

WDSE Steamship America Lesson Plan

Intended Grade Level:

5-6

Subject Area(s):

U.S. History, Minnesota History, Social Studies, Geography, Technology or Digital Media, Art, and English Language Arts

Materials:

Steamship America DVD and a device to play the video
Computers/laptops/tablets for the students
Transportation Sheet
Newspaper Assignment Sheet

Objectives:

- Students will demonstrate an understanding of the society and economy of the North Shore of Lake Superior from 1900-1928.
- Students will create an article explaining a major event that took place on the North Shore. The students will explain the role the *SS America* played in the event.
- Students will locate historical information related to their story.
- Students will create numerous drafts.
- Students will design a professional looking newspaper with information news articles.

Assessments:

- Newspaper project – using attached rubric and checklist for grading.
- Day 2 opening assessment.
- Day 3 opening assessment.

Procedure:**Day One:**

- *Guiding Question:* How important was the Steamship America to the people who lived on the North Shore of Lake Superior?
- Have the students think of ways that people transported goods from one place to another in the early 1900s. Then have them think of ways in which goods are transported today. (See attached sheet below). Discuss the answers they gave with the class. If available, the students can write 1-2 ideas on a board or whiteboard to help the discussion. (10 minutes)
- Next, show the students how newspapers have changed from 1900 to the present (10 minutes).
 - Great website for old newspaper front pages:
<http://www.ukpressonline.co.uk/ukpressonline/?sf=express>

- Great website for current newspaper front pages:
<http://www.newseum.org/todaysfrontpages/>
 - Make sure to preview the newspaper front pages ahead of time in case front page photos show violence or disturbing images.
- Ask students to point out how the papers have changed. If need be, give them specifics to look at: pictures, font size, headlines, lengths of articles, advertisements, etc...
- One can have the students come up with their own ideas or use Think-Pair-Share for them to come up with ideas.
- Introduce the *Steamship America* and how it was used to transport people and items up the North Shore of Lake Superior in the early 1900s (5 minutes).
 - An adjoining PowerPoint can be used for the introduction of the *Steamship America*
- Introduce the Newspaper project to the class. Handout the assignment sheet and explain the checklist and rubric (5 minutes).
- Show clips from the Steamship America
 - Steamship America Overview: https://youtu.be/N3PM2n5Dx_0
 - Steamship America 1908 Fire: <https://youtu.be/YRgBJsM0Ubl>
 - Steamship America Boat Day: https://youtu.be/rukhtQb3o_I
 - Using the DVD, show the clip on the 1905 Mataafa Storm 25:00-28:10
 - Using the DVD, show the clip describing the sinking of the *America* 45:00-53:00
- Next, have the students rank their choice for what they want to write their article on based on the 4 choices. Pick groups based on their topic choice.

Day 2:

- *Guiding Question:* How do newspapers meet the needs of the people they are writing about and the people they are writing for?
- Ask the students to list three things on a sheet of paper that they remember from the previous day about the *Steamship America*.
 - This can be done individually, but would work better through a Think-Pair-Share format.
 - Discuss the answers as a whole group (estimated time 10 minutes).
- Go over the Newspaper assignment one more time and assign the groups. Explain that the groups have 2 tasks that need to be completed today. They have to research for their articles and make an outline or a facts sheet. They also have to pick a template with their group for their assignment.
 - Give the students 30 minutes of work time, but break it up into segments. The students can work on their template for the first 10 minutes. Call time and let them know that they have to pick one.

- Google has great templates:
 - https://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwj_uKGalr_NAhXKDCAKHWykBfoQFggeMAA&url=https%3A%2F%2Fdocs.google.com%2Ftemplates%3Ftype%3Ddocs%26q%3Dnewspaper%26sort%3Duser%26view%3Dpublic&usg=AFQjCNHD_b4_ArM52CzkvNZB1OUKYKzVJg
 - Outline template:
 - <http://westada.org/cms/lib8/ID01904074/Centricity/Domain/5203/News%20Article%20Outline.pdf>
- Next have them work on their fact sheet. They can go to the video clips and other web sources like ZenithCity.com,
 - http://boreal.org/drupal/the_forest_fire_of_1908, or
 - [https://en.wikipedia.org/wiki/SS_America_\(1898\)](https://en.wikipedia.org/wiki/SS_America_(1898))
- The final 10 minutes should be used to finish up the fact sheet/outline or to start the article
- Next, explain to the students that interviews, primary sources, or research can really help write an effective article. Let them know that there was life aboard the *Steamship America* throughout its time on Lake Superior and that it had an important role in establishing the North Shore.
- Show clip from DVD: 35:30-40:30.
 - Discuss the characters aboard the *Steamship America*. Were they surprised to hear a 14 year-old was working aboard?
 - Next ask the students how they could incorporate personal stories in an article?
 - Estimated activity time 10 minutes.

