of the eight propaganda devices. Students will write a several paragraphs about their commercial of choice and present it to class on Friday.

ASSESSMENT: Students will receive a daily grade for evaluating and matching 5 out of 8 correct advertisements to propaganda definitions. Students will receive a test grade for ad project using a 1 to 3 rubric (1-writing the ad/neatness, 2- illustrating the ad/colorful, 3-using propaganda device correctly). Students must complete a propaganda quiz on Thursday with 80% accuracy.

CLOSURE: Teacher will review objectives of the day/essential question and have students share ideas learned. (Partner- share/ whole group share)

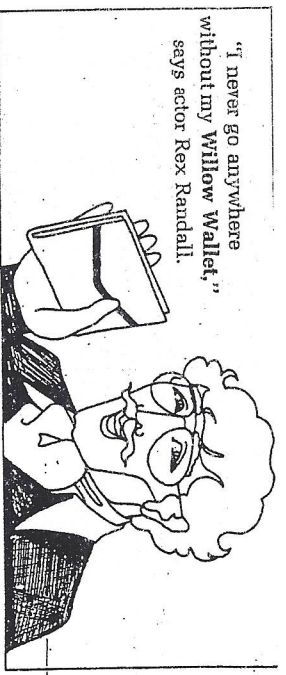
What soap do you use? Where do you buy your clothes? Do you take pills when you get a cold?

Smart consumers look for the facts. Smart ad writers may use facts as part of their ads, but they often try to get you to buy something by using techniques which appeal more to your emotions than to your mind.

A. Which ads on these pages use the techniques described below? Write the letter of the ad in front of the description of each technique.

1. **Bandwagon Method.** These ads try to make you feel that everyone is jumping on the "bandwagon" to do something (and that you'll be missing something terrific if you don't go along). Such ads say things like "Four out of five mothers choose Silky Dry disposable diapers" and "Sixteen million people in California loved it."
2. **Down Home.** Some people feel that things were better in the good old days down home on the farm. Words like natural, fresh, home-baked, and *healthful* are often used to describe products with such names as "Aunt Hattie's Cookie Jar Natural Oatmeal Cookies."
3. **Loaded Words.** Plus-loaded words like *stylish, slender, and beautiful* are often used to describe the product or how you will feel or look using the product. Minus-loaded words like *embarrassed, unattractive, and worried* are often used to describe how you must look or feel without the product. Loaded words appeal to your hopes and fears.
4. **Snob Appeal.** These ads appeal to people's desires to feel special, important, or "high class." They use such phrases as "for men who care about their looks" and "It costs more, but it's worth it."
5. **Just Plain Folks.** These ads show ordinary people doing ordinary things. Manufacturers hope we will identify with these "just plain folks" and trust their recommendations.
6. **Celebrities.** When famous people recommend products, some of their glamor is supposed to rub off on the products and make us want them more.
7. **Experts.** These ads use actors dressed as doctors, auto mechanics, and other experts whose word we would be likely to trust.
8. **Bargains.** If a price tag says "Value: \$10.00; Sale Price: \$6.50," people will be more likely to buy the product than if it said simply "\$6.50." Everyone loves a bargain.

a.



"I never go anywhere without my Willow Wallet," says actor Rex Randall.

b. More and more people are switching to LEAN LOOK. Why? One look will tell you.

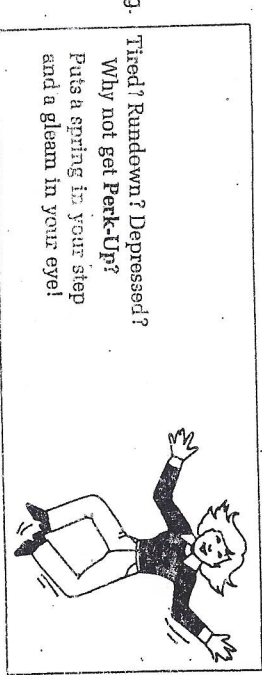
c. You may not like to think so, but it's still true that "clothes make the man." They may cost a little more, but they're worth it.
HENRY'S HABERDASHERY
Makers of fine men's clothing since 1898.

d. Sale! Sale! Sale!
Loony Laurie's Lingerie
Laurie must be out of her mind—
Three pairs of stockings for the price of one!
Come get them while they last!

e. Mrs. Marcia Steinway, a housewife in Bayonne, New Jersey, says, "I never knew how clean floors could be until I used Strip 'n' Shine!" Be good to yourself! Try some today!



f. More dentists use GLISTEN on their own teeth! What better recommendation could there be?



g. Tired? Runtown? Depressed? Why not get Perk-Up? Puts a spring in your step and a gleam in your eye!

h. Grandma never counted the apples she put in her pies. And we don't either.
Buy farm-fresh, deep-dish Gran's Apple Pies.

