

Contents of Adventur-Cation™ The Great American Adventure©

- 1) Adventur-Cation™ TGAA Teacher Implementation Guide
- 2) Adventur-Cation™ TGAA Detailed Lesson Plans
- 3) Adventur-Cation™ TGAA US History Knowledge Assessment
- 4) Adventur-Cation™ TGAA Poster (20"x 40")
- 5) Adventur-Cation™ TGAA Text Book
- 6) Adventur-Cation™ TGAA CD-ROM
- 7) Adventur-Cation™ TGAA Timeline
- 8) Adventur-Cation™ TGAA Flash Card/Identification Labels
- 9) Adventur-Cation™ TGAA \$\$\$ Trivia Game
- 10) Sunshine State Standards

*Notes:

Adventur-Cation™ TGAA conforms to the Sun Shine State Standards which exceed National Education Standards for 5th Grade Social Studies education.

Adventur-Cation™ TGAA serves as a Catalyst for students to use The Free Online Encyclopedia Wikipedia.org (<http://en.wikipedia.org/>) to learn anything about United States History imaginable via its seamless integration with our interactive Adventur-Cation CD-Rom application.

Adventur-Cation™

The Great American Adventure

TEACHER GUIDE

20+ hours of lessons, activities, games and ideas

This program's goal is to build a foundation for continued future learning of U.S. history for fifth grade students. It will enhance, broaden, and expand the existing Social Studies curriculum which is already in place in your school district and class. Your students will learn to love U.S. history and be eager and motivated to want to learn more.

Adventur-Cation™ will:

- increase student U.S. history knowledge
- increase student retention of U.S. history
- teach students from all ethnic backgrounds what it means to be an American
- teach students from all ethnic backgrounds the value of American citizenship
- positively impact students' attitudes about themselves, and the country they inhabit (students from all ethnic and socio-economic backgrounds).

History knowledge and retention will improve by associating declarative U.S. history and time-line facts with visual images and movies through use of this multimedia, technology rich program which incorporates each of the multiple intelligences. Students will realize their significant personal relationships with America by exploring American heritage and learning about the sacrifices and contributions made by historic persons. Each student's literacy skills, teamwork and creative abilities will be improved through experiencing these imaginative lessons. Students will realize their responsibility in helping to create America's future -- and their potential contribution to the on-going "Great American Adventure" by learning about America's past.

These lesson plans have been carefully designed and aligned with the **Florida Sunshine State Standards** (SSS) for Social Studies (SS) in grade five to promote maximum learning and retention for all students. These lessons also correlate with the fifth Grade Level Expectations for the Sunshine State Standards. They are in order and ready for your use and for implementation in your classroom. Please

note that if you would prefer, they can easily be modified and developed to suit your individual and specific needs.

I Introduction to ADVENTUR-CATION™ Program

SSS – SS.A.1.2 and SSS.B.1.2

Goal – Identify the flashcard names within the ADVENTUR-CATION™ poster

Learning Objective – The students will be able to understand and identify the pictorial timeline and have an overview of the topics that they will be learning.

Materials – flash cards, CD Rom, ADVENTUR-CATION™ poster

Procedure – insert the prepared attachment called “ADVENTUR-CATION™ Flash Cards 7/3/2/1”...

Closure/Assessment – Teacher uses CDRom – clicks on several pictures and asks the class for volunteers from the whole group to explain what they know about the timeline picture.

Reflection –

Did your lesson meet your learning goal?

Ask students for feedback to assess level of engagement.

How could the lesson be modified?

II Pre-Implementation Questionnaire

SSS – SS.A.4.2 and SS.A.5.2

Goal – To determine the entry level of knowledge of students concerning U.S. History before exposure to ADVENTUR-CATION™ program.

Learning Objective – through exposure to, reflecting on, and utilizing the questions, the students will begin to become familiar with historical facts, names, events, places, reasons, cause and effect, etc., highlighted in ADVENTUR-CATION™ program.

Materials – pencils, paper, test copy (one per student)

Procedure – insert prepared information from “ADVENTUR-CATION™ Pre-Implementation and Post-Implementation Questionnaire”

Assessment – graded tests to be used as a knowledge base to be compared with a similar test given at the end of ADVENTUR-CATION™ program. (*note*: perhaps may be placed in CCPS Data Warehouse?)

Modifications –

The teacher may read the questions aloud to the class – or to individual students.

LEP or special needs students may work in pairs or with a student translator.

Timing for the test may vary appropriately.

Reflection – In retrospect, how could this information have been acquired differently?

III Read Your Favorite Timeline, and Find it on the Computer

SSS – SS.A.4.2 and SS.A.5.2 and SS.A.1.2

Goal – Using the computer and the text, information about each of the pictorial timelines will be expanded, explored, and discussed.

Learning Objective – Through reading the text book and exposure to the included historical videos, sounds and other media, each picture will be assessed and discussed in detail, and US historical facts will be memorized and able to be used in historic class discussions.

Materials – ADVENTUR-CATION™ text book, CDRom, computer, (computer connected to a presentation station if possible)

Procedure – insert prepared information from “20 hours of activities”

Assessment – Each class session as this is being done should end with a teacher lead review of facts which were discussed during that class period, and the teacher and class should review the sequence of when these historical aspects occurred within the timeline.

Reflection – The teacher should ask for student comments, questions, areas identified as class or individual areas of special interest, and engagement.

***NOTE** – This plan can continue until each frame of the timeline has been explored and uncovered. Other activities, and/or ideas such as “Read to a Friend” can be interjected into this as this can be an on-going lesson.*

IV ADVENTUR-CATION™ YANKEE BUCKS

Trivia

SSS – SS.A.1.2, SS.A.4.2, SS.A.5.2, and SS.B.1.2

Goal – Students will answer trivia game questions based on historical facts from ADVENTUR-CATION™ program.

Learning Objective – Facts taught through the text book and CD Rom will be memorized, understood, and able to be analyzed and discussed.

Materials – C Rom, Computer (with presentation station if possible), paper, pencils

Procedure –

- Arrange/assign/choose students to be on teams of from two to four players
- Have each team select a spokesperson to answer question out loud, and a scorekeeper
- Assign each team a numbered order of “go”
- “Yankee Bucks” amounts are given for correct answers
- “Yankee Bucks” amounts are subtracted for incorrect answers, or incomplete answers
- “Yankee Bucks” amounts are subtracted if a team calls out an answer out of turn
 - wheter right or wrong
- Teams may “pass” without penalty
 - If a pass occurs, the next team in the order of go has the option to answer the question, or may pass to the next team
- Scorekeepers total points at the end of the game
- Scorecards are given to the teacher
- Teacher announces the “winning” team
- Teacher may ask a tie-breaking question of their choice if necessary

Modification – LEP or special needs students may work with a partner and/or student translator

Closure/Assessment – Teacher may keep scorecards and award “treats” to first place teams – game may be played more than once for a “championship” –

teacher may notice questions/areas/historical time periods from the game which need further clarification and/or review.

Reflection – How did this activity promote student learning?
Were the students engaged?

V Create your own Trivia Game

SSS – SS.A.1.2, SS.A.4.2, SS.A.5.2, SS.B.1.2

Goal – Students will develop, formulate and write five trivia questions based on a panel from ADVENTUR-CATION™ pictorial timeline and text book.

Learning Objective – Students will be able to discuss historical time periods with a peer group, and from the data they know, assess the information and formulate well thought out questions and answers.

Materials – ADVENTUR-CATION™ text book, ADVENTUR-CATION™ poster, paper, pencils

Procedure –

- This activity can be accomplished in pairs, or on a team.
- Students may choose their own panel/time frame/historical period from ADVENTUR-CATION™, or one may be assigned to them
- Students are instructed to write, develop, formulate five trivia questions with answers based on this choice.

Modification – LEP or special needs students may work with a partner and/or student translator

Reflection – How did this activity promote student learning?

