4th Grade Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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4th Grade Literacy Project: Poetry
<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
</table>
| Grade Level Standard(s) | **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| Caregiver Support Option | Read the poems with students. Discuss the meaning of the poem and any lines that seem important. |
| Materials Needed | Lined Paper  
Pen/Pencil |
| Question to Explore | How can we use poetry to describe everyday experiences or objects? |
| Student Directions | Poetry is a genre of writing that typically uses vivid description and rhythm to describe an author’s feelings or thoughts about a topic.  
In this project, you will:  
● Read a variety of poems.  
● Learn how authors use description in poetry.  
● Write poems to describe topics that are important to you |

**Activity 1: Reading Poetry**

**Directions:** In a poem, the speaker is the one who is narrating the poem. As you read each of these poems, annotate lines where the speaker shows you how they feel about the topic. Also find details that help the reader imagine what the topic looks like, sounds like, feels like, and/or smells like. The first example has been done for you.

A. **My Example:**

![Chicago Public Schools logo]
Ode to My Shoes

BY FRANCISCO X. ALARCÓN

my shoes rest
all night
under my bed where they are
tired
they stretch and loosen
their laces
wide open
they fall asleep
and dream of walking
they revisit the places they went to during the day
and wake up cheerful and relaxed so soft

shows what the shoes do and how they look
shows how they look
what?! Shoes dream? and sleep?

* The speaker of this poem must really like their shoes!

Source: Poetry Foundation

B. Your turn! As you read each of these poems, annotate lines where the speaker shows you how
they feel about the topic. Also find details that help the reader imagine what the topic looks like, sounds like, feels like, and/or smells like.

<table>
<thead>
<tr>
<th>Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April Is a Dog’s Dream</strong> by Marilyn Singer</td>
</tr>
</tbody>
</table>
| April is a dog's dream  
the soft grass is growing  
the sweet breeze is blowing  
the air all full of singing feels just right  
so no excuses now  
we’re going to the park  
to chase and charge and chew  
and I will make you see  
what spring is all about  

Source: Poetry Foundation |

| Recess! Oh, Recess! by Darren Sarrelli |
| Recess! Oh, Recess!  
We love you! You rule!  
You keep us away  
from the teachers in school.  
Your swings are refreshing.  
Your slides are the best.  
You give us a break  
from a really hard test.  

Recess! Oh, Recess!  
We want you to know,  
you’re sweeter than syrup,  
you’re special like snow.  
You don’t assign homework.  
You make the day fun.  
You let us play kickball  
and run in the sun.  

Recess! Oh, Recess!  
You’re first on our list.  
We’d be in despair  
if you didn’t exist.  
We’re happy we have you.  
You’re awesome and cool.  
Recess! Oh, Recess!  
We love you! You rule!  

Source: Poetry Foundation |

Which poem was your favorite? _________________________________
C. Answer one of the following questions about your favorite poem. Write your response on a separate piece of paper.

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
</table>
| **Write a paragraph:**  
1. What is the topic of this poem?  
2. How does the speaker of the poem feel about the topic?  
3. Use evidence from the text to support your answer. | **Draw:**  
Create a drawing that illustrates the poem. In your drawing:  
1. Show what the topic of the poem is  
2. What pictures come to mind when you read this poem?  
3. Draw what you are imagining. In your image, include at least 3 details from the text. |

Activity 2: Observe Your World

**Directions:** Poets use powerful language to describe the things they see, feel, or experience in their daily lives. Today, you will begin planning for a poem you will write.

A. On a separate piece of paper, brainstorm a list of objects, events, or topics that are really important in your life.
B. Select the two most interesting objects and write them in the graphic organizer on the next page.
C. Use the graphic organizer on the next page to describe the two objects, topics, or events you chose. When you are completing the graphic organizer, it will be helpful to look at the object you chose, or to imagine the event in your mind. NOTE: You might not be able to complete all rows. Try to complete at least two!

