

Tempe: Distinct, Diverse, Dynamic

Tempe History Museum Fifth Grade Program

Teacher's Participation Guide

Fifth Grade Program of the Tempe History Museum

Introduction

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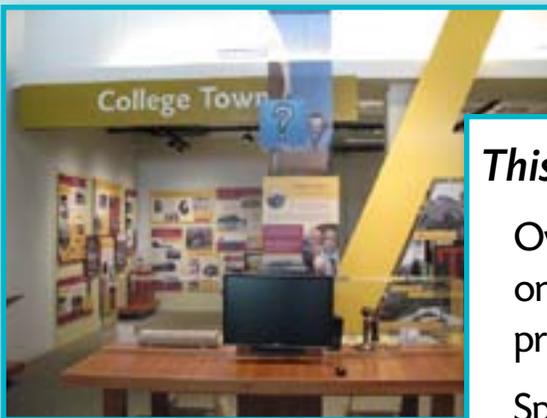
The Tempe History Museum Fifth Grade Program...

...is an interactive two-hour program for a single fifth-grade class.

In the Tempe History Museum, students will explore stories about Tempe through four themes:
Surviving in the Desert, Building Our Community, Living Together, and College Town



photo credit: Bill Timmerman



This Guide Includes:

Overview of the pre-visit, on-site visit, and post-visit process

Specific Information for teachers to prepare their classes for the on-site visit

Standards alignment for museum visit content

Detailed overview of pre-visit curricular materials available to teachers



General Overview

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The tour is designed to give students ownership of the history of Tempe through stories in the four theme areas:

Surviving in the Desert, Building Our Community, Living Together and College Town

PRE-VISIT MATERIALS

We have provided four individual lessons - one corresponding to each theme in the museum:

Surviving in the Desert: Questions About Our Future (30 mins)

an essay leading students to develop questions to be answered during the tour

Living Together: Voices From Tempe (30 mins)

excerpts from oral histories leading students to develop questions to be answered during the tour

Tempe: A College Town (30 mins)

an essay leading students to develop questions to be answered during the tour

Building Tempe: Problems and Solutions (30 mins)

an interactive time line leading to questions to be answered during the visit

We have also provided a **vocabulary list**, as well as a **condensed version of the pre-visit materials** that covers all four themes in one 30-minute lesson: "Four Ways to Look at Our City."

All of these materials are available on the museum website: <http://www.tempe.gov/museum/>

ON-SITE VISIT

This visit is not a general tour of museum.

The visit is designed to treat the students as historians gathering information for final activities that include: solving environmental issues, videotaping a play reading of a script based on one of the museum's themes, playing a game to "Build Tempe," or doing a scavenger hunt in the Living Together section.

The tour is designed for only one class (approximately 30 students) at a time.

With more than four groups of 7-9 students, the tour will not allow for an effective interactive experience.

POST-VISIT ACTIVITIES

There are three different activities available for students to do in class (or at home) following the visit to the museum:

Sense-of-Place

Students are encouraged to express their own sense of how they feel about Tempe as a place to live and learn.

Participatory History

Students are encouraged to document people, places, and events in Tempe, using a historical mindset.

Interactive Virtual Timeline

A game that students can play as a review of the four museum themes. They can also add personal events from their own lives alongside those that have occurred in Tempe over the years.

All of these activities are available on the museum website: <http://www.tempe.gov/museum/>

Preparing for Your Visit

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THANK YOU!

We are pleased to welcome you and your class to the Tempe History Museum Fifth Grade Program.

In order to prepare your students for their visit, you need to know the following information.

Student Organization

Before the tour, please divide your class into four groups.

Each group should decide the topic they will choose as their final activity at the museum:

- » going on a scavenger hunt
- » participating in a play - reading of a script related to a museum theme
- » solving environmental issues based on ideas from *Surviving in the Desert*
- » playing a game about Building Tempe

Group Size

We can have only one class (approximately 30 students) at a time.

