

## Unit 6 Inquiry Projects

### Essential Question: How do we overcome obstacles?

#### Create a Radio Drama About Kate Shelley

ELA RI.4.7, W.4.6, W.4.7, SL.4.4a, SL.4.5, HSS 4.4.1

##### Student Objectives

I will be able to:

- Research details about Kate Shelley and the 1881 train accident in Moingona, Iowa.
- Use researched information to plan and write a radio drama based on the events of that day.
- Record a 10–12 minute program.
- Formulate questions based on listening to other groups' programs.
- Share my thinking with peers.

##### Materials

- Internet sources including Farwell T. Brown Photographic Archive of the Ames Public Library, as well as local library sources
- Audio recording equipment

##### Investigate

1. Use online and library sources to learn more about Kate Shelley and her heroic act so that you can create a brief radio drama about the event. E
2. I encourage you to learn more about subjects such as:
  - a. What light source Kate used to cross the river
  - b. How the men on the locomotive were saved
  - c. How the community reacted to her heroism

##### Create

- Either individually or in a small group, plan and write the script for a 10–12 minute drama for the radio talk show that will bring to life Kate Shelley's courageous act.
- Divide the drama into scenes that tell each part of the story.
- Decide how many parts to create, assign roles for both acting and directing, and find sound effects on the Internet for the train and thunderstorm (or figure out how to make them).
- Record their drama as if it were a radio program.

##### Present

- I will schedule a time for each group to perform its drama for the class.

##### Reflect and Respond

- You may wish to allow time for listeners to "call in" as they do on regular radio talk shows.
- Each group should appoint one spokesperson who will answer the "call in" questions.
- Discuss in your group what the differences were among the talk show presentations. What did you learn from each?

Unit 6 Inquiry Projects  
Essential Question: How do we overcome obstacles?

Write a Biography of a Historical Figure  
ELA RI.4.7, W.4.6, W.4.7, W.4.10, SL.4.2, SL.4.3, SL.4.4, HSS 4.4.8

Student Objectives

I will be able to:

- Research information about an historical figure.
- Plan, write, and illustrate a 250–300 word essay that could be used in a biographical encyclopedia.
- Design and describe a transportation system.
- Share my thinking with peers.

Materials

- Internet sources, including The Virtual Museum of the City of San Francisco and online references for Olive Mann Isbell
- Drawing materials, including paper and colored pencils
- Sticky notes

Investigate

I'd like to introduce you to the pioneer teacher, Olive Mann Isbell. She was caught in Mission Santa Clara in 1846. While Americans and Mexicans were fighting outside the mission, Isbell started what was the first American school in California.

→ Your job is to research her story online with the goal of collecting information to write a short biography of Isbell.

Create

- Imagine that you are writing a biographical entry for an Encyclopedia of Famous Women of California.
- Your word count for the entry is 250–300 words, which will require you to decide which information is most important to include.
- Given the available details about how Isbell had to teach (e.g., writing lessons on the dirt floor), I encourage you to add illustrations to your entries.
- Prepare the typed entries and illustrations for display.

Present

- I will post your entry on our bulletin board and invite other students to read it.
- Students may wish to write questions and comments on sticky notes for later discussion.

Reflect and Respond

- Reflect on what you learned about teaching and teachers from the story of Isbell.

## Unit 6 Inquiry Projects

### Essential Question: How do we overcome obstacles?

#### Make Recommendations for Local Water Use

ELA RI.4.7, W.4.6, W.4.7, SL.4.2, SL.4.3, SL.4.4, NGSS 4-ESS3-1

#### Student Objectives

I will be able to:

- Extract and summarize information from an article.
- Research information on energy alternatives.
- Prepare and deliver a short speech.
- Analyze evidence presented in speeches.
- Share my thinking with peers.

#### Materials

- Internet sources, including National Geographic, Ca.gov sources on energy, and the California Energy Commission
- <https://news.nationalgeographic.com/news/energy/2014/03/140311-california-drought-dries-up-hydro-but-power-stays-on/>

#### Investigate

**Hydroelectric**— *hydro* comes from the Greek word for water.

Consider sources of hydroelectric power in California.

14% of California's electricity used to come from hydroelectric sources.

Speculate on why this has been greatly reduced in recent years (drought conditions).

- Read the article from National Geographic: "[California Drought Dries Up Hydro, But Power Stays On](https://news.nationalgeographic.com/news/energy/2014/03/140311-california-drought-dries-up-hydro-but-power-stays-on/)" (March 11, 2014).
- Read and take notes on the article in their groups, focusing on the effects of drought on hydroelectric power and alternative energy sources.
- Pick one of the alternative sources—solar, wind, natural gas—to investigate further.

#### Create

Prepare a short speech for a classroom "Energy Summit," in which they present a summary of California's current hydroelectric challenges along with their ideas for solutions.

#### Present

We will have a classroom "Energy Summit" and give each group an opportunity to present its speech.

#### Reflect and Respond

- Reflect on what you learned from each speech and to note what evidence the speakers gave for their positions.
- Consider what you might do differently if preparing their speeches now.