VI Family Tree – Your OWN Personal Great American Adventure

SSS – SS.A.2.2.3, SS.C.2.2.1, SS.A.6.2

Goal – Students will develop a sense of family and citizenship, and responsibility thereof. They will have the opportunity to learn about presentations.

Learning Objective – Students will initiate conversations with family members about their heritages and present their own history to the class. Immigration and the “American Dream” will be discussed.

Materials –

- Teacher’s choice of a blank family tree form available from internet search engines for printing – as simple or complex as desired – enough copies for the class
- Viz-Cam camera to project image large enough for class to view during individual presentations *Note: - pictures, stories, etc. about notable relatives should be encouraged*

Procedure –

- Hand out blank family tree forms
- Discuss ancestry and what it is
- Discuss immigration and Ellis Island
- Teacher to show a pre-completed tree form as an example
- Allow the students a few days to complete the tree – including the name of the country where each family member was born to determine when their ancestors came to the USA and Florida
- Discuss proper/standard performance practices for public speaking prior to presentations, and let the students know ahead of time exactly what will be expected from them for the presentations

Modifications –

- Drawing may be substituted for writing
- Students may elect NOT to share – students who do share might be given some sort of treat

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- Adopted students, or students with deceased parents may choose the family history of the person(s) they are currently living with
- Students with only one parent may do one “half” of the tree

Closure/Assessment –

- Assess whether the assignment is turned in on time
- Assess the way the public speaking component has been accomplished

Reflection – How did this lesson help meet multiple goals and objectives?

VII Virtual Tours – “Being There” Field Trips

SSS – SS.A.4.2.and SS.A.5.2

Goal – Students will develop an understanding and passion for American History by first-hand experiences. This will allow them the opportunity to increase their ability to engage in historical discussions using higher order thinking skills.

Learning Objective – Students will become energized and excited about their county’s history through actually “visiting” historical landmarks.

Materials – Computer, preferably connected to a presentation station.

Procedure –

- The teacher should select various historical sites to present to the class ahead of time, and mark it on “favorites” for easy access
- Places can be chosen that a class has shown a particular interest in – or – places may be selected to try to encourage engagement in learning

Note – many of our country’s national landmarks, parks, sites, etc., offer “virtual tours” via the internet. “Class trips” to these sites can truly “hook” children on the excitement of learning history, and fill them with a desire to know more.

Examples:

The Mayflower
Pictures of Plymouth Rock and Plymouth Plantation
Williamsburg
Jamestown
Fort McHenry
Mt. Vernon
Various Revolutionary War and Civil War and Indian War battlefields
Fort Ticonderoga
USS Olympia

USS North Carolina

Closure/Assessment – This lesson opens up many “teachable moments”...Ask students for feedback after each journey. What surprised them most? What did they find the most interesting?

Reflection – Include student comments, questions, interest, and level of engagement.

VIII Host a Classroom Guest

Note – most presentations are free; however, some may require a nominal/moderate fee. In this case, your PTA/PTO may be willing to help. Permission for this needs to come from your school’s Principal.

SSS – SS.A.4.2.and SS.A.5.2

This lesson could easily include SS.D.1.2.and SS.D.2.2 if your special visitor was from a local bank or business, or was a congressman or politician.

This lesson could easily include SS.A.6.2 if your guest was from a local Historical Society, or was a Native American.

Goal – Students will experience “living history” first hand.

Learning Objective – History will come alive for students as they hear first person recaps of historical events. This will enable the students to learn facts which will enable them to analyze historical events. Literacy skills will be practiced in the form of thank you notes to the guests.

Materials –

Pencils
Paper
Markers
Crayons

Procedure –

- Teacher needs to get building administrator’s permission for this activity
- Teacher needs to contact various groups, organizations, historical societies, community leaders, etc., and invite guest speakers to come and address the class
- After the visit, the students will write thank you notes to the guests.

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Note – Proper format for writing notes can be taught as a literacy connection

Note – If your guest is a soldier from Iraq, the teacher can set up a letter writing campaign (pen pal) to other soldiers in his/her unit/squad/company.

Modification – students may write letters in their first language, or picture may be drawn and sent as well

Host a Classroom Guest, *continued*

Examples –

Edwindancer.com Native American (fee involved)
Local VFW – WWI, WWII, Vietnam, Iraq
Historical Societies
Reinactment units

Closure/Assessment – Thank you letters or drawings

Reflection – Write your own personal thoughts, feelings, observations, and ideas about this lesson to share with others.

IX Visit Your School Library/Media Center

SSS – SS.A.1.2.2 – others dependent upon student choice

Goal – Students will learn more in depth about topics of particular interest to them concerning American history

Learning Objective – Students will learn how to locate resources in the library, and how to do research.

Materials – ADVENTUR-CATION™ text books

27 timelines

paper

pencils

appointment to the media center

Procedure –

- Students may work individually or in pairs or groups
- Each student or group must select a topic from the text which is of particular interest to them (*Note – if a student is having difficulty with selection, or if the teacher would prefer, the 27 timelines may be placed in a hat and they may be drawn*)
- The teacher explains that each student or group must locate a book in the library about their topic
- Students will read the book during class time and/or for homework
- Students will either write a report, poem, song, picture, project, PowerPoint, etc., explaining the purpose of the book, how it relates to the topic, if it was interesting, and if they would recommend the book to others and why or why not
- Teacher has made an appointment with the media center ahead of time, and takes the class to the library to find the resources

Modification – LEP or special needs students may work in pairs. The teacher may assist them in locating books that are leveled for them.

Closure/Assessment –

The reports on the books may be presented to the class. Building administrators or parents, or other classes may be invited to see them.

Reflection – In retrospect, what else might the teacher have done?

Note – This lesson may be adapted in many ways. For example, the “Field Trip to the Central Library” may be included.

Please add the prepared information from the “20 hours of activities”

X It Happened to Me

SSS – SS.A.4.2.and SS.A.5.2

Depending on choice, this may include SS.A.6.2. if the Florida Seminole Wars or famous Floridians are selected, or SS.A.2.2.6 if the Age of Exploration is selected.

Goal – combining literacy, performance practices, creativity, and public speaking

Learning Objective – Students will develop a understanding and respect of what it may have been like if they had actually lived through historical events.

Examples: What might it have been like for a family to have lived in Charleston during the attack on Fort Sumter? – Imagine yourself in a family arriving from a country and entering the U.S. through Ellis Island, etc.

Materials –

ADVENTUR-CATION™ text book
Paper
Pencils

Procedure –

- Teacher assigns or students may choose teams of four or five
- Teams choose one event from the text and create a play (minimum of five/maximum of ten minutes) based on what they think it would have been like if they had actually lived through the event
- Teams are given a time limit for creating/writing – as per teacher decision
- Teams are allowed appropriate practice time
- Teams present their plays to the class

Suggestions: Building administrators, other classes, parents, etc., may be invited to see the plays.

Classes could vote on the two best plays and present them to the PTA/PTO.

Modification – LEP or special needs students may be announcers, back stage workers, etc.

Closure/Assessment – Both the written play and performance can be assessed by both the teacher and/or students.

Reflection – How did this assignment promote student learning?

XI Extra Credit

SSS – SSS.A.4.2, and SSS.A.5.2

Goal – Encouraging a desire for lifelong learning

Learning Objective – Recommending multi media for students to create a desire in them to want to continue learning during their “leisure time” and in their future. They will realize that learning can be fun!

Materials –

- Teacher needs to establish a recommended book list by levels from the local public library of age appropriate historical novels to recommend to students
- Teacher needs to establish a list of age appropriate and “G” rated videos and DVDs available from the local video store of historical movies to recommend to students

Procedure –

Teacher will give extra credit to students who take the initiative to create a:

- book/movie written report
- diorama
- picture/painting
- collage
- PowerPoint
- etc.,

based on either an historical book or movie that they read/watch on their own time. (Parent and/or Principal/administrative team permission may be required)

Selected examples:

Glory
Drums Along the Mohawk

The Last of the Mohicans
Into the West

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<i>They Died With Their Boots On</i>	<i>Sands of Iwo Jima</i>
<i>Patton</i>	<i>The Sound of Music</i>
<i>Gone With the Wind</i>	<i>The Patriot</i>
<i>Gettysburg</i>	

Closure/Assessment – Handed in projects/reports may additionally be presented to the class. This would make a nice presentation for another class to view, or for the administration or PTA/PTO to be invited to.