PARTNER ACTIVITY

Names: _____

Did you notice the ads we have previewed today include a catchy name and slogan? A **slogan** is a phrase or sentence used repeatedly, such as "the little car that's big on value."

New products are invented everyday. The marketing of a product is often just as important to its success as the product itself. What names and slogans can you think of for these new products?

1. A computer that lets you select your groceries at home

Name: _____

Slogan: _____

2. A book for junior high students with tips on how to get along in school

Name: _____

Slogan: _____

3. An educational toy (what does it teach?)

Name: _____

Slogan: _____

4. A mouthwash

Name: _____

Slogan: _____

Recognizing Propaganda Techniques

- Propaganda is an organized effort to spread ideas about a person, product, or thing.

A. Use the underlined words in each statement to decide what propaganda technique is used. Circle the propaganda technique that is used in each statement.

EXAMPLE: Join the millions who use Glisten window cleaner.

bandwagon testimonial loaded words

1. Protect your home and family with the original Ben Franklin lightning rod.

bandwagon testimonial loaded words

2. "Treat your cat like I treat mine. Buy Purrfect Snacks," says cat show winner Kitty Katz.

bandwagon testimonial loaded words

3. Add some sparkle to your life. Pep it up with Bubbles-Up, the caffeine-free soda with zip.

bandwagon testimonial loaded words

4. Runner Tess Twinkletoes says, "Do your feet a favor. Wear Tiger Tread Sneakers."

bandwagon testimonial loaded words

5. Join the millions of satisfied shoppers who dress like the best for less.

bandwagon testimonial loaded words

6. Give your skin a Luv-Pat—the powder as gentle as a spring breeze.

bandwagon testimonial loaded words

7. Famous host Robert Paddington III asks, "Shouldn't your party have Eatalot snacks?"

bandwagon testimonial loaded words

8. Read *By Myself, Alone*—the book that everyone is talking about.

bandwagon testimonial loaded words

B. Read the advertisement below. Underline the loaded words.

Muncheroos is the fastest-selling all-natural snack in America. Each pouch is chock-full of real fruit, nuts, and seeds—all coated with a delicious blend of honey and spices.

Neighboring Capitals Movement

Germaine Wagner, Professional Development Coordinator

Wyoming Geographic Alliance

Objective: Students will demonstrate a movement for the states and capitals that border Tennessee.

Geography Standard #1 & #4: World in Spatial terms and Places & Regions

Essential question: What are the states and capitals that border Tennessee?

Background/overview: Kinesthetic learners respond and learn best with movement. This activity allows all learners to become familiar with the states that border Tennessee with movement integrated. There are only two states that border eight other states, Tennessee and Missouri.

Grade level – 4-6

Materials: atlas or paper copy of United States map, pencil, paper

Introduction- Use your body as a writing tool with hands clasped and extended above the head. Trace in the air capital letters to spell G-E-O-G-R-A-P-H-Y. I call this the alphabet workout and use it to motivate students after they have been sitting for 15 minutes. Choose a word that relates to the lesson of the day, or spell the day of the week. The up and down motions are great to get circulation going.

Procedure: Identify the states and capitals that border Tennessee using an atlas or web search.

Count syllables of each state and capital. Say each state and capital clapping on each syllable.

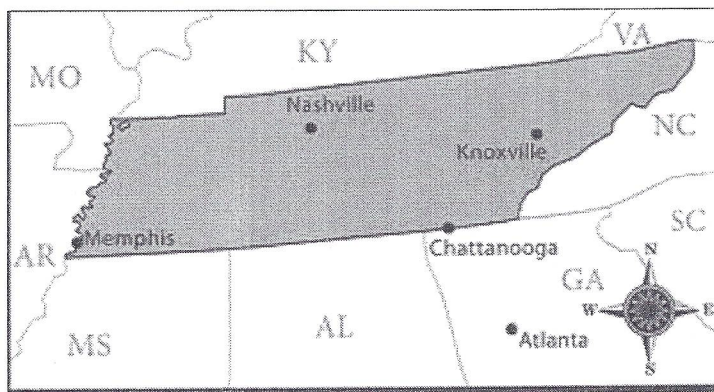
Create a distinct movement for each syllable as you say the state and capital out loud. Start at the top (north) of the body and work east, south and west to avoid confusion. The following examples will be demonstrated and repeated after each state is introduced.

