



# *Social Studies*

## Resource Guide

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**Note:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

# Recipes for Revolution

INTERMEDIATE/  
COMMENCEMENT

## Standards & Performance Indicators

SS

1

- ▲ development of American culture
- ▲ evolution of democratic values
- ▲ develop/test hypotheses about events/eras/issues
- ▲ major themes and developments
- ▲ essays and oral reports
- ▲ validity/credibility of historical interpretations

SS

2

- ▲ U.S. economic system
- ▲ roles in economic system

SS

5

- ▲ disparities between civic values expressed/evidenced
- ▲ relationship between federalism/state's rights
- ▲ democratic principles used to resolve issues

Groups consisting of approximately five students are created, either by being assigned by the teacher or by choice of the students. Each group is given the handout that describes the task and the specific requirements. As students do their usual study of the contributing causes of the American Revolution, the students in their groups should be encouraged to think about translating this "historical information" into recipe ingredients. At least some class time has to be provided for the groups to work on this project. Much of the project can be completed outside of class time. As a written extension of the group project, each student can be expected to write an essay in which he/she assesses the relative importance of various causes of the American Revolution.

### Procedure:

First, soften Stamp Act. Combine the softened Stamp Act, Sugar Act, and Tea Act to yield the taxation without representation mixture. Slowly add the Boston Massacre, the *Gaspee* incident, while dumping the Boston Tea Party into the mixture to neutralize the bitter taste of the British taxes. Beat in, separately, the remaining acts, except Intolerable Acts. In a separate bowl, beat together Intolerable Acts and the First Continental Congress, refrigerate for two months. After this duration of time, combine this mixture with the other, while beating in Lexington and Concord. Pour into round cake pan. Bake for approximately 8 years. After it cools, frost with Peace of Paris Frosting.

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## “Recipe for Revolution”

### **Task Description**

Each small group in the class will prepare a visual depicting a “recipe for revolution” dealing with the causes of the American Revolution. This “recipe” shall include a list of ingredients, the steps in preparing this recipe, and a visual depiction of the finished product.

### **Specific Requirements**

The visual must be at least 18” by 24” and contain each of the three basic items mentioned above.

### **Rating**

The group will receive a mark based on the rating rubric prepared for this activity. The rating will include artistic impression, creativity, following directions as well as historical accuracy and completeness.

### **Groups**

- 1
- 2
- 3
- 4

(This project was conceived by Mrs. Sherry Gibbon and has been used with her AP classes at Penn Yan Academy.)

### **Student Work:**

Each group prepared a poster as its visual, except for the one group that prepared its visual as a giant-sized booklet of recipes. Each visual clearly demonstrated a good understanding of the many contributing causes to the American Revolution. Each visual also had its very interesting and creative details.

### Ingredients:

- 1 tsp. Currency Act
- 1 tbsp. Sugar Act
- 1 tbsp. Stamp Act
- 1 tsp. Quartering Act
- 2 tbsp. Declaratory Act
- 2 tbsp. Townshend Acts
- 1 tbsp. Boston Massacre
- pinch *Gaspee* incident
- 2 tbsp. Tea Act
- 3 tbsp. Boston Tea Party
- 1/2 c. Intolerable Acts  
(Coercive Acts)
- 3/4 c. First Continental  
Congress
- 1 c. Lexington
- 1 c. Concord
- Peace of Paris Frosting



# ASSESSMENT

Each group will be evaluated using the rubric. If the teacher extends the activity to include the follow-up essay on the causes of the American Revolution, then this becomes an additional assessment.

## Rubric for the Recipe for Revolution

### Outstanding

#### **ARTISTIC IMPRESSION:**

- attention arousing--when the viewer sees a display of all groups' work, this is the one that "catches the eye" first
- effective use of color and layout space
- well-drawn or composed
- creatively displayed
- neat and attractive

### Highly Competent

- interesting--the viewer wants to spend time looking at the visual carefully
- colorful and good use of layout space
- reasonably drawn or composed
- attractively displayed
- mostly neat and attractive

### Competent

- somewhat appealing--has an attractive appearance but the viewer's attention is drawn more to the visual of other groups
- some use of color and acceptable layout
- some effort to be drawn or composed reasonably
- minor problems with display
- basically neat and attractive