Reflection – Ask students to analyze what they viewed or read and determine if they would suggest this book or movie to others. Why or why not?

XII Inventor/Invention Game

SSS – SS.A.1.2, and SS.A.3.2.1

Goal – Students will learn about the importance of specific inventions and about the people who invented them

Learning Goal – Students will learn about significant inventors and their contributions as well as develop and understanding for chronological order.

Materials –

- ADVENTUR-CATION™ text book
- Copy of worksheet for each student
- Pencil
- Paper
- Overhead projector or Viz-Cam
- ADVENTUR-CATION™ poster

Procedure – Attach prepared teacher copy called “ADVENTUR-CATION™ Inventor Worksheet”

Modification – LEP or special needs students may work with a partner or a student translator

Closure/Assessment – Teacher may begin class discussions about the significance of each invention

Reflection –

How well did this plan help to meet your goals and objectives?
How did this assignment promote student learning?

XIII Create Your Own ADVENTUR-CATION™ Panel

(base this on Government and/or Role of an American Citizen)

SSS – SS.C.1.2, and SS.C.2.2

Goal – The student understands the U.S. Constitution and the Declaration of Independence and knows what a citizen's responsibilities and rights include.

Learning Objective – The student understands and appreciates the foundation that our country was built upon and why this is critical today.

Materials:

Search engines available on computers in class room
Resource books available on tables in class room on these topics from the school's media center – these have been pre-selected by the teacher
Paper
Pencils

Procedure:

- Students may work individually, in pairs, or on teams
- Students must choose at least five events/topics/points about/from the Constitution, Bill of Rights, Declaration of Independence
- Dates and factual information are researched
- Using computer graphics, pictures from magazines/newspapers, or hand drawn, the students create a collage incorporating the facts/details/ various elements
- A written essay based on the information is added along with a title to accompany the collage

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-The end product should resemble a page from ADVENTUR-CATION™ text book

-The student may choose to submit this in a PowerPoint presentation

Modification – This lesson may be used to create a panel from any historic time period of ten years.

Add here the prepared instructions from 20 hours of activities called

“Create Your Own ADVENTUR-CATION™ Panel

LEP or special needs students may work with a partner or student translator

Closure/Assessment – Student created panels may be presented to the class, and invited guests may also be asked to view the panels.

Reflection –

In retrospect, what else might have been done?

How could this lesson have been modified?

XIV Food For Thought

The learning possibilities derived from ADVENTUR-CATION™ program are endless! Included here are some additional suggestions for activities which you may want to experience with your class. These ideas may also serve as a brainstorming starting point for you to implement your own plans.

Include here the prepared information from “20 hours...” on:

- Crazy Horse “Feather in your cap” Game
- ADVENTUR-CATION™ Scavenger Hunt
- Create Your Own Game
- First Person Project
- History Chat
- Home Sweet Home
- “Scoop”

XV Final Assessment

SSS – SS.A.4.2, and SS.A.5.2

Goal – To determine how much factual, historical gains each student has made through ADVENTUR-CATION™ program,

Learning Goal – To identify the level of knowledge and academic gain each student has achieved after learning through ADVENTUR-CATION™ program.

Materials –
ADVENTUR-CATION™ text book
Paper
Pencils
ADVENTUR-CATION™ Poster

Procedure –
Add here the prepared “Essay” from “20 hours...”

Modifications/Additions –

- LEP, special needs students, or the entire class may have the required number of essays changed
- Instead of using only the poster, it could become an open book test
- LEP or special needs students may use a dictionary

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- The opening test which was used to determine entry knowledge levels for each student could be repeated and this score compared to the first score.

Closure/Assessment – Scores can be added to “Data Warehouse” for comparisons.

Reflection –

- Write personal thoughts, feelings, observations, and ideas about ADVENTUR-CATION™ that will help others.
- How well did ADVENTUR-CATION™ meet goals and objectives?

Four week REP (Replacement Education Program)
Contains 20 hours of activities, lessons and games.
The program's goal is to build the foundation of US History for Fifth Graders.

TWENTY ACTIVITIES, LESSONS AND GAMES

Adventur-Cation™

1. ADVENTUR-CATION™ Flash Cards 7/3/2/1 – Played with teams of 2-5 students; 150 flash cards with the goal to identify flash card name within Adventur-Cation™ poster. Teams score points (7 for first try, 3 for second try, 2 for the third try and 1 point for after that). Each game is 20 rounds and has the potential of going 150 rounds so game can be played seven times without using all the cards.
2. You Are An American Hero! – Players choose from characters inside the Adventur-Cation™ poster – bring props to class and students will be “interviewed” as if they are the actual person they are representing. Grading on creativity and ability to answer fact-based questions from the book.
3. ADVENTUR-CATION™ Jeopardy! – PowerPoint-based TV-format trivia game. Questions based on facts from the book.
4. “Crazy Horse Feather in Your Cap” Game – Students must bring in caps and a big rubber band. When a student gets a correct answer he gets a “feather” for his cap. Student with the most feathers win. Individuals – no teams. Each student must bring in five questions based on the book. (This whole set of questions can be used for other games.)
5. Create Your Own Trivia Game – Each student will develop five trivia questions based on Adventur-Cation™ book. Each student is assigned a particular panel (or panels, depending on size of class). The pool of questions will be used for future activities, lessons and games.
6. “Read to Your Friend” –Determine number of students in class; divide by two. As an example, if there are 30 students in a class there will be 15 pairs of two #1s, two #2s, etc. (Odd numbered classes, teachers will fill in.) Choose a picture from the text ..
7. “Road Trip to the Library” – Find the micro-film at the county library with old newspaper records. Groups of 2-5 students (depending on class size) will be assigned a panel from 1920-1976. The task is to uncover newspaper coverage (“Primary Source Material”) relating to the panel's date range. (e.g., if they're working on “Louis Armstrong/Al Capone” panel they would need to find an archive newspaper article within that panel's timeline. In this case, 1918-1964. Then the team will need to relate that article's date to a detail in the painting and its date. (e.g., if they find an article from 1964 it has to be related to something in the painting from 1964 – Al Capone and Louis Armstrong were each alive in that year.) This forces students to associate dates with images and events.

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8. "Create Your Own ADVENTUR-CATION™ Panel" – Students choose a time period (any they wish as long as it spans 10 or more years). Must choose at least five people and/or events relating to that time. They must write the name of the person/event, the date (month and year – day if available) associated with each person/event. They must find an image (picture or drawing) of person/event on Internet or in newspapers or magazines, etc. Or, another option is to draw a picture. They will make a collage incorporating all the various elements, including a paragraph of at least 100 words which would include the date, person/event, and why it is important to American History. Also must have a title.
9. "ADVENTUR-CATION™ Scavenger Hunt" – Using the TGAA CD-ROM students will be assigned to find 20 videos, documents and sounds which occur within Adventur-Cation™'s panels. Incorporate the new information from this activity into student-created trivia questions.
10. "The Invention Game" – students must find all inventions discussed in Adventur-Cation™'s book, make a list of the invention and inventor. Teachers hand out inventor/invention worksheet; on left side is random list of Adventur-Cation™ inventors and on the right side is a list of their inventions. Students need to draw a line from the inventor to the correct invention. They will find this information by reading the panels within the Adventur-Cation™ book. Using handout teacher writes all inventions on board; before exercise begins teacher asks class which invention came first – there are no right or wrong answer – just determines what students' think. Then second, third, fourth, etc. Teacher will make a list on the board of what the students think was the order, then after that is done students will begin using the Adventure-Cation™ Invention Worksheet.
11. Self-Propelled PowerPoint Project – Click on it and it plays. Assignment is for teams of two to four students who create a PowerPoint presentation. Students must choose one of the characters from the Flash Cards. Then the team researches the subject of the card in more detail. There are two requirements to the project: (A.) They must include exact date and timeframe of the object, character(s), or event, and (B.) They must have one primary source material (document) to support their presentation. This can be found with library research, internet, etc. Primary source is a document from the historical time (e.g. a newspaper article reporting the event, or legal document which still exists, even a movie or letter recounting the event).
12. "Create Your Own Game" – using flash cards, poster, book and internet. Teams of two or more create a "game" which will promote learning American History facts.
13. First Person Project – Team project to locate one or more persons who actually lived during one of the events in the book. Interview person (live or telephone) to get "first person" account of what it was like to hear the news of the event.
14. "It Happened To Me" – teams choose one event from the book and create a presentation (skit) of what they think it would have been like if they had actually lived through that event. (e.g., they arrive from a mythical country and go through Ellis Island)