State	Capital	# syllables	movement
Kentucky	Frankfort	5	Northern most part of the body =neck
Virginia	Richmond	5	shoulders
North Carolina	Raleigh	7	Arms-"L" shape inverted
Georgia	Atlanta	5	Rib cage isolation
Alabama	Montgomery	7	Hips, knees, toes, knees ,hips, above head, hips
Mississippi	Jackson	6	Knee bends
Arkansas	Little Rock	6	Feet marching
Missouri	Jefferson City	8	Hip circles
Tennessee	Nashville	5	Right elbow to left knee, left elbow to right knee (cross lateral)

Conclusion/evaluation: Go over the list beginning at the top and increase the pace using all of the movements. Teacher calls out a state and students do the movement repeating the state and the capital. Make sure to model for the students as they move to the syllables. Students enjoy seeing their teacher having fun and are less intimidated to actively participate.

Extension: Create another movement based on a geography concept and show the class. Have them participate. Select a region of the United States and do a workout to identify the states.

Note: I did this lesson with the capitals of the 7 countries in Central America with 6th graders. All students scored over an 85% on the location test. This included correct spelling of all words. During the assessment, students were moving their hips, shoulders and arms to recall the capitals. (Tegucigalpa, Honduras can be difficult to remember without a movement.)



Title: Exploring Place A-Z

Presenter: Germaine Wagner, Professional Development Coordinator, Wyoming Geographic Alliance

Objective: Students will describe the community where they live using physical and human characteristics.

Essential question: What kind of place is it? What do you think when you visualize where you live?

Geography Standard #4: physical and human characteristics of places

Wyoming Social Studies Standard #5: People, places and environments

Grade: 2+ expect more sophisticated explanations with older students

Introduction: Describe where you live to someone unfamiliar to the area.

Background/overview: Places have both human and physical characteristics, as well as images. Physical characteristics include mountains, river, soil, beaches, wildlife, and vegetation. Places have human characteristics that come from the ideas and actions of people and change the environment, such as buildings, roads, clothing and food habits. The image people have of a place is based on their experiences, both intellectual and emotional. People's descriptions of a place reveal their values, attitudes, and perceptions.

Materials: Paper and pencil – write the alphabet vertically down the side of page.

Procedure/directions: What are the human and physical characteristics or where you live? How do these shape our lives? List words or phrases next to each letter of the alphabet. Someone unfamiliar with your community and what life is like here should have a clearer understanding of the PLACE based on the A-Z descriptions.

Example: Casper, Wyoming

- A- Antelope, Alcova
- B- Braille and Bridle trails, bentonite, BarNunn, Bishop House, The Bus, Boys & Girls Club, baseball fields, Bessemer Bend
- C- Casper Mountain, cold in winter, Casper College, cottonwoods, cemetery
- D- Downtown is old, dry, very low population density
- E- Elementary schools 23, Evansville, Event Center, Eastridge Mall, Edness Kimball Wilkins State Park
- F- Farmer's markets, Fort Caspar, fishing
- G- Garden Creek Falls, Goose Egg
- H- Hilltop area, 3 high schools, Historic Trails Interpretive Center, hospitals
- I- Indian paintbrush, Iris movie theater, ice arena, Interstate 25,
- J- Junior highs- 4
- K- Kayak whitewater park, Koa camping, Kelly Walsh HS
- L- Library, Lake side estates
- M- Mountain, Miracle mile, McMurrayville, Mills, meals on wheels
- N- North Platte River, Natrona County, natural gas, Nicolaysen art museum, ninth largest state
- O- Outer drive, Oregon Trail, Old Yellowstone District

- P- Parks and recreation, Paradise Valley, Pony Express Trail, pine trees
- Q- Quiet quintessential
- R- Rails to trails and river walkway 12 miles, BNSF railroad, recycling centers, restaurants, Red Buttes
- S- Steamboat (bucking horse on license plate) sage grouse, Subdivisions, swimming pools, 2nd largest population, Science Zone, soccer fields, sculptures, Speas Fish Hatchery, Sandbar
- T- Three Crowns golf course on former refinery, tree area, turkeys, Townsend court house
- U- Uranium, University of Wyoming fans
- V- Verda James School, Variety of house styles
- W- Wyoming's center, windy, Whispering Springs, Werner Wildlife Museum, Wolf Creek, Webb Creek, Wonder Bar
- X- Exits on I-25
- Y- Yellowstone district restored, Youth Crisis Center,
- Z- Zig zag road up Casper Mt, zucchini plentiful in summer

Conclusion/evaluation – Students will share their A-Z chart with a partner and network with small group to have all letters complete.

Students will write on an exit pass the difference between human and physical characteristics.

Extension/adaptation – Place “P” next to each item that is a physical characteristic and “H” next to the human characteristics. Discuss if some descriptions can be both, for example a reservoir is man- made, but the water in it is a physical feature.

Provide students a table with columns of A-Z listed and a place to write the features. See sample below.

Use the A-Z chart as you learn about other regions, countries and cultures.

Challenge a classmate to see who can generate the longest and most accurate list.