### Not Yet Competent

- appearance is distracting--it has an impression that little effort was made; isn't colorful or neat; too much writing and too little "visual"
- little or no use of color and very poor layout
- poor quality of drawing or composition
- major problems with display
- not neat and/or not attractive

#### **HISTORICAL ACCURACY:**

- Includes all crucial events/ingredients
- Makes effective judgments about the relative importance of various events & issues
- Demonstrates sophisticated understanding of the task and time period
- No factual errors

- Includes most crucial events/ingredients
- Makes valid judgments about the relative importance of various events & issues
- Demonstrates good understanding of the task and time period
- No or only minor factual errors

- Includes many crucial events/ingredients
- Makes some judgments about the relative importance of various events & issues
- Demonstrates basic understanding of the task and time period
- Some factual errors

- Doesn't include several of the crucial events/ingredients
- Doesn't make judgments about the relative importance of various events & issues
- Doesn't demonstrate basic understanding of the task and time period
- Several factual errors

#### Teacher Comments:

# REFLECTION

Although this was only the first time that I used this activity, it is clearly an activity that I shall continue to use. The students really enjoyed the project. They said the project made writing their position paper on the causes of the American Revolution a "cinch." I also intend to use this activity with my regular classes next year. This is an activity that could be used for almost any major war or event. I want to try it in terms of the U.S. entry into World War One.

## ALTERNATIVE RECIPE

### A Recipe for the Progressive Movement

The purpose of this activity is to focus the student's attention on the Progressive Era and to analyze the roles played by the various forces at work within the United States at the time. By comparing the Progressive movement to the chemical reactions occurring in the recipe the student is asked to think metaphorically in determining the actual function or role played by each of the "ingredients" she/he identifies. This year, I assigned this task to be done individually as a take home portion of the assessment on Progressivism. I have also used it as a task to be completed by students working in groups. It can easily be used either way.

The teacher needs to understand the nature of the task and to design a rubric that is appropriate. The teacher should begin by identifying the essential question(s) (What factors ultimately caused the Progressive movement? Was the United States better off as a result of the Progressive Era?) that will be addressed by this task. The teacher also needs to provide resources (primary and secondary) that expose the students to this era from a variety of perspectives.

Students need to examine the era through the eyes of those living at the time: muckrakers, politicians, industrialists, immigrants, labor, reformers, etc.. By posing thoughtful questions (i.e. What was Theodore Roosevelt's true role in the Progressive Era? Who contributed the most to the Progressive era?), students can arrive at a better understanding of progressivism.

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**Grade 11**

## ASSESSMENT

For this particular task I used the content and communication dimensions only. The presentation and creativity dimensions could also be used if desired.



## REFLECTION

This is the third year I have used recipes as a metaphor activity. This is the second year I have added the alternative recipe task. I like the activity because it requires the students to not only know the different forces at work in the United States, but the students must also understand the effect each had. By engaging the students in this manner, students are challenged to think, analyze, and be creative in arriving at their solutions. This task could easily be used in the study of other eras/wars/periods. The more experience students have in working with metaphors, the better their writing becomes. They begin to use metaphors/analogies on their own in their writing and discussion. Students then are better able to recognize good thinking in themselves and others.

This recipe task as a form of metaphorical thinking is challenging for Advanced Placement students, but adapts well to all types of students. The teacher needs to model this activity for classes of mixed abilities. This could be done by taking an historical event or era and comparing it to the building of a fire. The teacher could begin by asking what elements are necessary for a good fire (wood, kindling, oxygen, a spark). The class should then discuss the role of each "ingredient" of a good fire. The teacher would then ask the class to think about industrialization. What from this development performed the same function as the wood, the oxygen, etc.? What provided the spark? Once this is done with the whole class, the alternative recipe task can readily be used. For classes with lower abilities, a recipe with fewer ingredients could be substituted.