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15. History Chat – teams choose two characters from the book who lived at least 100 years apart and create a five minute “conversation” these people may have. (e.g., Martin Luther King Jr., and Crazy Horse) the conversation must include actual historical facts and relate them to the other person’s view. (Option: Teacher chooses character match ups)
16. Homes – pick a character and describe what you think his/her home was like
17. “Scoop” – you are a young reporter sent out to report on one of the events in the book. You have to write a “first hand account” in the format it would appear in a local paper of the time.
18. “Contributions from Seven Continents” – Teacher divides class into seven teams – each team is assigned one continent. Each team must find at least three contributions to America from its continent.
19. “Your Great American Adventur-Cation™” – Trace your family’s journey to America. Draw a family tree which goes back at least four generations on each side of the family. (Names and places of origin of ancestors – when came to America, etc.)
20. “Essay” (final test) – each student chooses four panels and then writes an essay about them – no research involved; only personal observations. Graded on content and explanation of purposes (e.g. identifying actual people, events, etc., in the panel). Must also explain the purpose of that person’s inclusion in the panel and why it is important to history.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

ADVENTUR-CATION™ Flash Cards 7/3/2/1

This game is played with teams of 2-5 students

The Adventur-Cation™ Classroom Set includes 150 flash cards pertaining to the information in the book. Students are organized into teams so they also learn how to work together for a common goal.

Students learn with the goal to identify flash card name within Adventur-Cation™ poster.

Teams score points

7 points for a right answer on the first try

3 points for the right answer on the second try,

2 points for the right answer on the third try

1 point for after that

Each game is 20 rounds and has the potential of going 150 rounds so game can be played seven times without using all the cards.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

You Are An American Hero!

Students are given the opportunity to choose from characters inside the Adventur-Cation™ poster. They bring props to class and students will be “interviewed” as if they are the actual person they are representing.

Students should consider representing these characters by clothing, speech, pertinent props, etc. (*e.g.* – maybe “Christopher Columbus” may use a globe to support his theory that the world is round rather than flat. Even better if “Chris” uses a ball on which he has drawn Europe, Africa and Asia – but omitted North and South America since Columbus didn’t know these continents existed.)

Grading is based on creativity and ability to answer fact-based questions from the book.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

ADVENTUR-CATION™ Jeopardy!

PowerPoint-based TV-format trivia game. Questions based on facts from the book. Teacher will play “Alex” and students will be grouped into three or four “teams” so scorekeeping is easier.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Crazy Horse Feather in Your Cap” Game

Questions are based on material in book. Each student must bring in five questions based on the book. (This whole set of questions can be used for other games.)

Students must bring to class caps and a big rubber band.

When a student gets a correct answer he gets a “feather” for his cap. (The feather can be real feathers if they are available or cut from construction paper.)

Student with the most feathers win.

Individuals – no teams.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

Create Your Own Trivia Game

Each student will develop five trivia questions based on Adventur-Cation™ book.

Each student is assigned a particular panel (or panels, depending on size of class).

In class students will read his/her questions and other students will give answers. No scoring is kept. Goal is to teach students to recognize important elements of book descriptions and form them into conversational topics. Particular importance is placed on the students' understanding of the questions he/she has prepared and how he/she communicates this to other students.

The pool of questions will be used for future activities, lessons and games.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Read to Your Friend”

Determine number of students in class; divide by two.

As an example, if there are 30 students in a class there will be 15 pairs of two #1s, two #2s, etc. (Odd numbered classes, teachers will fill in.)

Choose a picture from the book, have one student read text from the book to partner; partner will note the important points about the subject – NOT a verbatim copy of the text.

Goal is to teach students to recognize the meaning of text and significant content.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Road Trip to the Library”

If possible organize a trip to an outside library which will help students recognize libraries as an important source of information and materials.

Find the micro-film at the county library with old newspaper records.

Groups of 2-5 students (depending on class size) will be assigned a panel from 1920-1976. The task is to uncover newspaper coverage (“Primary Source Material”) relating to the panel’s date range. (*e.g.*, if they’re working on “Louis Armstrong/Al Capone” panel they would need to find an archive newspaper article within that panel’s timeline. In this case, 1918-1964.

Then the team will need to relate that article’s date to a detail in the painting and its date. (*e.g.*, if they find an article from 1964 it has to be related to something in the painting from 1964 – Al Capone and Louis Armstrong were each alive in that year.)

This gives students a way to associate dates with images and events.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

**“Create Your Own ADVENTUR-CATION™
Panel”**

This can be used for individual students or teams.

Students choose a time period (any they wish as long as it spans 10 or more years). Then they must choose at least five people and/or events relating to that time.

They must write the name of the person/event, the date (month and year – day if available) associated with each person/event.

They must find or create an image (picture or drawing) of person/event on Internet or in newspapers or magazines, etc. Or, another option is to draw a picture.

They will make a collage incorporating all the various elements, including a paragraph of at least 100 words which would include the date, person/event, and why it is important to American History. Also the panel must have a title.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“ADVENTUR-CATION™ Scavenger Hunt”

Teacher must explain the concept of a scavenger hunt.

Using the Adventur-Cation™ CD-ROM students will be assigned to find 20 videos, photos, documents and/or sounds which occur within Adventur-Cation™’s panels.

Incorporate the new information from this activity into student-created trivia questions.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“The Invention Game”

Students (individually or in teams) must find –

–all inventions discussed in Adventur-Cation™’s book

–make a list of the invention and inventor.

Teacher hands out inventor/invention worksheet;

on left side is random list of Adventur-Cation™ inventors and
on the right side is a list of their inventions.

Students need to draw a line from the inventor to the correct invention.
They will find this information by reading the panels within the Adventur-Cation™ book.

Using handout teacher writes all inventions on board; before exercise begins teacher asks class which invention came first – there are no right or wrong answers – the goal is to determine what students’ think are important. Then second, third, fourth, etc.

Teacher will make a list on the board of what the students think was the order, then after that is done students will begin using the Adventur-Cation™ Invention Worksheet.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

Self-Propelled PowerPoint Project

Click on it and it plays. Assignment is for teams of two to four students to create a PowerPoint presentation.

Students must choose one of the characters from the Flash Cards. Then the team researches the subject of the card in more detail.

There are two requirements to the project:

(A.) They must include exact date and timeframe of the object, character(s), or event,

(B.) They must have one primary source material (document) to support their presentations. This can be found with library research, internet, etc. Primary source is a document from the historical time (e.g. a newspaper article reporting the event, or legal document which still exists, even a movie or letter recounting the event).

The goal is not to determine how well they do a PowerPoint presentation but to have them learn that history is not a “one source” subject and it is so important that records of it are noted at the time significant events occur and then recorded in libraries and other archives.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Create Your Own Game”

Using flash cards, poster, book and internet.