<table>
<thead>
<tr>
<th>Topic 1: ________________________</th>
<th>Topic 2: ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you feel about this topic?</td>
<td>How do you feel about this topic?</td>
</tr>
<tr>
<td>Describe what it looks like</td>
<td></td>
</tr>
<tr>
<td>Describe what it</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3: Write Your Own Poem!

Directions:
A. Select one of the poem topics you described using the graphic organizer.
B. On a separate piece of paper, write a poem about that object/topic/event.
   a. Use descriptive words and phrases to show the reader your thoughts and feelings about that object/topic/event.
   b. Refer to the poems in activity 1 to get ideas for how to write your own!
   c. Create a title
C. Repeat steps one and two with the second topic from your graphic organizer.
D. OPTIONAL: Use the internet to research types of figurative language. Try to incorporate metaphor, simile, and personification into your poem as a way to describe your topic.

Activity 4: Reflection

Directions: Use a separate piece of paper to respond to the following questions.
A. How is poetry similar to other types of texts that you have read? How is it different?
B. Of the poems you wrote, which one do you like best? Why?
Cross Content Connections:

- **Science:** After reading about the water cycle, write a poem that uses descriptive language to describe what you learned.
- **Visual Arts:** Create an image, video, or other visual to represent the feeling you are conveying in your poem.
<table>
<thead>
<tr>
<th>4th Grade Math Project: Growing a School Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimated Time</strong></td>
</tr>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
</tr>
</tbody>
</table>
Activity 1: Planning a Vegetable Garden

A. You are helping your class plan a vegetable garden at school. In the vegetable garden you will plant the following vegetables: green peppers, carrots, onions, and cucumbers.

Your garden is in the shape of a rectangle and is divided into eight equal sections. Below is a picture of your garden.

When planting the vegetables in your garden, here are some additional instructions:

- Each of the eight sections of the garden must be used when you plant your vegetables.
- There can only plant one type of vegetable in each of the eight sections.
- There should be more sections with carrots than any of the other vegetables.

Label each of the eight sections of the vegetable garden with the names of the vegetables to show your plan. Remember the instructions from above.

B. Now that each section of your garden has a vegetable planted in it, write the fraction for each of the vegetables in your garden.

1. What fraction of your total garden is planted with green peppers? ______________
2. What fraction of your garden is planted with carrots? _________________
3. What fraction of your garden is planted with onions? _________________
4. What fraction of your garden is planted with cucumbers? _________________

C. Your teacher shared that the space for your class vegetable garden will now actually be
larger than was originally planned. The picture below shows the plan for the new larger vegetable garden. The new garden will now have a total of 24 equal sections and will be planted with the same vegetables as the first garden - green peppers, carrots, onions, and cucumbers.

Using the fractions from your original garden in part A above, label the sections in your new garden plan with the names of the same vegetables. The fractions of vegetables in your new garden must be equivalent to the fractions of vegetables in your first garden.

D. Write the equivalent fractions for each vegetable in your new garden.

1. What fraction of your new garden is planted with green peppers? _______________

2. What fraction of your new garden is planted with carrots? _______________

3. What fraction of your new garden is planted with onions? _______________

4. What fraction of your new garden is planted with cucumbers? _______________

E. Look at the fractions that you wrote for carrots in parts B and D. Explain why these two fractions are equivalent fractions. Use the two garden plans to help explain your answer.

Activity 2: Native Flowers

A. In addition to your class vegetable garden, your principal has asked your class to plant 80 native flowers in a special school flower garden. Your principal has started the planning, but he is now asking you to help finish the plan.

Complete the table below. Fill in the fraction for the Compass Plant and the number of each
of the four different types of native flowers in the right column.

<table>
<thead>
<tr>
<th>Native Flower</th>
<th>Fraction of the Garden</th>
<th>Number of Flowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wild Anemone</td>
<td>2/8</td>
<td></td>
</tr>
<tr>
<td>Purple Coneflower</td>
<td>1/10</td>
<td></td>
</tr>
<tr>
<td>Milkweed</td>
<td>3/5</td>
<td></td>
</tr>
<tr>
<td>Compass Plant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Explain how you figured out the fraction for the Compass Plant. You may use words or draw pictures to help with your explanation.