## Rubric for **Recipe Contest**

**CORDON BLEU AWARD** 17-20 points

**Belhurst Castle Award** 13-16 points

**Penn Yan Diner Award** 9-12 points

**McDonalds Award** 5-8 points

	<u>Soaring</u>	<u>Climbing</u>	<u>Taking Off</u>	<u>Still on Runway</u>
Content	<ul style="list-style-type: none"> <li>* Very thorough and accurate</li> <li>* Much detail</li> <li>* Demonstrates understanding of the time period</li> <li>* Very effective judgements about era</li> </ul>	<ul style="list-style-type: none"> <li>* Accurate and thorough</li> <li>* Sufficient detail is present</li> <li>* Shows understanding of the time period</li> <li>* Good judgements about era</li> </ul>	<ul style="list-style-type: none"> <li>* Some inaccuracies</li> <li>* Leaves out some key details</li> <li>* Shows some understanding of era</li> <li>* Occasional insight into era</li> </ul>	<ul style="list-style-type: none"> <li>* Leaves out key elements</li> <li>* Shows little understanding of era</li> <li>* Offers no insight into era</li> </ul>
Communication	<ul style="list-style-type: none"> <li>* Clearly and thoroughly communicates ideas</li> <li>* Reader is clearly able to ascertain the role of each "ingredient"</li> </ul>	<ul style="list-style-type: none"> <li>* Ideas are clearly communicated</li> <li>* Reader understands the role of each "ingredient"</li> </ul>	<ul style="list-style-type: none"> <li>* Communicates but not thoroughly</li> <li>* Reader is often uncertain as to the role of ingredients selected</li> </ul>	<ul style="list-style-type: none"> <li>* Reader is unable to understand ideas</li> <li>* Reader is unable to determine the role played by ingredient</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>* Very interesting and appealing to the reader</li> <li>* Holds the reader's attention</li> <li>* Is neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>* Maintains interest</li> <li>* attracts reader's attention</li> <li>* Is neat and legible</li> </ul>	<ul style="list-style-type: none"> <li>* Attracts interest</li> <li>* Attracts reader interest at times</li> <li>* Is difficult to read at times</li> </ul>	<ul style="list-style-type: none"> <li>* Is rather boring</li> <li>* Does not hold the reader's interest</li> <li>* Is sloppy/messy and hard to read</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>* Excellent use of color or other medium</li> <li>* Presents a unique view of the era</li> </ul>	<ul style="list-style-type: none"> <li>* Good use of color or medium</li> <li>* Offers a good view of the era</li> </ul>	<ul style="list-style-type: none"> <li>* Not unique or unusual</li> <li>* Limited use of color and/or variety*</li> <li>Contains inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>* Is done in only one color or medium</li> <li>* Is not a good representation of the era</li> </ul>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

## ALTERNATIVE RECIPE TASK



The New American Chef

2 packages active dry yeast  
1/4 cup milk, scalded  
1/2 cup salad oil  
1/3 cup sugar  
3/4 teaspoon salt  
3 1/2 to 4 cups sifted all-purpose flour  
1/2 to 1 teaspoon ground cinnamon  
3 beaten eggs  
2/3 cup dried currants  
1 egg white

OVEN 375°

Soften dry yeast in 1/2 cup warm water (110°). Combine milk, salad oil, sugar, and salt; cool to lukewarm. Sift 1 cup of flour with the cinnamon; stir into milk mixture. Add eggs; beat well. Stir in softened yeast and currants. Beat in remaining flour, or enough to make a soft dough.

Cover with damp cloth: let rise in a warm place till double (about 1 1/2 hours). Punch down. Turn out on lightly floured surface. Roll dough to 1/2 inch. Cut with floured 2 1/2-inch round cutter; shape in buns. Place on greased baking sheet 1 1/2 inches apart. Cover and let rise in a warm place till almost double (about 1 hour).

Cut shallow cross in each bun with *sharp* knife. Brush tops with slightly beaten egg white. Bake at 375° for 15 minutes. Cool slightly; frost. Makes 24.

Write a recipe for the Progressive Movement using the ingredients listed above. The purpose of each ingredient is as follows:

- \* the yeast causes the dough to rise (may consist of a variety of cells)
- \* warm milk activates the yeast and allows it to grow
- \* the oil helps hold in the moisture and helps hold the gluten within the dough together
- \* the sugar gives sweetness to the taste
- \* the salt kills the yeast
- \* the flour comprises most of the dough (may be of any variety of flours available)
- \* the cinnamon gives added spice and flavoring to the dough
- \* the eggs add to the texture and the coloring of the dough
- \* the currants give added taste, texture and color to the dough
- \* the egg white browns the dough as it bakes giving added color

N.B. Frosting may be added if you wish (confectionery sugar, milk & vanilla for ease in spreading, sweetness, and flavoring).

