



The Empire State Carousel

<p>Lesson</p>	<p>Subject: The Empire State Carousel</p> <p>Grade Level: 4th Grade</p> <p>Scope of Lesson: 1.5 hours plus optional take home or expanded lessons</p>
<p>Overview/Rational:</p> <p>Central Focus and Purpose for Lesson/Content</p> <p><i>What is the central focus for the content in the learning segment or unit?</i></p> <p><i>Why is this skill or topic important for the students to learn?</i></p>	<p>The Empire State Carousel is designed to serve as a creative way to introduce students to New York State history. It is important for students to learn about the history of where they grew up and about the history of other interesting places in New York. Sometimes, there are aspects of New York history that are overlooked. Through this lesson, students will acquire a better understanding of where they come from and why the history of New York state is so important. It will also reinforce New York State learning standards in geography and history.</p> <p>Students will learn about the importance of symbolism and how each symbol on the carousel represents an important part of New York history, and may cover topics as diverse as the economy, landscape, sports, music, and government. They will be encouraged to think critically and creatively as they learn that history is not limited to what they encounter in a textbook. Further, as students create their own symbols, stories and images, they will understand that they are a part of New York State history.</p>
<p>Standards:</p> <p>New York State New Generation Learning Standards (Specific skills/information that will be learned)</p>	<p>ELA/Social Studies and Content Standards should be identified</p> <p><u>Reading Standards:</u></p> <p>4R4: Determine the meaning of words, phrases, figurative language, academic and content specific words.</p> <p>4R7: Identify information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, illustrations), and explain how the information contributes to an understanding of the text.</p> <p>4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p><u>Writing Standards:</u></p> <p>4W1b: Use precise language and content specific vocabulary.</p> <p>4W1c: Use transitional words and phrases to connect ideas within categories of information.</p>

	<p><u>Social Studies Standards:</u></p> <p>4.1b: Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, based on different regions.</p> <p>4.5a: Students will examine life as a slave in New York State.</p> <p>4.5b: Students will investigate people who took action to bring about change, such as Elizabeth Cady Stanton and Susan B. Anthony. Students will explore what happened at the convention of women in Seneca Falls.</p> <p>4.4b: Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.</p> <p>4.3b: Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York.</p> <p>4.6c: Students will trace developments in transportation and communication technology in the 1800s including the Erie Canal.</p> <p>4.7b: Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.</p>
<p>Objective(s):</p> <p><i>Overall goal of the unit. To be written in the context of broader NYS Standards.</i></p>	<ol style="list-style-type: none"> 1. Students will identify the different regions of New York State. 2. Students will make connections between the regions of New York State and historic New Yorkers, animals, folklore, music. 3. Students will write about how and why the Empire State Carousel was built. 4. Students will identify artwork found on the Empire State Carousel and its historic significance.
<p>Learning Targets: Skills/Procedure</p> <p><i>What do you want the students to be able to understand or do by the end of the lesson? (List in bullet form key concepts and information to be learned)</i></p>	<ul style="list-style-type: none"> • Students will learn about the importance of the animals, people, carvings, and rounding boards. • Students will learn about New York State geography through its different regions. • Students will learn about the history of the Empire State Carousel. • Students will learn about why the carousel was built and its importance. • Students will make connections between the carousel and their place in New York State.
<p>Content Vocabulary:</p> <p><i>What specific words in the subject do students need to understand?</i></p>	<p>Empire State Carousel Folk Art Symbol Folktales Rounding Boards The Catskills Region The Adirondacks Region The Hudson Valley Region</p>

	<p>The Greater Niagara region The Finger Lakes Region The Chautauqua-Allegheny Region The Thousand Islands Region The Central New York Region New York City Long Island The Capital-Saratoga Region</p> <p>Additional Vocabulary to be used at Teacher’s Discretion Captain William Kidd Paul Bunyan (John Darling) The Erie Canal Iroquois Gerry Holzman Jackie Robinson Harriet Tubman Ellis Island Women’s Rights Convention Sam Patch Dewitt Clinton John Burroughs United Nations</p> <p>Additional carousel people and events for expanded research project Alexander Hamilton Irving Berlin John Peter Zenger Fredrick Von Steuben Theodore Roosevelt James Fenimore Cooper The Leatherstocking Tales Natty Bumppo Uncle Sam War of 1812 World War 1 Sam Pitch</p>
<p>Materials Needed: Teacher: <i>What materials does the teacher need for this lesson?</i></p> <p>Student: <i>What materials does the student need for this lesson?</i></p>	<p><u>Teacher:</u> Power Point presentation Regional Map Handouts for students which can be projected onto a whiteboard or other smartboard. Padlet presentation (if virtual) https://padlet.com/mainsworth4/4o1o6766zxoq6svo Computer Zoom Link if live virtual Student Power Point Worksheet (can be used interchangeably with Padlet)</p> <p>Optional: Expanded Lesson Worksheets 1-2, Expanded Reading Lessons, Expanded Research Project Worksheet</p> <p><u>Student:</u> Notebook, pen/pencil Computer (if virtual)</p>