C. Now, compare the different fraction amounts of some of the native flowers in the garden. Write an inequality sign in the space provided that correctly compares the amounts of the two kinds of flowers in the garden plan.

Wild Anemone _________ Purple Coneflower
Milkweed _____________ Purple Coneflower

Explain why the fraction of Milkweed in the garden is greater than or less than the fraction of Wild Anemone.

Activity 3: The Other School’s Vegetable Garden

A. Another school has shared their plan for their vegetable garden with you. Below is the other school’s plan for their vegetable garden.

<table>
<thead>
<tr>
<th>Lettuce</th>
<th>Celery</th>
<th>Carrots</th>
<th>Carrots</th>
<th>Lettuce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radishes</td>
<td>Carrots</td>
<td>Lettuce</td>
<td>Celery</td>
<td>Carrots</td>
</tr>
</tbody>
</table>

Using the other school’s plan, complete the table below. Fill in the fraction of each different kind of vegetable in the other school’s garden. Then write the decimal equivalent for each fraction.
The Other School's Vegetable Garden

<table>
<thead>
<tr>
<th>Type of Vegetable</th>
<th>Fraction</th>
<th>Decimal Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrots</td>
<td></td>
<td>0.4</td>
</tr>
<tr>
<td>Radishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lettuce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Which vegetable covers the least amount of space in the other school’s vegetable garden? Explain how you know with words or pictures.

C. Katrena is a student from the other school. She added up all of the decimals in the right column of the table above. Katrena said the sum of the four decimals in the right column equals ten tenths. Katrena wrote the sum as 0.10. Do you agree with how Katrena wrote the decimal ten tenths? Explain why Katrena is correct or incorrect.

Activity 4: Extension - Equivalent Fractions

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to create two equivalent fractions below.

How many different number combinations can you find with the digits 1 to 9?
Now try again with three equivalent fractions! Remember you may use the digits 1 to 9 only once.
4th Grade Science Project: Which energy source is best for the future of Illinois?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</td>
</tr>
</tbody>
</table>
| Caregiver Support Option | Support is recommended for the following  
  • reading and interpreting the provided texts  
  • engaging in discussions with your student around project questions  
  • writing an argument supported with evidence (Activity 5) |
| Materials Needed | Paper and pencil/pen |
| Question to Explore | Which energy source is best for the future of Illinois? |
| Student Directions | Each activity has directions for you to follow. |

Activity 1: What are your initial ideas about energy sources? (5-10 min.)

A. Read the information below.

When you plug in your cell phone or tablet, have you ever wondered where that electricity comes from? Our state, Illinois, currently gets its electricity from several different sources, including coal power, nuclear power, biofuels, and wind and solar power. The governor of Illinois is debating the future plans for energy for our state and is thinking about the question, “Which energy source is best for the future of Illinois?” The mayor is looking for advice from three of his assistants. Their ideas are shown below.

- **Carolina** wants to open more coal power plants. She says that adding these coal power plants would provide several jobs because there is a lot of coal in Illinois and the source is very reliable.
- **Stefan** wants the state to focus on building more renewable energy sources like wind energy and solar energy. He says this will help reduce pollution in Illinois and help reduce climate change.
- **Jada** wants to develop more nuclear energy. He says that it will fight pollution, it will help fight climate change, and it is very safe.

Your job is to go through the investigations in the next few activities to help the governor and his three assistants decide which energy source would be best to use for the future of Illinois.

B. Answer the following questions on another sheet of paper:
   1. Right now, how do you think your electricity is made?
   2. Right now, which of the above opinions do you most agree with? Why?

Activity 2: Renewable Energy Sources (20-25 min.)
1. Read the graph below. Circle the top three sources of energy in Illinois currently (right now).