Your task is to :

1. Think very carefully about this task and all the elements.
2. Name the recipe.
3. Decide from the wide range of information (content) on the Progressive era which aspect of the era represents each ingredient of the recipe.
4. The recipes will be judged by the standard recipe rubric.

# THE BREAD of CHOICE

## Ingredients:

2 packages of Union  
 $\frac{1}{4}$  cup Urban Machine  
 $\frac{1}{2}$  new women  
 $\frac{1}{3}$  cup prohibition  
 $\frac{3}{4}$  teaspoon immigrants  
 $3\frac{1}{2}$  cups people  
1 teaspoon new blacks  
3 progressives  
 $\frac{2}{3}$  Roosevelt  
1 bohemiaus



yum, yum!

Who wouldn't want this bread?

Student Work:

## Directions:

\*preheat oven to 192

You take 3 progressives,  $3\frac{1}{2}$  cups of people, and  $\frac{1}{3}$  cup Roosevelt and mix well in a bowl this should create a great lead to a wonderful bread. Next, add 2 packages of Union. As you add the  $\frac{1}{3}$  cup prohibition, 1 teaspoon new blacks, and the  $\frac{3}{4}$  teaspoon immigrants you need to be careful, these ingredients are another great problems. The  $\frac{1}{4}$  cup Urban Machine is a very important contribution to the rest of the bread, it was very controlling. The last two ingredients are to add the spice to the bread; 1 bohemiaus, and what kind of bread would it be without  $\frac{1}{2}$  cup new women!



# GEOGRAPHY

SS

3

▲ locate places



*This is a very focused, clever, and creative activity. It is quite simple but very powerful.*

Teacher



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Grade 3

**This lesson uses an understanding of coordinates to be able to use latitude and longitude to find various locations on the map.**

## Previous Instruction

### Week One

Learn names of continents/oceans, positions on maps and globes, and facts about continents and oceans. These are labeled on the bulletin board. The children make maps and puzzles.

### Week Two

Label cardinal directions, identify equator, latitude lines, north and south hemispheres, and continents and oceans in each. Identify tropics. Wear latitude clothing.

### Week Three

Identify Prime Meridian, longitude lines, and identify east/west hemispheres and continents/oceans in each. Wear longitude clothing.

### Week Four

Do coordinate work, then complete the geography lesson, wear coordinate clothing (plaid). Use the geoboards and puzzle pieces to find other coordinates, including the local area.

## Teacher

- Design airplane shapes containing coordinates
- Distribute map with two colored yarns
- Students will find where coordinates are and how they help us today.
- List examples of who may use coordinates

## Students

- Write coordinates on chalk board
- “Fly” airplane to bulletin board and place it where it “landed”
- Identify the continent/ocean

## Materials

- Airplane puzzle pieces
- Yarn and maps
- Large bulletin board of world with latitude and longitude lines

## Assessment

### ASSESSMENT

The student acting as “pilot” will write the plane’s coordinates on the black board. With the teacher directing, the coordinates are discussed using questions such as:

**Is it east or west of the Prime Meridian?**

**Is it north or south of the Equator?**



Then the student “flies” the plane to the bulletin board and “lands” it. Where it lands is discussed.

Students receive feedback immediately. The teacher is at the bulletin board; the other students are using “geoboards” of world maps and yarn to find the coordinates. The students reflect if there are discrepancies between the “pilot” and themselves. Everyone reflects on each plane’s coordinates and its landing place.

## REFLECTION: REFLECTION:

### REFLECTION

This lesson ties in with math skills and of course map skills. Usually, by this time, the students are competent and successful in this activity. If not, the puzzle pieces can be used to test concept.