	Teacher handouts Padlet link (if virtual) https://padlet.com/mainsworth4/4o1o6766zxoq6svo Zoom link for live instruction Uploaded optional worksheets and lessons Crayons/ colored pencils		
<p>Procedure: The lesson may need to be taught for a variety of situations. Please consider how the lesson will be taught In Person, Remotely with Internet Access, or Remotely without Internet Access</p> <p>Introduction: Opening Activity ____ Minutes <i>How will you start the lesson to engage and motivate students?</i></p> <p>Instruction: ____ Minutes <i>What will you do to engage students?</i> -to develop an understanding of the objective(s) -to engage to understand the concepts</p> <p><i>What questions will you ask?</i></p> <p><i>What will students do? (Activity)</i></p> <p><i>How will you know if the</i></p>	<p>In Person Instruction Introduction: (10-15 min)</p> <ol style="list-style-type: none"> 1. Teacher will hand out the regional map of New York State to be used throughout the lesson. Teacher will help connect the map to the students by asking them to identify what region they live in. What is important about your region? Can you name any important places or people from this region? Teacher may also wish to discuss major land forms on the map. 2. Teacher will present the topic and begin the PowerPoint. 3. Teacher will ask students to state one thing that they see on the carousel on slide 2. <p>Instruction: (60 min)</p> <ol style="list-style-type: none"> 4. Teacher will present an overview of the carousel using the Power Point presentation. This includes a brief discussion about the master carver Gerry Holzman, the process of building the carousel, the carvers, and the Cooperstown location. Teacher will help students understand why it was built, how it was built, 	<p>Live Instruction for Remote Learning Introduction: (10-15 min)</p> <ol style="list-style-type: none"> 1. In a hybrid situation, the teacher will provide a regional map of New York State to be used throughout the lesson ahead of time. For fully remote students, the map may be uploaded to google classroom or other module of teacher's choice. The teacher will help connect the map to the students by asking them to identify what region they live in. What is important about your region? Can you name any important places or people from this region? Teacher may also wish to discuss major landforms on the map. The students can type the answers to the questions in the Padlet link OR teacher may choose to have students use chat function in Zoom instead. 2. Teacher will present the topic and begin the PowerPoint. 3. Using the Padlet or Zoom chat, the teacher will ask students to state one thing that they see on the carousel on slide 2. <p>Instruction: (60 min)</p> <ol style="list-style-type: none"> 4. Teacher will present an overview of the carousel using the Power Point presentation using the shared screen. This includes a brief discussion about the master carver Gerry Holzman, the process of building the carousel, the carvers, and the Cooperstown location. Teacher will help students understand why it was built, how it was built, and the significance of it. 	<p>Online Independent Learning and/or Paper/Pencil Instruction/Assignment (Hard copy worksheets, documents etc. for students without internet access) With Internet Access</p> <ol style="list-style-type: none"> 1. Students with internet access will be given a link to the Power Point, which can be posted on Google Classroom or other module. They will also be emailed copies of the Empire State Carousel Power Point Worksheet and/or optional extended lesson worksheets will be uploaded to Google Classroom or other module. 2. Students will be given Padlet link to complete questions online. 3. Students will view the Power Point and answer the Padlet questions and/or complete the worksheets. <p>Without Internet Access</p> <ol style="list-style-type: none"> 4. Each student will receive a printed version of the Power Point with notes.