![Graph showing energy sources in Illinois](image)

2. Illinois gets its energy from both renewable and non-renewable energy sources. What do you think these are? Sort the following energy sources into the appropriate category.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>Wind</th>
<th>Oil</th>
<th>Sun</th>
<th>Water</th>
<th>Coal</th>
<th>Nuclear</th>
<th>Fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Renewable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What do you think is the difference between renewable and nonrenewable energy?

You'll start by figuring out how renewable sources like water, wind, and the Sun produce electricity.

4. Read the texts on renewable energy sources on the next page to figure out how they can use the wind, sun, and water to produce electricity. As you read, annotate any ideas that you find that help you figure out where electricity comes from.

5. 
Renewable Energy Sources
Source: Amplify Science It's All Energy, p. 18-20 (Español)

**Wind:** A wind turbine converts the motion energy of wind into electrical energy. Moving air collides with the blades of the turbine, forcing them to spin. A generator attached to the turbine converts the energy to electrical energy.

[Images of wind turbines]

The blades of wind turbines can be many shapes.

This small wind turbine is used to measure the speed of the wind. The amount of electrical energy that comes out of it tells how fast the wind is blowing.

**Sun:** A solar panel converts light energy into electrical energy. Large solar panels in bright sunlight are used as a household electrical energy source, but even small ones can be used for low-energy uses like calculators.

[Images of solar panels and a calculator]

Calculators often have tiny solar panels on them.

**Water:** In a hydroelectric power plant, a water turbine and an electric generator convert the motion energy of water to electrical energy. To convert the energy, moving water is made to collide with the blades of a water turbine. The turbine pushes a generator and the generator converts the motion energy to electrical energy.

[Images of a dam and a water turbine]

This dam is holding back water that will collide with the blades of a very large turbine, which will push an electric generator.

This is a water turbine inside a hydroelectric power plant.
6. For each different energy source in the text on the previous page, use the chart below to name the energy source and explain how it converts energy into electricity.

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Converter</th>
<th>How does it convert energy into electricity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now that you’ve read a little bit about renewable sources like water, wind, and the Sun, you’ll figure out how non-renewable energy sources produce electricity.

**Activity 3: Nonrenewable Energy Sources (15 min.)**

Read the texts below to figure out how nonrenewable energy sources produce electricity. Annotate any ideas that you find that help you figure out where electricity comes from.

**Nonrenewable Energy Sources**

Source: Amplify Science *It’s All Energy*, p. 21, 22 ([Español](#))

**Fuel:** A fuel-burning power plant converts the chemical energy of fuel into electrical energy. The fuel is almost always fossil fuel—coal, oil, or natural gas. Fuel-burning power plants are complicated systems with many parts. One part is the part where the fuel is burned to run some kind of engine or turbine. Another part is the electric generator. In most power plants, the energy from burning fuel makes steam, which collides with the blades of a turbine to make it spin. The turbine makes the generator turn, and the generator converts the energy to electrical energy.

This large fuel-burning power plant gets its energy from fossil fuels. You can tell by the smokestacks. Most of the electrical energy we use is converted by this kind of power plant.

This smaller fuel-burning power plant also burns fossil fuels. It has a generator inside, but instead of a steam turbine, it has a diesel engine similar to the engine of a car.

**Nuclear:** A nuclear power plant does not burn fuel, so it does not have chimneys or smokestacks. A nuclear power plant converts the energy stored in the center of atoms into thermal energy to boil water and make steam. The steam runs a turbine, which spins a generator, which converts the energy to electrical energy.
7. For each nonrenewable energy source, use the chart below to name the energy source and explain how it converts energy into electricity.

