



1850 – 1874

NOTABLE NEBRASKAN J. STERLING MORTON

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LESSON PLAN

	GRADE LEVEL	PAGE
J. Sterling Morton, A Life of Service	4 th	2

RESOURCES

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/ndestandards/documents/SocialStudiesHistoryStandards.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

<http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.html>

Lesson Plan: Notable Nebraskan J. Sterling Morton A Life of Service

Lesson Grade Level:
4th Grade

Lesson Objectives:

1. Students will locate electronic sources on J. Sterling Morton.
2. Students will identify examples of J. Sterling Morton's contributions to his family, community, state, and nation.
3. Students will interpret sources to determine most important contributions.
4. Students will create visual symbols for these contributions.

Introduction:

J. Sterling Morton was a great Nebraskan who served others in many ways. In this lesson, students will search the Nebraska Studies website to discover information about J. Sterling Morton's life and accomplishments. Students will learn why J. Sterling Morton has been honored as an outstanding citizen and notable Nebraskan.

The Task:

Using a variety of online sources, students will gather information about the life of J. Sterling Morton, and use this information to make symbols that stand for his greatest accomplishments and contributions to his family, community, state, and nation. Students will then arrange their symbols on one of 4 puzzle pieces, with each piece representing one of these 4 levels of service mentioned above. Together these 4 puzzle pieces form the state of Nebraska.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.3. By the end of fourth grade, students will describe social and economic development of Nebraska in the 20th century.

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.6. By the end of fourth grade, students will identify significant **individuals**, historical **events** and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.7. By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

The Resources:

The teacher will need to review the information available on this and related Web sites and print a copy of a map outline of the state of Nebraska for each student. Determine the size of the map by deciding how you want to display the projects. It can be small enough to fit on a notebook page or large enough to be displayed on a wall.

Nebraska Outline Maps

http://www.netstate.com/states/maps/ne_maps.htm

<http://geography.about.com/library/blank/blxusne.htm>

<http://www.enchantedlearning.com/usa/states/nebraska/outline/>

J. Sterling Morton, Notable Nebraskan, Nebraska Department of Education

<http://www.nde.state.ne.us/SS/notables/morton.html>

The History of Arbor Day, Arbor Day Foundation

<http://www.arborday.org/arborday/history.cfm>

Julius Sterling Morton, National Statuary Hall Collection, Architect of the Capitol

http://www.aoc.gov/cc/art/nsh/morton_j.cfm

Arbor Day

<http://www.arbor-day.net>

Nebraska Studies 1850-1874 website, J. Sterling Morton section

http://www.nebraskastudies.org/0500/stories/0506_0100.html

Graphic Organizers

<http://www.graphic.org/venbas.html>

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Glencoe. Graphic Organizer

http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf

Nebraska Dept. of Education Academic Standards.

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Dept. of Education State Social Studies/History Standards.

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

Nebraska State Historical Society.

<http://nebraskahistory.org/oversite/research.htm>

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Nebraska State Historical Society: Nebraska Trailblazer

<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>

Rubrics: General Rubric

<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.md12.org/instruction/curriculum/hsa/critical_thinking/soc_std rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.

"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

The teacher should prepare for this lesson by becoming familiar with all phases of the lesson and Nebraska Studies website, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by obtaining a copy of an outline map of Nebraska for each student.

Then guide students through the following steps:

1. Introduce the lesson. Discuss:
 - a. What makes someone an outstanding citizen?
 - b. What is the difference between a good citizen and an outstanding citizen?
 - c. How is citizenship related to responsibility and service?
2. Have each student fold a regular sheet of notebook paper in half and in half again. When opened the sheet should then be divided into 4 sections. Label each of the sections with one of these 4 titles:
 - home
 - community
 - state
 - nationStudents will use this note sheet to record information about Morton's contributions and accomplishments in these 4 areas.
3. Guide students to the NebraskaStudies.org website, and show them how to use it. Have students read the J. Sterling Morton section of the 1850-1874 timeline on Nebraska Studies:
http://nebraskastudies.org/0500/stories/0506_0100.html
Use the information to collect data about Morton's accomplishments and contributions. Categorize each of these into one of the 4 areas, and record notes in the appropriate section of the note sheet.
4. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful information. If necessary, have students exchange information to complete their notes.
5. As a class and/or individually, prioritize the list of accomplishments and contributions. Think of visual symbols (pictures) for those deemed most important.
6. Give each student a copy of the Nebraska outline map. Have students cut out the map. Turn the map over to the "wrong side" and draw lines that divide the map into a puzzle with 4 pieces. Also on the "wrong side" label each piece to match the 4 categories on the note sheet (family, community, state, nation). Turn the puzzle pieces over, draw or find pictures to symbolize Morton's greatest accomplishments and contributions, and arrange these pictures artistically on the appropriate piece.
7. Mount the 4 pieces of the Nebraska "puzzle" on a larger sheet of construction paper or on a page in each student's notebook. Decorate with colors, and write a title that includes J. Sterling Morton's name and the word "Nebraska".
8. Have each student put the finished project on his/her desk. Lead the students in a "gallery walk" up and down the rows of desks so that everyone in the class will get to see each project. When the walk is complete, have a short "brag fest" where the class talks about the positive and creative aspects of student work on this project.

9. Debrief the class by discussing why J. Sterling Morton was an outstanding citizen and a notable Nebraskan. Talk about how his actions influenced the lives of today's Nebraskans and write a generalization about the most important thing they learned from studying Morton's life.

Learning Advice:

Teachers should take care to make sure students understand puzzle directions and should monitor successful completion of the project. Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. Students can work in pairs from the beginning of the project. Give each student in the pair 2 categories to research and 2 sections of the Nebraska puzzle to complete. Students could even work in groups of 4, giving each student only one category to research and 1 piece of the Nebraska puzzle to complete. Completed projects would then have to be displayed where all students could look at them.
2. To control the amount of time spent on this lesson, teachers may set a certain amount of time for research. When this time is up, have students share their answers with others who researched the same categories.
3. To extend the lesson, have students draw and label some key physical features of Nebraska before cutting the map into puzzle pieces. Students can then add their symbols to the map.
4. To add interest, use old Nebraska road maps to mount projects or to form the puzzle pieces.
5. To extend the lesson, list the important character traits that allowed J. Sterling Morton to achieve his goals.
6. Write a paragraph or short essay entitled, "J. Sterling Morton: A Great Citizen, A Great Nebraskan."

Conclusion:

To conclude this lesson, complete steps 8, 9, and 10 listed in the section labeled **Process**.

Assessment Activity:

To assess this lesson, simply note the completion of Lesson Objectives. This can be done by noting participation on a class roster. Listen carefully to student discussions. Also note the generalizations generated by the students. These can be easily graded if the teacher chooses to do so.