Family Geography Night – Hang poster size paper with A-Z written vertically on the wall. Parents and children use markers to write descriptions next to each letter. This activity was a great learning opportunity for various schools while utilizing the Giant Traveling Maps.

Letter	Physical (P) Human (H)	descriptions	descriptions	descriptions
A	P & H	Alcova Reservoir (H &P)	Antelope (P)	
B	H & P	Braille and Bridle Trails (H)	Bar Nunn (H)	Bentonite (P)
C	P	cold	Casper College (H)	Cemetery (H)
D	P	dry	Downtown restoration (H)	Low density (p&H)

A, B, C's of TENNESSEE

List something that begins with each letter that you can relate to Tennessee.

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

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American History

Ideas for lessons:

www.tngeographicalliance.org

(Any state geographic alliance will have ideas for lessons. Arizona, Maryland, and Florida are excellent state alliances where you can find information)

www.besthistorysites.net

www.discoveryeducation.com

www.sharemylessons.com

www.gilderlehrman.org

www.pbs.org

www.teachwithmovies.org/us-history

www.loc.gov (Library of Congress)

www.visitthecapitol.gov

www.kids.usa.gov

www.tn4me.org

www.tnhistoryforkids.org

www.teachervision.com

www.census.gov

www.freetech4teachers.com

www.pinterest.com

www.tncss.org

www.worldatlas.com

www.socialstudies.com

www.socialstudies.org

www.tnmuseum.org

www.tnhistoryday.org

www.tennesseeencyclopedia.net

www.worldinfozone.com

www.historyquest.com

www.scholastic.com

www.factmonster.com

www.apples4theteachers.com

www.usa-states.com

www.dinah.com (foldables)

www.nationalgeographic.com

The Looping Game

1. Write the word **Looping** at the **Top** of the **First** card.
2. On the **Bottom** of the first card, write a geographic definition.
3. On the **Top** of the second card, write the term that fits the definition.
4. On the **Bottom** of the second card, write another definition.
5. On the **Top** of the third card, write the term that fits the definition.
6. Continue with the same pattern until the last card.
7. On the **Last** card, write the term that goes with the previous definition at the **Top** of the card.
8. On the **Bottom** of the **Last** card, write the question, "**What is the name of this game**"?

BOOKS ABOUT TENNESSEE

1. Terrific Tennessee by Ken Beck
2. 101 things to do in Tennessee Before you Up and Die by Holly Smith
3. Amazing Tennessee by T. Jensen Lacey
4. It Happened in Tennessee by Susan Sawyer
5. Tennessee State Symbols by Rob Simbeck
6. The Tennessee River by Steve Hawkes
7. Tennessee—Amazing Pictures and Fun Facts by Kid Kongo
8. Tennessee by Myra S. Weatherly
9. Tennessee—World almanac Library of the States
10. What's great about Tennessee by Jenny Fretland Vanvoorst
11. Tennessee The Volunteer State by Tika Downey
12. Hello USA –Tennessee
13. Welcome to the USA—Tennessee by Ann Heinrichs
14. Uniquely Tennessee by Adam McClellan
15. Smokey's Journey through The Volunteer State—Aimee Aryal
16. T is for Tennessee by EJ Sullivan
17. Count On Us—A Tennessee Number Book by Michael Shoulders
18. V is for Volunteer by Michael Shoulders
19. Strange but True Tennessee by Lynne L. Hall
20. Tennessee Trailblazers by Patricia and Fredrick McKissack
21. Weird Tennessee by Roger Manley
22. Flood 2010 by The Tennessean
23. Tennessee by Robert Brandt
24. Flowers for Tennessee by Judy Love
25. Tennesseans and their History by Paul Bergeron
26. Off the Beaten Path by Tim O'Brien
27. Tennessee Trivia by Ernie and Jill Couch
28. Great Smoky Mountains National Park by Mike Graf
29. Tennessee Place Names by Larry L. Miller
30. Paths of the Past by Paul H. Bergeron
31. Tennessee Tales the Textbooks Don't Tell by Jennie Ivey
32. Pioneer Days by David C. King
33. Tennessee Interactive Notebook by Carole Marsh
34. Tennessee Vocabulary by Carole Marsh
35. Tennessee Puzzle Book by Highlights
36. Famous People in Tennessee Photo Pack by Carole Marsh
37. Tennessee Primary Sources by Carole Marsh
38. The Terrific Tennessee Coloring Book by Carole Marsh
39. My First Book About Tennessee by Carole Marsh
40. My First Pocket Guide to Tennessee by Carole Marsh
41. Dinah Zike's Foldable Books—She has one on the state of Texas which can be changed to Tennessee and she has one on social studies
42. Tennessee Textbooks—Through the Early Years and Through the Later Years