Teams of two or more create a “game” which will promote learning American History facts. The idea is that they will perfect their game and then use it with other students in their class.

Teacher must emphasize the importance of making the game logical, making the rules clear and the goals easily recognized.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

First Person Project

This is a team project to locate one or more persons who actually lived during one of the events in the book. (This can be a grandparent, etc.)

Interview person (live or telephone) to get “first person” account of what it was like to hear the news of the event.

Write a one or two page narrative of the interview.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“It Happened To Me”

Teams choose one event from the book and study it from other sources if possible.

Create a presentation (skit) of what they think it would have been like if they had actually lived through that event. (*e.g.*, they arrive from a mythical country and go through Ellis Island)

Encourage them to wear costumes and create props appropriate to the event.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

History Chat

Teams choose two characters from the book who lived at least 100 years apart and create a five minute “conversation” these people may have. (*e.g.*, Martin Luther King Jr., and Crazy Horse)

The conversation must include actual historical facts and relate them to the other person’s view. Encourage costumes and props if appropriate.

(Option: Teacher chooses character match ups)

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

Home Sweet Home

Students choose a character from the book and describe what they think his/her home was like.

Topics should include what kind of home, what the interior was like (e.g., students may not know about “outdoor plumbing” and how seldom people actually bathed until very recently).

Try to get students to research typical homes of the eras of their subject characters.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Contributions from Seven Continents”

Teacher divides class into seven teams – each team is assigned one continent.

Each team must find at least three contributions to America from its continent.

These can include – immigrants who came here, inventions which were introduced to America and helped develop the country, even different types of foods, etc.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Scoop”

Assignment to students: You are a young reporter sent out to report on one of the events in the book.

You have to write a “first hand account” in the format it would appear in a local paper of the time..

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Your Great American Adventur-Cation™”

Students trace their families’ journeys to America. Draw a family tree which goes back at least four generations on each side of the family. (Names and places of origin of ancestors – when came to America, etc.)

Encourage students to involve as many of their family members as possible.

MIND ADVENTURES LCC – Naples, Florida

Classroom Activity:

“Essay”

(final test) – Each student chooses four panels and then writes an essay about them – no research involved; only personal observations.

Work graded on content and explanation of purposes (*e.g.* identifying actual people, events, etc., in the panel).

Must also explain the purpose of that person’s inclusion in the panel and why it is important to history.

The Adventur-Cation™ Pre-implementation and Post-implementationnaire

Instructions:

- 1. Do your best to answer each question.*
- 2. Your answers will remain private, so please answer honestly.*
- 3. You may receive a grade so please do your best.*

1. The fourth planet from our sun?
2. These bodies are considered minor planets which orbit the earth?
3. Earth and how many other recognized planets orbit our Sun?
4. Our Sun is one of an estimated 30 billion stars in this galaxy.
5. This is the closest star to Earth.
6. I would best describe my ethnic background as: **(1. Asian or Pacific Islander 2. Caucasian 3. African American 4. Hispanic 5 Other)**
7. Christopher Columbus' nationality?
8. Of the three ships on Columbus' voyage, this is the one he was on.
9. Native Americans still are called this because Columbus mistook their identity.
10. The large land mass which prevented Columbus from sailing to the Orient.
11. Define non geographically what it means to be an American?
12. Not a "voyage of exploration" but more of a "business trip", Columbus had set out to find a faster route to these commodities.
13. The first set of laws enacted by general consensus in the New World.
14. The date "1620" is chiseled on this piece of New England granite.
15. Announcing the first public reading of the Declaration of Independence it was rung several times on July 8, 1776.
16. Samuel Prescott and this other rider spread the word around the Boston area on April 18th, 1775 that a British attack was imminent.
17. This country's navy helped American forces defeat the British fleet in a pivotal victory at Yorktown October 19th, 1781.
18. I am interested in reading more about US History, and studying more about US History as I grow older. **(agree 1 2 3 4 5 disagree)**
19. He invented the light bulb in 1879.

20. Best known for the airplane, the Wright brothers' main business was in this form of transportation.
21. Robert Fulton's invention of this form of energy made life a lot easier for a lot of people – and one mule named "Sal" on the Erie Canal.
22. Development of this liquid resource as a fuel made feeding furnaces much easier because it flows.
23. I think it is an important responsibility as US Citizen to learn US history.
(disagree 1 2 3 4 5 agree)
24. His invention of the reaper in 1831 tremendously increased the productivity of American farmers.
25. After gold was discovered along the Klondike River a lot of prospectors packed up and left for what was to become this 49th state.
26. These were pretty big boats and they sailed really fast – so it's no wonder they earned this alliterative name.
27. Whalers from an island 30 miles off the coast of Massachusetts gave this name to the scary experience of being dragged behind a harpooned whale.
28. The US government established this policy to justify the westward movement and settlement of Indian lands.
29. I rate the value of American Citizenship **(Low 1 2 3 4 5 High)**
30. He led Native Americans against General Custer at the Battle of Little Big Horn and defeated him!
31. A war fought by the United States between 1964-1973. The war originated from Ho Chi Minh leading a resistance to French control of his country. America became involved because they feared Ho Chi Minh's revolution would lead to communist expansion in Asia. They also feared that a successful revolution would pose a threat to the free world's strategic position in Asia.
32. A crisis that brought America close to a Nuclear War with Russia under President John F. Kennedy in 1962. This crisis ended when a Russian ship turned around in the middle of the Atlantic Ocean?
33. A case involving an act of breaking and entering directed by President Richard M Nixon during the 1972 Presidential election. This case led to the first and only resignation by a US president when Nixon resigned in 1974.
34. President of the United States assassinated in a motorcade in Dallas, TX on November 22, 1963.
35. I am extremely proud to be an American **(disagree 1 2 3 4 5 agree)**

36. A giant Rock concert at a farm in Upstate New York which “happened” August 15-17, 1969 to protest conflicts, and an attempt of American youth to find a new identity.
37. While Northern states based much of their economies on industry, Southern states were making their money in this “market sector”.
38. Cotton and this other crop were the mainstays of Southern economy.
39. The nation erupted into a civil war when the Southern secessionists attacked this fort on April 12, 1861.
40. After four years of battle this Southern general surrendered to this Northern counterpart on April 9, 1865.
41. Although it is a centuries old practice in many areas of the world, this institution became one of the key issues of the Civil War.
42. This man and his brother Frank was one of the best known “outlaws” of the American West.
43. Much higher than the Appalachians in the East, these mountains posed a great challenge to America’s westward expansion to the Pacific especially in building a Transcontinental Railroad.
44. During the 19th Century railroad companies imported many laborers from this Asian country to do work on the difficult job of laying tracks.
45. The Central Pacific Railroad (building east) met this other company (building west) at Promontory, Utah, on May 10, 1869 to complete the Transcontinental Railroad.
46. American cowboys were mainly white, Hispanic or this other seldom known group.
47. Designed by Frederic-Auguste Bartholdi in Paris, this object has become an American symbol.
48. Writing books on American life and boys like Tom and Huck, Samuel Clemens is best known by this *Pen Name*.
49. I am lucky to be an American (**disagree 1 2 3 4 5 agree**)
50. America retired a lot of horses when Henry Ford introduced this new automobile.
51. First appearing on the movie screen in 1937, this Walt Disney film was the first fully featured animated film ever.
52. Margaret Mitchell based this epic Civil War movie in Atlanta.
53. This stern bearded figure – curiously with the same initials as our country – became the symbol of the United States, especially at war time.