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Converter</th>
<th>How does it convert energy into electricity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Now, based on your new understandings, re-categorize each of the different types of electricity sources as renewable or nonrenewable.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>Wind</th>
<th>Oil</th>
<th>Sun</th>
<th>Water</th>
<th>Coal</th>
<th>Nuclear</th>
<th>Fuel</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewable</th>
<th>Non-Renewable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Answer the questions below on a sheet of paper:
   a. How would you describe the difference between renewable and nonrenewable energy now?
   b. Return to the graph of energy production in Illinois in 2017 as shown in Question 1. What new ideas do you have about where Illinois gets its energy from currently?
   c. Do you approve of where Illinois gets its energy? Do you think it’s ok? Why or why not?

Activity 4: What are the pros and cons of the different energy sources? (15 min.)

Now that you have figured out exactly how the different sources of energy produce electricity, you’ll gather information on the advantages and disadvantages of each.

1. Draw the table below on a sheet of paper, but leave a lot more room in the boxes to write.
2. As you read the text on the next page (Advantages and Disadvantages of Energy Sources), record two of the biggest advantages and two of the biggest disadvantages for each source.

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Advantages (Benefits)</th>
<th>Disadvantages (Possible Problems)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil Fuels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solar Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear Energy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Advantages and Disadvantages of Energy Sources

**Fossil Fuels**
- **Renewability**: Fossil fuels are not renewable. They are formed underground over millions of years. In order to keep a steady supply of fuels, people have to keep looking for new places to find them and new ways to get them out of the ground.
- **Reliability**: Fuel is one of the most reliable sources of energy. You can burn it when you need it and save it when you don’t. So far, people have not run out of fossil fuels, but they have become harder to get, and since they are not renewable, they could eventually run out.
- **Cost**: Fossil fuel: $ (less expensive)
  Energy produced from fossil fuel has always been a good value for the money compared to other sources. Cost depends partly on how much is done to reduce pollution from burning the fossil fuel. Making it cleaner makes it cost more.
- **Environmental Impact**: Mining and pumping fossil fuels from the ground damages natural habitats. Spills and leaks of fossil fuels during pumping or transportation have caused damage to natural habitats. When fossil fuels are burned, some of the material goes into the air as pollution. There are ways to capture some of the pollution, but they are expensive. Burning large amounts of fossil fuel is changing the atmosphere. Evidence shows that these changes are affecting Earth’s climate, making it warmer and also contributing to heat waves, cold spells, droughts, and severe weather events.

**Sun**
- **Renewability**: Sunlight is a renewable energy source. The sun will continue to put out sunlight for billions of years, no matter how we use its energy.
- **Reliability**: Solar panels do not work all the time. For example, they cannot be used at night when solar energy is not available, and they are not reliable on cloudy days. In order to be reliable, a system must include other sources besides solar energy.
- **Cost**: Solar panels: $$ (more expensive); Solar thermal power plants: $$$ (most expensive)
  Solar thermal plants are more expensive than solar panels. Overall, the cost of using the sun’s energy is higher than some other energy sources.
- **Environmental Impact**: Solar panels: Factories that make solar panels have to use dangerous chemicals. However, once a solar panel is made, it lasts a long time and makes no pollution while it is being used. Solar thermal power plants: These power plants take up a lot of land. Usually that land is in a desert, which is a habitat for wildlife.

**Wind**
- **Renewability**: Wind energy is renewable energy. When you use it, there is still more.
- **Reliability**: Wind is less reliable than most other sources of energy because the weather is not windy all the time in any one place. Any system that includes wind energy must include other energy sources in order to be reliable. Offshore wind farms are in oceans or very large lakes, miles away from land. Offshore wind farms have windy weather more often than wind farms on land, but even offshore farms still do not generate energy all the time.
- **Cost**: Wind farms on land: $ (less expensive); Offshore wind farms: $$$ (most expensive)
  Wind farms on land are less expensive than offshore wind farms because it is easier to build a wind farm on land than in the ocean.
- **Environmental Impact**: The whirling blades of a wind turbine are a danger to birds and bats. Scientists are studying ways to help animals avoid them. People who live near large wind turbines have had problems with the noise they make, and offshore wind turbines can cause noise pollution harmful to ocean animals.

