What does a river reveal about the history of an area?

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Suggested grade level(s): 4th-6th grades

Student Learning Objectives

- *Students will be able to*
    - develop questions from primary sources
    - quote accurately from a text while explaining their learning
    - take informed action within the community

2024 ILS Social Studies Standards Addressed:

- SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and consider multiple points of view.
- SS.3-5.IS.2. Generate supporting questions that require investigation to help answer essential questions.
- SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.
- RI5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Materials Used

SQ1: What do you know about the Kishwaukee River?	SQ2: In what ways has the Kishwaukee River been significant in the founding and growth of DeKalb County?	SQ3: How is the Kishwaukee River significant to inhabitants of DeKalb County?
- Source A: Google Map of the Kishwaukee River - Source B: *Sycamore True Republican*, "Kishwaukee Name" (1878) - Source C: "Uncovering fascinating facts about the Kishwaukee River" (2010) - Source D: "Topographical Description" *Portrait and Biographical Album* (1885)	- Source A: "Petition for Land Office at "Kishwaukee"" (1839) - Source B: "Imagine Steamboats on the Kishwaukee" (2015) - Source C: Video: 19th century technology of a Grist Mill - Source D: "Kishwaukee River," *Landings* (1990)	- Source A: History of DeKalb County (1840) - Source B: DeKalb County - Places of Interest - Source C: Belvidere Park District History: "A bathing beach" - Source D: "Different Creatures of the Kishwaukee" (2015)

Procedure:

Anticipatory Set/ Staging the Compelling Question
What do you know about the Kishwaukee River? Create a classroom chart of student responses- (possible guiding questions) Is it near your house, town, or favorite park? Have you traveled over it, on it or near it? Has it provided recreation for you? etc.

Begin:

Give students time to explore photos of the Kishwaukee River *(click on the link to open, or copy link to add to Google classroom)*

Possible Discussion Questions: What questions do you have about the past? What changes have happened over time? What links between human and nature are evident? How is the place linked to other places? In what ways do people interact with this?

Compelling Question: **What does a river reveal about the history of an area?**
   ● Think about where you live - what names pop up repeatedly?
   ● Consider the name Kishwaukee - **What do you know about the Kishwaukee River?** Create a class KWL chart for ideas- as you further your investigation, revisit this chart; add to it or change information as needed

Explore:

Supporting Question 1:   **What do you know about the Kishwaukee River?**

Activity: Students will work with a partner to explore the sources provided using the Primary Source Analysis Tool.

Formative performance task: Students will switch and find a new partner to go over their notes, sharing their ideas with another group.

Supporting Question 2:   **In what ways has the Kishwaukee River been significant in the founding and growth of DeKalb County?**

Activity: Students will read articles and watch a video to create a Top 10 List of why the Kishwaukee River is significant.

Formative performance task: Share ideas from student responses to their Top 10 List work and Revisit the

classroom KWL chart, have students add knowledge to the chart.

Supporting Question 3:   *How is the Kishwaukee River significant to inhabitants of DeKalb County?*

Activity: Students will read and explore articles about the Kishwaukee river using the *"Read & Say Something"* method. Working as Partners, students take turns doing a portion of the reading (paragraph or column in the text). The partner listens carefully and when the reading is complete they have to "say" something back to their partner to show they understood the material (summarize what was read).

Formative performance task: Partners will work together to complete the Quoting Accurately task together. When finished groups will share their own question regarding one of the articles to test their classmates. (Quoting Accurately - Answer Key)

Do:

Informed Action & Summative Assessment

Spread the Word Choice Board - students will select from a choice board to present their findings

- Spread the Word!
- Scoring Rubric