# Geography Booklet

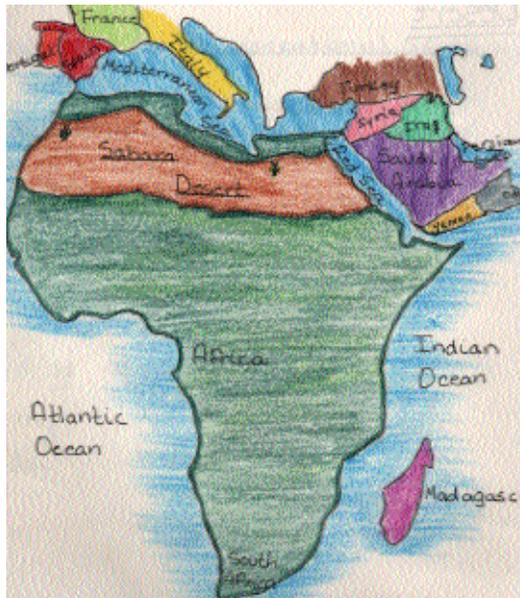
INTERMEDIATE

## Standards & Performance Indicators

SS

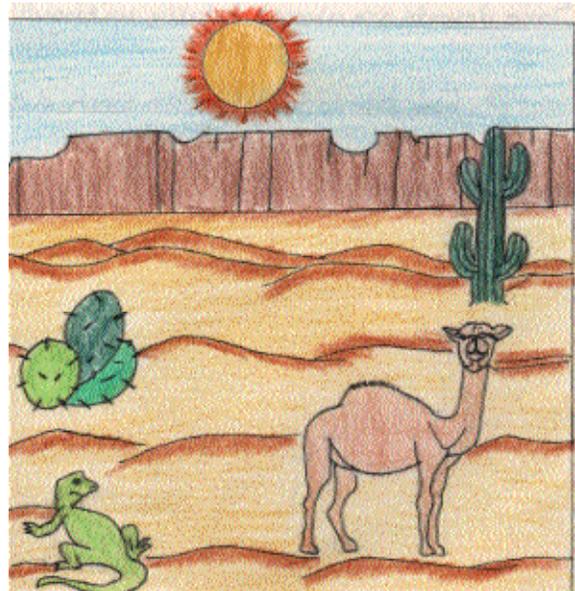
3

- ▲ gather geographic information
- ▲ present geographic information



As a culminating activity for a heterogeneously mixed sixth grade class, this activity introduces a unit on world geography.

Teacher



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Grade 6

The materials, supplies, and equipment needed to successfully complete this assignment are:

- old maps, discarded social studies textbooks
- old magazines ( *National Geographic*, *Travel and Leisure*, etc.)
- Appropriate software ( *Encarta*, etc.)

*This unit of study connects to the standards in that it allows students to use geography as a tool to learn more about the world around them. This unit of study lends itself quite well to interdisciplinary study.*

Teacher

Social Studies/Schatoff  
Period \_\_\_\_\_

Name \_\_\_\_\_  
Date \_\_\_\_\_

## GEOGRAPHY BOOKLET PROJECT

Dear Student:

Congratulations! You have just been assigned your first long-term project. In this project you will use your knowledge and understanding of the definitions of common land and water terms to identify real examples of these forms on maps.

You will create a 10 term geography booklet using real world examples for each term. Your geography booklet can be a paper booklet or it can take the form of a video "booklet". The assignment sheet on the following page will detail all the requirements for this assignment.

Shown below are illustrations of two possible layout styles that can be used. If you can think of any others, please share them with me.



This unit could work well at every grade level, K-12, but is particularly suited for students at the Intermediate level. The assignment can be modified for those needing academic intervention or enriched for those students who need enrichment.

Teacher

## DIRECTIONS

1. Read all pages of this assignment handout.
2. Choose at least 10 terms from the attached "Geography Terms and Definitions" list.
3. Using resources such as the encyclopedia, dictionary or atlas, find a real example of the landform somewhere in the world. Draw a map showing where the landform exists. You must label the surrounding features, countries and states. The labeling is very important because it will identify where the exact location is. Do not assume that I will know of the place you have chosen.
4. You may use a map as your drawing if it appropriately shows the landform, as would drawing a bay. If, however, the map shows only the location of the landform, then an illustration must be included. For example, a map showing the location of a desert does not show what a desert looks like. You might draw a sun shining on a sandy landscape with cactus growing.
5. Use each geography term in a sentence. The sentence will show that you understand the meaning of the word. General sentences in which any term could be inserted are not acceptable.