**Water**
- **Renewability**: Hydroelectric energy is renewable as long as the water used to run the power plants is replaced by more rain or melted snow.
- **Reliability**: The amount of available energy from water does not change much from hour to hour. In that way, it is very reliable. Over longer periods of time, however, there can be shortages of hydroelectric power. Droughts and dry seasons can limit the amount of available energy.
- **Cost**: Hydroelectric power plants: $ (less expensive)
  Hydroelectric energy is relatively inexpensive as an energy source and accounts for most of the electricity generated by renewable sources.
- **Environmental Impact**: Hydroelectric energy does not affect the atmosphere or make pollution. It still affects the environment, mainly because of dams in rivers. Above the dam, a valley that was once dry land becomes the bottom of a lake. Downstream, the flow of water is affected by the dam. Unless the dam has fish ladders, fish cannot swim past the dam.

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*Source: Amplify Science *It's All Energy*, p. 29, 31, 33, 35, 37 (Español)*
Activity 5: Creating Arguments From Evidence (15min.)

Now that you have gathered new information, return to the debate the Illinois governor’s assistants were having about the future of energy in Illinois. The ideas of each of the assistants is once again shown below.

- **Carolina** wants to open more coal power plants. She says that adding these coal power plants would provide several jobs because there is a lot of coal in Illinois and the source is very reliable.
- **Stefan** wants the state to focus on building more renewable energy sources like wind energy and solar energy. He says this will help reduce pollution in Illinois and help reduce climate change.
- **Jada** wants to develop more nuclear energy. He says that it will fight pollution, it will help fight climate change, and it is very safe.

1. Which assistant’s idea for the future of Illinois energy do you most agree with?
2. Write a letter to the governor to convince him to select the plan you think is best.
   a. Provide 2 pieces of evidence (from the activities in this packet) to support the plan you choose.
   b. Also discuss why one of the other assistant’s ideas should not be selected.

Dear Governor,

I have done a lot of research to find a better energy source for our communities in Illinois. I suggest that ______’s plan should be selected.

I think this energy source will work best because...

One piece of evidence I have for this plan is... A second piece of evidence I have for this plan is...

Finally, I think that ____’s plan should not be selected because...

Sincerely,
___________________________

3. Reflection: What is the most interesting new thing you learned about renewable and nonrenewable sources of energy? Write your answer on a sheet of paper.

Optional: Cross-Content Extension Activity

- **Math**: Create a line graph of the wind speed of both Chicago and Ft. Lauderdale over the course of 7 days. What patterns do you notice?

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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<tbody>
<tr>
<td><strong>Chicago, Illinois</strong></td>
<td>7 mph</td>
<td>14 mph</td>
<td>21 mph</td>
<td>15 mph</td>
<td>10 mph</td>
<td>11 mph</td>
<td>20 mph</td>
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<tr>
<td><strong>Ft. Lauderdale, Florida</strong></td>
<td>14 mph</td>
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<td>13 mph</td>
<td>21 mph</td>
<td>19 mph</td>
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### Grade 3-5 Social Science Project: Here and Now Snapshot

<table>
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<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
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</table>
| **Grade Level Standard(s)** | **SS.IS.3.3-5.** Determine sources representing multiple points of view that will assist in answering essential questions.  
**SS.IS.4.3-5.** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.  
**SS.IS.6.3-5.** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. |
| **Caregiver Support Option** | **Notes on the structure:**  
• Activities are designed to be done in order - each one builds on the other so you should not skip activities  
• Activities are an average of 15-20 mins each. More than one can be done in a day.  
Before giving the activities to students, caregivers might:  
• spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.  
• When reading the texts, students should circle or underline any unfamiliar words so you both can define them together  
In this particular lesson, it’s important to note that:  
• student(s) are creating a “Here and Now Snapshot” to represent their historical setting right now  
• Consider making your own “Here and Now Snapshot” that represents your historical setting right now and sharing with them  
• Ask them to share and explain their snapshots to you - on p. 9 students will review and revise their work. Consider using the examples provided to discuss and reflect on what can be better. |
| **Materials Needed** | Writing tool, paper |
| **Question to Explore** | How can I capture where I am in time and place? |
| **Student Directions** | Every moment we live is a moment of history! The things we write, the images we draw become the artifacts of our experience, the primary sources that will tell others about our lives. In this mini-inquiry, students learn about historical setting by examining images of the past. Throughout the week, they use their learning to create a “Here and Now Snapshot.” Their creation will serve as an artifact that tells the story of their experience during this unique period of time. |
Day 1 (Activity 1): Examining Historical Setting (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:
- Look at images for details about their historical setting
- Identify your own setting