54. The use of this chemical agent in World War I horrified the world and practice of such chemicals has been banned since the Geneva Convention.
55. Nickname given to World War I's soldier.
56. In the Roaring 20s Americans went a little crazy and danced all night to the Lindy Hop and this other better known dance craze.
57. The name of the period when alcoholic beverages were illegal.
58. The first persona to fly solo across the Atlantic Ocean May 20, 1927.
59. The year of the Stock Market crash which lead to The Great Depression.
60. Trans-Atlantic flights of "lighter-than-air" craft came to an abrupt halt when this crashed in Lakehurst, New Jersey, in 1937.
61. This government agency – abbreviated TVA – was established to bring electricity to the rural Southeast.
62. Until this slugger joined the team, the New York Yankees never won the pennant.
63. A devastating drought in the American Southwest in 1934 which ruined many farms earned the region this nickname.
64. This "super power" country avoided involvement in World War II until its naval base was attacked by Japan on December 7, 1941.
65. Later a president, this general commanded US forces in Europe and lead the Normandy invasion
66. The site where the US planted an American flag to commemorate victory
Fighting to control the tiny island of Iwo Jima – considered a vital advantage by both side Japan and the US .
67. Japan realized that the US meant business when an atomic bomb was dropped on Hiroshima on August 6, 1945 – and another on this city three days later.
68. This famous American General was commander of the Allied forces in the Pacific in World War II. He lead the resistance to Japan's invasion of the islands and said, "I shall return."
69. America fought in this conflict to protect the Thirty Eight Parallel (1950-1953) – and ended with a truce, but American forces continue to maintain its borders decades later.

The Adventur-Cation™ Pre-implementation and Post-implementation Questionnaire

Instructions:

1. Assign each student participating in The Great American Adventure Education Program a number and record it for each student (Will use to keep answers confidential)
2. Ask Students to answer these questions as if it is a test before they participate in The Great American Adventure Education Program (Be sure to write their number on test).
3. Ask Students to answer these questions as if it is a test again after experiencing The Great American Adventure Education Program.(Be sure to use the same number you assigned in step one and write it on student test in order for comparing pre and post tests)
4. Teacher compares pre-implementation scores with post-implementation scores to measure the effectiveness of the program to reach its goals.
5. Ask Students to answer these questions as if it is a test again 1 month after experiencing The Great American Adventure Education Program to measure learning retention .(Be sure to use the same number you assigned in step one and write it on student test in order for comparing pre, post, and 2nd post tests)

1. The fourth planet from our sun (**Mars**)
2. These bodies are considered minor planets which orbit the earth (**Asteroids**)
3. Earth and these many other recognized planets orbit our Sun (**Eight**)
4. Our Sun is one of an estimated 30 billion stars in this galaxy. (**The Milky Way**)
5. This is the closest star to Earth (**Sun**)
6. I would best describe my ethnic background as: (**1. Asian or Pacific Islander 2. Caucasian or Anglo 3. African American 4. Hispanic 5 Other**)
7. Christopher Columbus' nationality. (**Italian**)
8. Of the three ships on Columbus' voyage, this is the one he was on. (**Santa Maria**)
9. Native Americans still are called this because Columbus mistook their identity. (**Indians**)
10. The large land mass which prevented Columbus from sailing to the Orient. (**North America**)
11. Define non geographically what it means to be an American? (**Rate this answer 1-5 1 = Weak, 2 = Moderately Weak, 3 = Average, 4 = Moderately Strong, 5 = Strong**
i.e. strong answer: **Americans are Native Americas and the millions of immigrants who have journeyed from around the world to share in America's ongoing realization of freedom and opportunity.**
i.e. Average Answer: **People who are free and live in North America.**
i.e Poor Answer: **People living in the United States.**
12. Not a "voyage of exploration" but more of a "business trip", Columbus had set out to find a faster route to these commodities. (**Spices**)

13. The first set of laws enacted by general consensus in the New World. **(The Mayflower Compact)**
14. The date “1620” is chiseled on this piece of New England granite. **(Plymouth Rock)**
15. Announcing the first public reading of the Declaration of Independence it was rung several times on July 8, 1776. **(Liberty Bell)**
16. Samuel Prescott and this other rider spread the word around the Boston area on April 18th, 1775 that a British attack was imminent. **(Paul Revere)**
17. This country’s navy helped American forces defeat the British fleet in a pivotal victory at Yorktown October 19th, 1781. **(France)**
18. I am interested in reading more about US History, and studying more about US History as I grow older. **(agree 1 2 3 4 5 disagree)**
19. He invented the light bulb in 1879. **(Thomas Edison)**
20. Best known for the airplane, the Wright brothers’ main business was in this form of transportation. **(bicycles)**
21. Robert Fulton’s invention of this form of energy made life a lot easier for a lot of people – and one mule named “Sal” on the Erie Canal. **(steam engine)**
22. Development of this liquid resource as a fuel made feeding furnaces much easier because it flows. **(Oil)**
23. I think it is an important responsibility for a US Citizen to learn US history. **(disagree 1 2 3 4 5 agree)**
24. His invention of the reaper in 1831 tremendously increased the productivity of American farmers. **(Cyrus Hall McCormick)**
25. After gold was discovered along the Klondike River a lot of prospectors packed up and left for what was to become this 49th state. **(Alaska)**
26. These were pretty big boats and they sailed really fast – so it’s no wonder they earned this alliterative name. **(clipper ships)**
27. Whalers from an island 30 miles off the coast of Massachusetts gave this name to the scary experience of being dragged behind a harpooned whale. **(Nantucket sleigh ride)**
28. The US government established this policy to justify the westward movement and settlement of Indian lands. **(Manifest Destiny)**
29. I rate the value of American Citizenship Most **(Low 1 2 3 4 5 High)**
30. He led Native Americans against General Custer at the Battle of Little Big Horn and defeated him! **(Crazy Horse)**

31. A war fought by the United States between 1964-1973. The war originated from Ho Chi Minh leading a resistance to French control of his country. America became involved because they feared Ho Chi Minh's revolution would lead to communist expansion in Asia. They also feared that a successful revolution would pose a threat to the free world's strategic position in Asia. **(Vietnam)**
32. A crisis that brought America close to a Nuclear War with Russia under President John F. Kennedy in 1962. This crisis ended when a Russian ship turned around in the middle of the Atlantic Ocean? **(Cuban Missile Crisis)**
33. A case involving an act of breaking and entering directed by President Richard M Nixon during the 1972 Presidential election. This case led to the first and only resignation by a US president when Nixon resigned in 1974. **(Watergate Trial)**
34. President of the United States assassinated in a motorcade in Dallas, TX on November 22, 1963. **(John F. Kennedy)**
35. I am proud to be an American **(disagree 1 2 3 4 5 agree)**
36. A giant Rock concert at a farm in Upstate New York which "happened" August 15-17, 1969 to protest conflicts, and an attempt of American youth to find a new identity. **(Woodstock)**
37. While Northern states based much of their economies on industry, Southern states were making their money in this "market sector". **(agriculture)**
38. Cotton and this other crop were the mainstays of Southern economy. **(Rice)**
39. The nation erupted into a civil war when the Southern secessionists attacked this fort on April 12, 1861. **(Fort Sumter)**
40. After four years of battle this Southern general surrendered to this Northern counterpart on April 9, 1865. **(Robert E. Lee surrendered to Ulysses S. Grant)**
41. Although it is a centuries old practice in many areas of the world, this institution became one of the key issues of the Civil War. **(slavery)**
42. This man and his brother Frank was one of the best known "outlaws" of the American West. **(Jesse James)**
43. Much higher than the Appalachians in the East, these mountains posed a great challenge to America's westward expansion to the Pacific especially in building a Transcontinental Railroad. **(Rocky Mountains)**
44. During the 19th Century railroad companies imported many laborers from this Asian country to do work on the difficult job of laying tracks. **(China)**
45. The Central Pacific Railroad (building east) met this other company (building west) at Promontory, Utah, on May 10, 1869 to complete the Transcontinental Railroad. **(Union Pacific Railroad)**