Day 3:

- Guiding Question: How important are sunken ships? What use do they have underwater?
- Have the students look at the first edition of the Duluth Herald Newspaper from 1910.
 - <http://newspapers.mnhs.org/web/mhsnews/web/imu.php?request=multimedia&irn=10866414&format=pdf&kind=supplementary>
 - Ask them to answer the following questions:
 - What was important to readers in 1910?
 - What was important to have on a front cover?
 - Is the information fair, clear, and accurate?
 - Is the paper more focused on local, national, or international news?
 - Questions can be answered in numerous formats. In a group, with a partner, or alone. On a sheet of paper, in a class blog or wiki, or on the front board.
- Next, have the students answer the same questions for your local newspaper.
 - Discuss their findings (estimated time 15 minutes).
- Have the students write their newspaper article and place it into the template.
 - 20-25 minutes. Check in with the students frequently. The students who finish early can proofread other work by classmates to improve the overall product.

- Next, explain to the students that the story of the *Steamship America* is not over. Show the clip from the DVD talking about the Dive Site: 53:00-104:00
 - Have the students discuss diving in Lake Superior and what the diving community is doing to save as much of the *America* as they can.
 - Estimated time: 10 minutes

MN State Standards:

Social Studies Standards

Substrand 1: Historical Thinking Skills

Standard 1

Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

Standard 2

Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Economics Substrands and Standards

Substrand 1: Economic Reasoning Skills

Standard 1: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Strand 3 Geography

Sub strand 3 Human Systems

Standard 7: The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

Standard 6: Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota

Strand 3 Geography, Sub strand

Substrand 4: Human Environment Interaction

Standard 9: The environment influences human actions; and humans both adapt to and change, the environment.

English Language Arts Standards

6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

5.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English.

5.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

National Standards:

Visual Arts

Standard 1: Understanding and applying media, techniques, and processes

ISTE Nets Standards:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

Transportation Then and Now

Imagine all the different ways people moved from one location to another or different ways goods and items moved from one place to another. For example, people used horses to move items for thousands of years and now they use semi trucks. Think outside the box too! Be creative!

1900	Present

Newspaper Fact Sheet

Fact 1:

Source: _____

How does it relate to the topic:

Fact 2:

Source: _____

How does it relate to the topic:

Fact 3:

Source: _____

How does it relate to the topic:

Fact 4:

Source: _____

How does it relate to the topic:

Fact 5:

Source: _____

How does it relate to the topic:

Fact 6:

Source: _____

How does it relate to the topic:

Steamship America Newspaper Project



You will construct a newspaper covering the major events of the *Steamship America*. Each student will individually write one article and then place it into the main newspaper template that the group is using.

Students will rank their choice from 1-4 (1 means I want to write this one, 4 means you do not want to write about this topic) on a separate sheet of paper and turn it into the teacher. The teacher will then select the groups based on what article you would like to write.

Topics:

1905 Mataafa Storm
Boat Day on the North Shore
1908 Grand Marais Fire
The Sinking of the *America*

Each article will have a visual and will show that it has gone through numerous drafts and was proofread. Please use the following checklist to know how to proceed with the project.

Checklist:

- _____ Pick a template for your group newspaper (5 points).
- _____ Create an outline or factsheet for your topic (10 points).
- _____ Write your article (25 points).
See rubric for more information.
- _____ Insert your article into the template.
- _____ Proofread one of your group member's article.
- _____ Submit your completed newspaper to the teacher.

CATEGORY	4	3	2	1
Headline	Article has a headline that captures the reader's attention and accurately describes the content. Contains sub headline.	Article has a headline that accurately describes the content.	Article has a headline that does not describe the content.	Article is missing headline.
Supporting Details	The details in the article are clear and supportive of the topic.	The details in the article are clear but need to be developed more. Some details may not fit in with the topic.	Most details in the article are clear. Article does not focus on the topic well.	The details in the article are neither clear nor related to the topic.
Who, What, When, Where & How	Article adequately addresses the 5 W's (who, what, when, where and how).	The article is missing one of the 5 W's.	The article is missing 2 of the 5 W's.	The article is missing 3 or more of the 5 W's.
Lead Sentence	Lead sentence grabs the reader's attention and focuses the reader on the topic.	Lead sentence tells most important details.	Lead sentence is not clearly connected to the article.	There is no clear lead sentence in the article.
Spelling and Grammar	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors.

Rubstar: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=561964&