You will need:
- Paper or notebook
- Writing tool
- “My Setting” handout (optional)

Let’s Get Started!

A. THINK

Have you ever thought about what someone 20, 30, or even 100 years from now would think about young people?

Guess what... someday in the future, someone might look at the things you’ve created and wonder about you.

B. EXPLORE

Let’s think like historians by looking at historical setting. Historical setting describes where and when something took place.

What can we learn about life in the past by looking at the historical setting of each picture below?

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- Who: Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- What: What objects do you see? What activities do you see?
- Where: What do you see in the background? Where do you think they’re located?
- When: What time of day do you think this is? What time of year could it be? Is this in the past or present?
What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- **Who**: Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- **What**: What objects do you see? What activities do you see?
- **Where**: What do you see in the background? Where do you think they're located?
- **When**: What time of day do you think this is? What time of year could it be? Is this in the past or present?

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- **Who**: Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- **What**: What objects do you see? What activities do you see?
- **Where**: What do you see in the background? Where do you think they’re located?
- **When**: What time of day do you think this is? What time of year could it be? Is this in the past or present?

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C. **DO**

Your challenge this week: Create a “Here and Now Snapshot” to represent your historical setting at this time.

Today, you will complete the first step of the challenge!

Record the who, what, where, and when of your setting on paper (or use the “My Setting” handout if you like).

You don’t have to write about this exact moment – you can think back to a moment from your day that really captures your life right now.
DAY 1  
My Setting

**WHO** is with you?

Who is **not** with you?

**WHAT** is going on?

What is **not** going on?

**WHERE** are you?

Where are you **not**?

**WHEN** is it?
Day 2 (Activity 2): Representing Your Setting (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:
- Look at an historical image for details about its setting
- Create an image that represents your setting

You will need:
- Paper or notebook
- Writing tool
- Drawing materials (optional)
- “Drafting Template” handout (optional)

Let’s Get Started!

A. THINK

You’ve learned about setting by analyzing photographs. How would it be similar or different if you were analyzing a painting or drawing?

B. EXPLORE

Let’s think like historians!

This is a sketch by the artist Vincent van Gogh. What can we learn about the setting?
- Who: Who is in the picture? What are they wearing? How are they connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your historical setting at this time.

Today, you will complete the next step of the challenge, which is to make a first draft of your “Here and Now Snapshot”!
Use pictures and words to show your setting on paper (or use the “Drafting Template” handout if you...
Your goal: Show your historical setting in words and pictures.

- What do you want the viewer to think?
- What do you want the viewer to feel?
- What do you want the viewer to know or wonder about your moment in time and place?

**DAY 2**
**Drafting Template**

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**Day 3 (Activity 3): Evaluating the Work (15-20 min)**

This week we’re thinking about the question: *"How can I capture where I am in time and place?"*

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:
- Reflect on your progress
- Make a plan to improve your work

You will need:
- Your work from previous activities
- Paper or notebook
- Writing tool
Let’s Get Started!

A. THINK
You’ve already created the first draft of a “Here and Now Snapshot” that shows your setting using words and pictures!

Pause to reflect on your work. When someone looks at your work, will they understand your setting?

B. EXPLORE

Look at this student’s “Here and Now Snapshot.” How much does this image tell you about the historical setting?

- What is your reaction to this?
- What do you think the maker is trying to communicate?
- Which details show the Who, What, Where, and When?