46. American cowboys were mainly white, Hispanic or this other seldom known group. **(African Americans)**
47. Designed by Frederic-Auguste Bartholdi in Paris, this object has become an American symbol. **(The Statue of Liberty?)**
48. Writing books on American life and boys like Tom and Huck, Samuel Clemens is best known by this *Pen Name*.. **(Mark Twain)**
49. I am lucky to be an American **(disagree 1 2 3 4 5 agree)**
50. America retired a lot of horses when Henry Ford introduced this new automobile. **(Model T Ford or Tin Lizzy)**
51. First appearing on the movie screen in 1937, this Walt Disney film was the first fully featured animated film ever. **(Snow White and the Seven Dwarfs)**
52. Margaret Mitchell based this epic Civil War movie in Atlanta. **(Gone With The Wind)**
53. This stern bearded figure – curiously with the same initials as our country – became the symbol of the United States, especially at war time. **(Uncle Sam)**
54. The use of this chemical agent in World War I horrified the world and practice of such chemicals has been banned since the Geneva Convention. **(Mustard Gas)**
55. Nickname given to World War I's soldier. **(Dough boy)**
56. In the Roaring 20s Americans went a little crazy and danced all night to the Lindy Hop and this other better known dance craze. **(The Charleston)**
57. The name of the period when alcoholic beverages were illegal. **(Prohibition)**
58. The first personal to fly solo across the Atlantic Ocean May 20, 1927. **(Charles Lindberg)**
59. The year of the Stock Market crash which lead to The Great Depression. **(1929)**
60. Trans-Atlantic flights of "lighter-than-air" craft came to an abrupt halt when this crashed in Lakehurst, New Jersey, in 1937. **(Von Hindenburg)**
61. This government agency – abbreviated TVA – was established to bring electricity to the rural Southeast. **(Tennessee Valley Authority)**
62. Until this slugger joined the team, the New York Yankees never won the pennant. **(Babe Ruth)**
63. A devastating drought in the American Southwest in 1934 which ruined many farms earned the region this nickname. **(The Dust Bowl)**

64. This “super power” country avoided involvement in World War II until its naval base was attacked by Japan on December 7, 1941. **(United States)**
65. Later a president, this general commanded US forces in Europe and lead the Normandy invasion. **(Dwight D. Eisenhower)**
66. The site where the US planted an American flag to commemorate victory Fighting to control the tiny island of Iwo Jima – considered a vital advantage by both side Japan and the US . **(Mount Suribachi)**
67. Japan realized that the US meant business when an atomic bomb was dropped on Hiroshima on August 6, 1945 – and another on this city three days later. **(Nagasaki)**
68. This famous American General was commander of the Allied forces in the Pacific in World War II. He lead the resistance to Japan’s invasion of the islands and said, “I shall return.” **(General MacArthur)**
69. America fought in this conflict to protect the Thirty Eight Parallel (1950-1953) – and ended with a truce, but American forces continue to maintain its borders decades later. **(The Korean Conflict)**

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Adventur-Cation™ The Great American Adventure Poster_insert.

This is a 40" x 20" Poster replica of Victor Horvath's 1976 The Great American Adventure painting. The only difference is that this poster has small white divides between each of the 27 panels. Students and teachers use this poster for several games and lesson plans. Over 150 historical objects can be identified within the painting.

Adventur-cation™

The Great American Adventure©



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Adventur-Cation™ The Great American Adventure Text Book

The text book is used by students and teachers in just about every exercise (i.e. read to a friend). The book presents The Great American Adventure panels in a timeline sequence. Each of the 27 panels of The Great American Adventure is accompanied by a detailed historical written account of the objects, people, and events found inside each panel. Students also use the book as a reference guide for games and lesson plans. The book is a great catalyst for student inspired reading and research related to the historical figures and details found within The Great American Adventure painting.

[Purchase Adventur-Cation™ The Great American Adventure Text Book online at Barnes N Noble](#)

The Great American Adventure

Adventur-Cation™



by Victor Horvath

First Edition

Adventur-Cation The Great American Adventure Interactive

The Adventur-Cation.msi is used by students and teachers to explore and learn the details within The Great American Adventure painting. It is also used in several games and exercises (TGAA Scavenger Hunt, Wikipedia online resource). To install the program, double click the the adventur-cation.msi file that you downloaded from your email. After completing the installation steps, a shortcut to Adventur-Cation will appear on your desktop.

After the program loads, students and teachers can click any of the 27 paintings on the screen to explore their details. Over 150 historical objects can be identified within the paintings. After clicking several of the objects in each painting, students and teachers interactively watch, listen, and read primary source videos, sounds, and documents. The interactive program literally brings The Great American Adventure painting to life. Associations are made by students between the visual historical objects in the painting, the auditory sounds invoked by mouse clicks, the video media invoked by mouse clicks, and the historical facts viewed on wikipedia.org when clicking any Adventur-Cation The Great American Adventure objects. This software is used throughout Adventur-Cation The Great American Adventure Lesson Plans.

Adventur-Cation™ The Great American Adventure



Timeline

Instructions

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Adventur-Cation™
The Great American Adventure© Timeline

- 1.-The Milky Way Galaxy (Pre-The Great American Adventure)
- 2.-Our Solar System (Pre-The Great American Adventure)
- 3.-Columbus (1492)
- 4.-Mayflower and Plymouth (1620)
- 5.-Birth of the United States (1751-1787)
- 6.-American Inventors (1807-1903)
- 7.-Whalers , The Yukon and Great Alaskan Gold Rush, and Ocean-Going Clipper Ships (1851-1897)
- 8.-17-Year old Crazy Horse Watching Settlers Move Westward (1858-1876)
9. Lincoln's Presidency and The Civil War (1861-1865)
- 10.-The Wild West: Jesse James and Cowboys (1868)
- 11.-Transcontinental Railroads (1869)
- 12.-Ellis Island, Statue of Liberty (1885-1892)
- 13.-Advancement of Entertainment and Literature (1885-1939)
- 14.-Model T Ford, Birth of the Automobile (1908-1916)
- 15.-WWI Uncle Sam and the Sinking ship Lusitania (1915-1918)
- 16.-The Charleston Dance, Al Capone, the Chicago Mob & Louis Armstrong (1918-1964)
- 17.-Lindbergh's Solo Flight Across the Atlantic Ocean; Disaster and Triumph of The Great Depression (1927-1938)
- 18.-Dust Storms, *The Grapes of Wrath* (1934-1939)
- 19.-World War II: Eisenhower, MacArthur, Pearl Harbor, Iwo Jima, Hiroshima, Nagasaki (1938-1945)
- 20.-Martin Luther King Jr., Marilyn Monroe, Orson Welles-Television and Radio, Howdy Doody and I Love Lucy (1938-1963)
- 21.-Einstein's Atomic Energy Theory, the Atlas Rocket, First Man on the Moon (1940-1969)
- 22.-The Kennedy Brothers, Nixon and Watergate, Woodstock, Korean Conflict, Vietnam (1950-1972)
- 23.-The American Bicentennial (1976)
- 24.-Viking and Pathfinder landing on Martian Surface (1976-Future)
- 25.-A Vision of the Future from 1976 (Future)
- 26.-Colonization of Planets and Moons by Humans (Future)
- 27.-Future Explorers Setting off for Space-Just as Christopher Columbus had the Courage to Sail West to the "Edge of the World" (Future)