## GEOGRAPHY TERMS BOOKLET INFORMATION SHEET

You will create a booklet with a minimum of 10 geographic terms. Below is a checklist of the five items that must be included on each page.

### CHECKLIST

- 1. A geography term
- 2. The definition of the geography term
- 3. A drawing (picture, magazine clipping, etc.) that illustrates the geography term chosen
- 4. A map section showing where one of these landforms exists. You must show the name of the ocean, continent, country, etc., where it can be found
- 5. A sentence using the word correctly.

# Definitions

This project was used as a culminating activity to assess how well students could translate their knowledge of a geographic term's definition into being able to recognize it on a map or in a drawing or photograph. Students were also evaluated on their ability to integrate the information they found and to put it into an organized, attractive, visual format.

archipelago	a group of many islands
atoll	a ring-shaped coral island or string of islands, surrounding a lagoon
basin	an area of low-lying land surrounded by higher land
bay	part of an ocean, sea, or lake, that extends into the land
beach	the gently sloping shore of an ocean or other body of water, especially that part covered by sand or pebbles
butte	a small, flat-topped hill
canal	a waterway built to carry water for navigation or irrigation, usually connecting two other bodies of water
canyon	a deep, narrow valley with steep sides
cape	a point of land extending into a body of water
channel	a narrow, deep waterway connecting two bodies of water
cliff	a high, steep overhang of rock or earth
coast	land along an ocean or sea
dam	a wall built across a river to hold back the flowing water
delta	a triangular deposit of sand and soil that collects at the mouth of some rivers
desert	a very dry area where few plants grow
dune	a mound, hill or ridge of sand that is heaped up by the wind
fjord	a deep, narrow inlet of the sea between high, steep cliffs
foothills	a hilly area at the base of a mountain range
glacier	a huge mass of ice that moves slowly down a mountain
gulf	part of an ocean extending into land, usually larger than a bay
harbor	a sheltered area of water where ships can anchor safely
hill	a rounded, raised landform, not as high as a mountain
island	an area of land completely surrounded by water
isthmus	a narrow strip of land, bordered by water that connects two larger bodies of land
lagoon	a shallow body of water partly or completely enclosed within an atoll; shallow body of sea water partly cut off from the sea by a narrow strip of land
lake	a large body of water surrounded by land on all sides

### ASSESSMENT

Your grade will be based on many criteria. The project will be graded not only on the content but on the quality of your work.

- The booklet was colorful.
- The text and pictures were arranged attractively.
- There was detail in the drawings and pictures.
- The cover was eye-catching and colorful.

Four points will be deducted from your total score for every day that your project is late.

Geography Terms  
Booklet Rubric

	0	1	2	3	4	5
<b>Content</b>						
at least 10 terms						
correct spelling						
appropriate sentence						
correct definition						
map location for each term						
maps labeled correctly						
appropriate picture						
<b>Visual</b>						
done neatly						
print clearly/wordprocessed						
colorful						
detailed						
artistic						
appropriate cover						

Students progress was evaluated through ongoing observations and individual conferencing. The final product was presented to the teacher and the class. Each project was viewed, critiqued and discussed. Final evaluation was made using a scoring rubric.

Evidence that the students have mastered the objectives of this unit include the following measurable criteria:

They have:

- included a correct definition of a geographic term.
- indicated on an existing map or on a map of their own creation a real world location for their geographic term.
- written a sentence using the geographic term correctly.
- made a drawing showing that they understand what the specific land or water term looks like.

## REFLECTION: REFLECTION:

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### REFLECTION:

The study of social studies, and especially of geography, is an integral part of educating students for the burgeoning global economy and for the coming millennium. That is why this unit is so well suited for the intermediate students. It allows them to make a connection between their classroom assignment and the world at large. It allows them to have a “final product” that is within the grasp of the vast majority of students.

The unit would better meet the needs of all students if the work were done exclusively in the classroom, rather than in the way I have assigned it in the past. This is because there can be a huge discrepancy in the quality of work between those who have access to parental intervention and a ready access to supplies and those who are left to finish the product left to their own devices. Otherwise, the unit is easy to implement and gives the students important skills while, at the same time, instilling a sense of accomplishment.