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

What advice would you give the artist to make this work even stronger?

- The artist could add…
- The artist could try…
- The artist could adjust…

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time.
Today, you will explore your own first draft to check if you are meeting your goal to show your setting in words and pictures.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Which details show the Who, What, Where, and When?
   - What will the viewer think or feel when they see this work?
3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust

<table>
<thead>
<tr>
<th>Day 4 (Activity 4): Finalizing the Work (15-20 min)</th>
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<tbody>
<tr>
<td>This week we’re thinking about the question: &quot;How can I capture where I am in time and place?&quot;</td>
</tr>
<tr>
<td>Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.</td>
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<th>Today you will:</th>
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<tbody>
<tr>
<td>Finalize your “Here and Now Snapshot”</td>
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<tr>
<th>You will need:</th>
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<tbody>
<tr>
<td>Your work from previous activities</td>
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<tr>
<td>Drawing and coloring materials (optional)</td>
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Let’s Get Started!

A. THINK

Remember your work plan? That’s when you said:
   - I will add...
   - I will try...
   - I will adjust...

Decide or discuss: **What will you do next to finalize your work?**

B. EXPLORE

Check out some “Here and Now Snapshots” by other students.
   - What changes did this artist make to their work?
   - How do these changes help you understand more about their historical setting?
C. DO

Today, you will work to finalize your “Here and Now Snapshot” to best represent your historical setting.

1. Get out your first draft and any other materials from previous activities.
2. Think about your work plan.
3. Decide: Do you need a fresh piece of paper to start over? Or will you just edit your first draft to make your final draft?
4. Get to work making your final draft!
Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:
- Think about what your “Here and Now Snapshot” tells about you and your setting
- Find a way to share your final work

You will need:
- Your finished “Here and Now Snapshot”
- “Sharing” handout (optional)

Let’s Get Started!

A. THINK
Someday, a long time from now, someone might look at the things you’ve created to wonder about you.
Today, someone in another household, another city, or another country might be wondering about you right now!

B. EXPLORE
Look at your finished “Here and Now Snapshot.”
Think about or discuss:
- Looking at my “Here and Now Snapshot,” what will viewers think, feel, or wonder about me or my historical setting?
- What evidence did I include to make the viewer think or feel that?

C. DO
Now that you’ve completed your “Here and Now Snapshot” it’s time to share your work with others!

Here are some ideas for connecting with others:
- Share with a family member and...
  - Help them to create their own
  - Ask them what your work makes them think, feel, or wonder (or use the “Sharing” handout to get a written response)
- Share with your classroom community (if this is an option) and discuss similarities and differences in what you’ve decided to include
- Ask an adult to help you share your work online with the hashtag #inquiredtogether
- Hang your “Here and Now Snapshot” in the window
- Keep your “Here and Now Snapshot” somewhere safe as a historical record that you and others can look back on later"
DAY 5
Sharing

Please take a look at my work and fill this out. Thank you!

This work made me… (circle one)

think...

feel...

wonder...

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

Cross Content Connection:
By studying and analyzing historical images, and by creating your own historical setting snapshot to communicate with friends near and far, now and in the future, you are using many social science skills, but also so much more! There are so many connections to language arts, math, and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

Math: Ask an adult to share memorable “snapshots” from different events in their lifetime. Put the events in chronological order to create a timeline. Extend the timeline by including snapshots from different times in your life. If you have access to the internet, search for images, artwork or photographs, of different mathematicians from history. Study and analyze the images. What do you notice about the historical setting? Some mathematicians to consider researching: Isaac Newton, Alan Turing, Katherine Johnson, Sophie Germain, and Albert Einstein.

Science: Consider the historical setting for things from the natural world- plants, animals, and landforms. Go for a walk with your family outside or look outside your window. What do you notice from nature? Create a Here and Now Snapshot for something from nature. Who or what is part of its setting? Where is the setting? When is it? Consider how humans impact its setting throughout history and right now.