After a brief introduction, the class will break into the four groups you have established, experiencing the program in smaller groups. It is interactive and ends with a hands-on project for each group.

Days of Operation

The Fifth Grade Tour is presented on Tuesday through Thursday mornings.

- » The tour will take approximately 2 hours.

Chaperones

Because your class will be divided into groups, you will need to **bring one adult from the school for each of the four groups**. These adults will need to be prepared to handle any discipline concerns.

Facilities Available

There is a large parking lot on the west side of the museum that will accommodate your buses. **Food and drinks are not allowed in the museum**, but students may eat lunch on the Community Center Campus.

Open to the Public

Since other museum visitors may be present while your class is touring, please advise them that **appropriate behavior is very important**.

CONTACT US...

If you have questions, please contact Amy Douglass at the Tempe History Museum: (480) 350-5100.

Your comments are always welcome before, during, and after the tour.

The fifth grade program addresses the following Arizona State and Common Core learning standards:
social studies, language arts and workplace skills.

Social Studies

Concept 1. Research Skills for History

PO1, PO2, PO3. Historical research is a process in which students examine topics or questions related to historical studies. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

Common Core State Standards for English Language Arts and Literacy

Strand: Speaking and Listening Standards

Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Standard 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Strand: Reading Standards for Informational

Standard 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



Student Preparation

The quality of your students' experience will be greatly enhanced if they come prepared. For the best experience, they should arrive at the museum prepared as history researchers with questions to answer.

The displays are rich with artifacts, photographs and information, ready to be mined by the active inquirer.

The pre-visit lessons are designed so that students may practice the research skill of developing questions to be answered by observation. The students can write their questions under the heading for each museum theme on a Question Sheet that you can print.

The first lesson is an overview. Use this lesson and the vocabulary list if you do not have time for the four more in-depth lessons designed to explore each of the museum's themes. Each lesson may be approached in a number of ways, depending on the time you have and how your students like to work – as a large group, or in smaller groups. Some options are listed with each lesson. Our hope is that you and your students find the material interesting and the activities challenging.

The Lessons

Vocabulary List

Words with definitions, selected from the museum themes. Knowing terms will help students understand the displays.

Surviving in the Desert: Questions About Our Future (30 mins)

An essay in three sections about the Sonoran Desert and changes made to the desert in the last 150 years

Grouping: whole class, or individuals

Material: online (classroom or computer lab) or print the three sections of the essay for the students to read

Conclusion: class discussion with students sharing the information read; then develop questions about desert preservation

Living Together: Voices From Tempe (30 mins)

Excerpts from oral histories: Mexican American, African American and Japanese American.

Grouping: whole class, three groups, one for each section, or individuals

Material: online (classroom or computer lab) or print the oral histories for the students to read

Conclusion: The discussion should explore how Tempe, in the past, has treated its citizens well and not so well. The students can then develop questions about living together in Tempe.

Tempe: A College Town (30 mins)

An essay about the nature of a university and ASU in particular. The interrelated growth of Tempe and ASU is introduced

Grouping: whole class

Material: online (classroom or computer lab)

Conclusion: The students are asked what they want to know about ASU.

Building Tempe: Problems and Solutions (30 mins)

This activity traces the growth of Tempe from the 1870s to today. Each of the five sections asks the students to arrange events in the order in which they must have happened. (Answer key provided on museum website)

Grouping: whole class, five groups, one for each section, or individuals

Material: online (classroom or computer lab) or print the material and ask students to rank items and defend their choices

Conclusion: The students should create questions about how that growth happened in Tempe, or what may happen next?

Four Ways to Look at Our City (30 mins)

An overview of the four themes of the museum. This lesson has students examine online photographs to puzzle out what the museum themes mean. They are asked to create a question for each theme. Their challenge is to find answers from their trip through the museum. The class can discuss the story told in the photographs. Groups/individuals can develop the questions.

Remember: Only use this lesson if you don't have the time to do all four in-depth lessons.