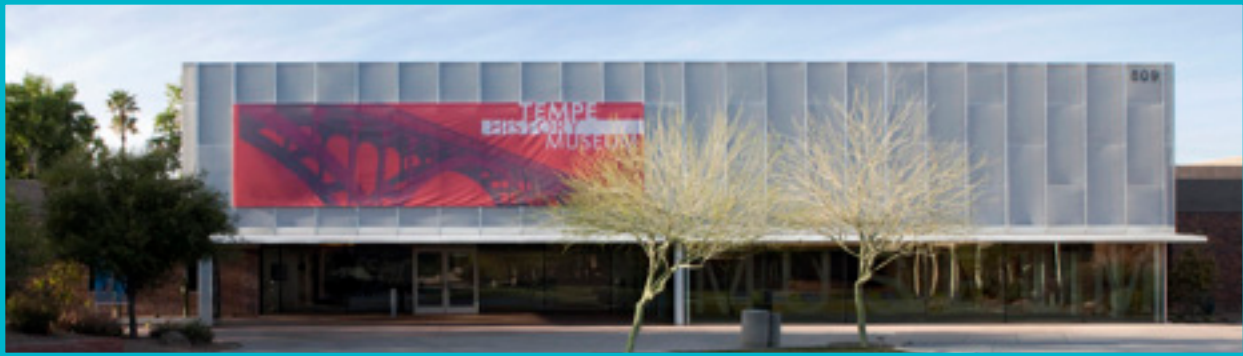


*Tempe: Distinct, Diverse, Dynamic*



# Tempe History Museum Fifth Grade Tour

## Participation Guide

### ***This Guide Includes:***

Pre-visit, on-site visit, and  
post-visit information

Guidance for teachers to  
prepare students for the  
museum visit

Standards alignment for  
program content

# General Overview

2

*Tempe: Distinct, Diverse, Dynamic* is an interactive two-hour tour for a fifth-grade students. During the museum visit, students will explore stories about Tempe through four themes: *Surviving in the Desert*, *Building Our Community*, *Living Together*, and *College Town*.

## PRE-VISIT MATERIALS

Teachers may request four individual lessons corresponding to each theme in the museum. These may also be accessed on-line at [www.tempe.gov/museum](http://www.tempe.gov/museum) under "Education."

### **Surviving in the Desert: Questions About Our Future (20 mins)**

an essay leading students to develop questions to be answered as they participate in the tour

### **Living Together: Voices From Tempe (20 mins)**

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

### **Tempe: A College Town (20 mins)**

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

### **Building Tempe: Problems and Solutions (20 mins)**

an interactive timeline to gain a greater understanding of the development of the city of Tempe

A condensed version of the pre-visit materials, "Tempe Four Ways to Look at Our City" which includes a **vocabulary list** is provided. Additional copies are available upon request.

*All of these materials are available on the museum website: [www.tempe.gov/museum](http://www.tempe.gov/museum)*

## ON-SITE VISIT

*The visit is a focused learning experience specifically tailored to 5th grade students. The tour is designed for only one class at a time.* For an effective interactive experience, classes are divided into four groups during the tour.

The visit is for students to act as historians by gathering information about Tempe's past, present and future. Each of four exhibits are explored and the tour culminates in a final activity. This leads the students in thinking critically about what makes up a liveable city through hands-on activities and focused discussion.

## POST-VISIT ACTIVITIES

There are three 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.

### **Personal Timeline**

Students can create a timeline of events important to Tempe's history. They can also add personal events from their own lives alongside those that have occurred in Tempe over the years.

*Information on these activities are available on the museum website: [www.tempe.gov/museum/](http://www.tempe.gov/museum/)*

# Preparing for Your Visit

3

## **Welcome!**

We are pleased to host you and your class to the Tempe History Museum Fifth Grade Tour. *In order to prepare your students for their tour, please review the following information.*

## **Student Organization**

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

Prepare a name tag for each student. Color coded name tags are provided. Each color group should be equally divided with about 8 students and a chaperone.

## **Group Size**

*We can have only one class at a time.*

After a brief introduction, the class will break into the four color groups you have established. Each group will be led by a museum docent through each section. Units are 20 minutes in length.

## **Days of Operation**

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

- » The tour will take approximately 2 hours.
- » It engages the students in discussion and ends with a board game with each group of students.

## **Chaperones**

Because your class will be in groups, you will need to **bring one adult for each of the four groups.**

These adults should be instructed on their role in managing students during the tours. The museum docents are tasked with facilitating the activities and discussion, not managing student behavior.

## **Facilities Available**

There is a large parking lot on the west side of the museum that will accommodate vehicles. **Food is not allowed in the museum gallery**, but students may eat lunch outside in the Community Center Plaza. or make arrangement to reserve the museum's Community Room for lunch. The museum is fully accessible.

## **Open to the Public**

The museum is open to the public during your tour and other museum visitors may be present while your class is touring.

## **CONTACT US...**

If you have questions, please contact Tempe Historical Museum: (480) 350-5100 or [museum@tempe.gov](mailto:museum@tempe.gov). *Your comments are always welcome before, during, and after the tour.*

# Standards Alignment

4

The fifth grade program addresses the following Arizona State learning standards:

*social studies, science, and language arts.*

## Social Studies

### Strand 1. Research Skills for History

PO1. PO 2, PO 3. 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.

## Science

### Strand 1: Inquiry Process

#### Concept 1. Observations, Questions, and Hypotheses

Formulate predictions, questions, or hypotheses based on observations.  
Locate appropriate sources.

### Strand 3. Science in Personal and Social Perspective

#### Concept 1. Changes in Environments

Describe the interactions between human populations, natural hazards, and the environment.

## Language Arts

### Strand 3: Comprehending Informational Text

#### Concept 1: Expository Text: Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the main idea and supporting details in expository text.

PO 3. Determine author's main purpose (e.g. to inform, to describe, to explain) for writing expository text.

5.IT.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.

5.SL.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 studies 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.

5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