<p><i>students are meeting the targets?</i></p> <p><i>What opportunities for practice are given to students?</i></p> <p>Closure: _____ Minutes <i>How will you end the lesson?</i></p> <p>Assessment: <i>How will you determine if the students met the lesson targets? (How well did they learn what you wanted them to?)</i></p> <p>Parent Connection: <i>What instructions, background information, and answers will parents need to assist their student in completing the lesson?</i></p> <p><i>(Additional Readings, instructions, answer keys)</i></p>	<p>and the significance of it.</p> <ol style="list-style-type: none"> 5. The teacher will ask students what is folk art? What are folktales? What is a symbol? She will help the students discover the answers to the questions as the presentation continues. 6. As the teacher presents the PowerPoint, she will help students make observations about the images of the animals, people, folktales and rounding boards and connect them with different regions of New York State. Students will record the names of the images on their maps in the corresponding region. The teacher will also record the information on the map that is projected on the smartboard. Note: not all regions have a specific carousel reference, but many animals are found in multiple regions. See Power Point notes for questions and discussion points. 7. When discussing Sal the Mule, the teacher will have the students listen to the Erie Canal Song embedded in the Power Point. 8. Students will review what they have learned by choosing one animal, one person or one carving from the Carousel and 	<ol style="list-style-type: none"> 5. The teacher will ask students what is folk art? What are folktales? What is a symbol? She will help the students discover the answers to the questions. The teacher may choose to use the chat or raise hand functions of zoom. Teacher may also use Padlet to record student responses. 6. As the teacher presents the PowerPoint, she will help students make observations about the images of the animals, people, folktales and rounding boards and connect them with different regions of New York State. Students will record the names of the images on their maps in the corresponding region. Note: not all regions have a specific carousel reference, but many animals are found in multiple regions. See Power Point notes for questions and discussion points. 7. When discussing Sal the Mule, the teacher will have the students listen to the Erie Canal Song embedded in the Power Point. 8. Students will review what they have learned by choosing one animal, one person or one carving from the Carousel and describing its importance in a paragraph. Students will write a clear topic sentence, use several details that they learned from the presentation, and a concluding sentence. Students should use the notes they took on their maps for reference. Some questions to consider: How does this represent folk art? What is this a symbol of? Why does this represent a particular region? Option: Teachers may choose to expand this lesson by having students research their choice to learn 	<ol style="list-style-type: none"> 5. Students will be asked to complete the Empire State Carousel Power Point Worksheet. 6. Teacher may choose to assign additional lessons using the provided optional worksheets and lessons.
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	<p>describing its importance in a paragraph. Students will write a clear topic sentence, use several details that they learned from the presentation, and a concluding sentence. Students should use the notes they took on their maps for reference. Some questions to consider: How does this represent folk art? What is this a symbol of? Why does this represent a particular region? Option: Teachers may choose to expand this lesson by having students research their choice to learn more about it. This can be done in class or as a follow up assignment.</p> <p>9. Students will be given 10 minutes to complete this task or more time if lesson is expanded.</p> <p>10. Once this is completed, students will share what they wrote with the class.</p> <p>11. Teacher may write down the points on the board that the students discuss as a review to highlight what was learned.</p> <p>Conclusion: (20-30 min)</p> <p>1. Students will be asked to create their own carving/drawing to display on the carousel. The image must tell a story that is important to the student. It can be</p>	<p>more about it. See Extended Research Worksheet.</p> <p>9. Students will be given 10 minutes to complete this task or more time if lesson is expanded.</p> <p>10. Once this is completed, students will share what they wrote with the class or if using Padlet, write their responses in the app.</p> <p>11. Teacher may review the responses on Padlet, have students present them on zoom, or have them submitted via Google classroom or other means.</p> <p>Conclusion: (20-30 min)</p> <p>1. Students will be asked to create their own carving/drawing to display on the carousel. The image must tell a story that is important to the student. It can be about a pet, family member, song that they like, etc. The image must be connected to a region in New York State that is important to the student. For most children, it will be where they live or a favorite travel spot. The teacher can choose to have students complete this on paper and then take a picture of it to upload to Google Classroom or similar. Students may also write a story in one paragraph that describes their carving and its importance.</p> <p>2. Once students are finished, they will be invited to share their image with the class at the teacher's discretion.</p> <p>3. Teacher may choose to assign additional lessons using the provided optional worksheets and lessons.</p>	
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	<p>about a pet, family member, song that they like, etc. The image must be connected to a region in New York State that is important to the student. For most children, it will be where they live or a favorite travel spot. The teacher can choose to have students complete this in class or as a take home assignment. Students may also write a story in one paragraph that describes their carving and its importance.</p> <ol style="list-style-type: none"> 2. Once students are finished, they will be invited to share their image with the class at the teacher's discretion. 3. Teacher may choose to assign additional lessons using the provided optional worksheets and lessons. 		
<p>Differentiation <i>How will you provide for students with varying abilities?</i></p> <p><i>Students who will finish the activity quickly or need to be challenged more:</i></p> <p><i>Students with IEP's or 504 Plans:</i></p>	<ul style="list-style-type: none"> • A printout of the images and the notes will be provided. • The folklore carvings will be annotated with a written explanation and meaning of the story. • A list of the animals and objects on the carousel and what region they correlate with in New York State will be provided. • Extra time will be provided. • If students finish early, they will write a story in one paragraph to describe their carving and its importance. They can also sketch their carving to accompany their paragraph. • Students who finish early may expand their paragraphs and/or choose another object to describe. • Use subtitles on the power point. • Students with IEP or 504 plans will be treated accordingly. Students will be allowed to sit in the front of the classroom and have a tutor or receive extra help. All bullet points above also apply. 		
<p>Resources References for Resources Used:</p>	<p>Holzman, G., Clark, J. F., & Walker, R. (2011). <i>The Empire State Carousel</i>. Cooperstown, NY: The Farmers' Museum.</p> <p>https://creativecommons.org</p>		

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https://www.youtube.com/watch?reload=9&v=Ib0CxvL8Bp8&feature=emb_logo