Adventur-Cation™ TGAA Flash Card/Identification Labels



1. Orson Wells

6. Union North Army

**2. Crazy Horse (After
Battle of Little Bighorn)**

**7. Confederate South
Army**

3. Rocky Mountains

8. Santa Maria

**4. First
Transcontinental
Railroad.**

9. Nina

5. Abraham Lincoln

10. Pinta

11. Martin Luther King Jr..

16. Washington Leading his troops across the Delaware River

12. Marilyn Monroe

17. Charlie Chaplin

13. Babe Ruth

18. Iwo Jima

14. Paul Revere

19. General Macarthur

15. Liberty Bell

20. Mayflower

21. Plymouth Rock

26. Mercury

22. Benjamin Franklin

27. Venus

**23. The Battle of
Yorktown 1781**

28. Earth

**24. Our Solar System
(inside Milky Way
Galaxy)**

29. Mars

**25. Sun (in Solar
System)**

30. Jupiter

31. Saturn

**36. Pinkish Mass of
Stars being born (in
Milky Way Galaxy)**

32. Uranus

**37. Columbus on the
Santa Maria**

33. Neptune

**38. 1620 inscribed on a
Rock**

34. Pluto

39. Railroad Laborers

**35. Sun (in Milky Way
Galaxy)**

40. Einstein

41. Atlas Rocket

46. Surface of Mars

42. Neil Armstrong

**47. Santa Maria space
ship**

43. Lunar Lander

48. Nina Space Ship

**44. US Flag on the
moon**

49. Pinta Space Ship

**45. Viking landed on
Mars**

**50. Futuristic Space
Shuttle**

**51. Futuristic Mono-
Rail Train**

56. John Hancock

**52. Futuristic Space
Needle Building**

**57. The Constitution of
The United States of
America**

**53. Jesse James
Robbing a Stage
Coach**

**58. The Declaration of
Independence**

**54. Real Cowboy
herding Cattle**

59. Space Station

55. Thomas Jefferson

60. Ocean Clipper Ship

**61. Nantucket Sleigh
Ride**

66. Buffaloes

62. Barbary Pirates

**67. 17 year-old Crazy
Horse**

**63. Man panning for
Gold in Alaskan Gold
Rush**

**68. 35 year-old Crazy
Horse**

**64. Alaskan Huskies
pulling a sleigh**

**69. Crazy Horse's view
of US Settlers moving
West**

65. Alaskan Mountains

**70. Richard Nixon
Peeling off the wall**

71. The Watergate trial

76. John F. Kennedy

**72. Scene from
Woodstock**

77. First Television

73. Jungles of Vietnam

78. I Love Lucy

74. Helicopter in Korea

**79. Washington
Monument**

75. Robert Kennedy

**80. Crowd of Millions in
front of Lincoln
Memorial**

**81. Real Life Joad Family
(Real Life example of
Steinbeck's Grapes of
Wrath)**

**86. George Eastman's
Box Camera**

**82. The Hindenburg
igniting into flames**

**87. Alexander Graham
Bell**

**83. Wright Brother's
Airplane.**

**88. Alexander Graham
Bell's Telephone**

**84. One of the Wright
Brothers watching his
plane**

89. Thomas Edison

85. George Eastman

**90. Thomas Edison's
Light bulb.**

**91. Thomas Edison's
Aids for the deaf**

96. Confederate Flag

92. Robert Fulton

97. Union Flag

**93. Robert Fulton's
steam Engine**

**98. River running
through the Rocky
Mountains**

**94. McCormick Brothers'
first Commercial
harvester.**

99. The Statue of Liberty

**95. Edwin L. Drake's
derrick system for
pumping oil from the
ground.**

**100. The pedestal of the
Statue of Liberty**

101. Ellis Island

**106. Rudolf Valentino
dressed as the Sheik**

**102. Immigrants arriving
at Ellis Island.**

**107. Walt Disney's Snow
White and 7 Dwarfs**

**103. Immigrants posing
for a Family Picture at
Ellis Island**

**108. Mississippi
Riverboat of time
traveling toward sunset.**

**104. Gateway to United
States for millions of
immigrants**

**109. Tom Sawyer and
Huckleberry Finn
painting a picket fence**

**105. Charlie Chaplin as
the little Tramp**

**110. Mark Twain in the
Horizon**

**111. Tom and Huck's
School House**

**116. Sinking Ship
Lusitania**

**112. Clark Gable, Vivian
Leigh, and Olivia
DeHavilland from epic
movie Gone with the
Wind.**

**117. Uncle Sam "I want
You"**

**113. Peaceful 1912
Picnic in the Park.**

**118. World War I "Doh
Boy" Soldier**

**114. Air balloons flying
in the background.**

**119. Scene from Pearl
Harbor**

**115. Model T Ford
driving away form Horse
and Buggy**

**120. Rescue boat for
Lusitania**

121. Charleston Dancers

**126. Al Capone's
girlfriend in a Mobster
Car.**

**122. King Oliver Jazz
Band**

**127. Two 1920 Women in
Glamour Gowns
accompanied by Man in
suite**

**123. The 1920 Club New
Yorker**

128. Charles Lindbergh

124. Louie Armstrong

**129. Depression
Breadlines**

125. Al Capone

**130. Depression
Marathon Dancers**

**131. Franklin D.
Roosevelt**

**136. Dwight D.
Eisenhower**

132. Eleanor Roosevelt

137. Albert Einstein

**133. Dust Storms
(The Great Dust Bowl)**

**138. View of Earth from
Moon**

**134. Atomic Bombs
exploding on Hiroshima
and Nagasaki**

**139. Bicentennial
Fireworks**

**135. United States Flag
being Raised on Mt.
Suribachi**

**140. Sail Boats and
Coast Guard Cutters in
the New York Harbor.**

**141. Lady Liberty
standing tall on her
country's 200th
Birthday.**

146. Moon Vehicle

**142. The Twin Towers on
their country's 200th
Birthday.**

147. Pilgrim Family

143. Martian Rock

**148. Mayflower
passengers rowing
toward the Plymouth
Shore**

**144. Futuristic Flying
Saucers preparing to
Dock on Space Station.**

**149. Boats that followed
the Mayflower**

145. Buzz Aldrin

**150. Wagons moving
westward from Plymouth
(symbolizes westward
expansion)**

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Adventur-Cation™ TGAA \$\$\$ Trivia Game
(Found within the Adventur-Cation.zip download)

The Adventur-Cation.zip file also contains a power point Trivia game titled TGAA\$\$\$Trivia.ppt.

To open this game, unzip Adventur-Cation.zip and then click TGAA\$\$\$Trivia.ppt to start the game. If you don't have power point installed, click PPView97.exe to install a free viewer, and then open.

This is a fun game for students to play in teams to help them learn, review, and remember important United States historical events covered in the program. Instructions for playing the game are found in the Detailed Lesson Plans.

Adventur-Cation™

\$\$\$ Trivia

Grade Level Expectations for the Sunshine State Standards

Social Studies Fifth Grade



FLORIDA DEPARTMENT OF EDUCATION

<http://www.myfloridaeducation.com/>

**Sunshine State Standards
Grade Level Expectations
Social Studies
Fifth Grade**

The fifth grade student:

Time, Continuity, and Change [History]

- extends and refines understanding of the effects of individuals, ideas, and decisions on historical events (for example, in the United States).
- compares and contrasts primary and secondary accounts of selected historical events (for example, diary entries from a soldier in a Civil War battle and newspaper articles about the same battle).
- constructs and labels a timeline based on a historical reading (for example, about United States history).
- knows selected European explorers and the territories they explored in North America.
- understands selected geographic, economic, political, and cultural factors that characterized early exploration of the Americas (for example, impact on Native Americans, war between colonial powers, the institution of slavery).
- knows significant events in the colonization of North America, including but not limited to the Jamestown and Plymouth settlements, and the formation of the thirteen original colonies.
- understands selected aspects of everyday life in Colonial America (for example, impact of religions, types of work, use of land, leisure activities, relations with Native Americans, slavery).
- understands reasons Americans and those who led them went to war to win independence from England.
- knows significant events between 1756 and 1776 that led to the outbreak of the American Revolution (for example, the French and Indian War, the Stamp Act, the Boston Tea Party).
- knows selected aspects of the major military campaigns of the Revolutionary War .
- knows reasons why the colonies were able to defeat the British.
- knows the history of events and the historic figures responsible for historical documents important to the founding of the United States (for example, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- knows selected principal ideas expressed in significant historical documents important to the founding of the United States (including but not limited to the Declaration of Independence, the United States Constitution, the Bill of Rights, the Federalist Papers).

**Sunshine State Standards
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Fifth Grade**

- understands selected geographic and economic features of the growth and change that occurred in America from 1801 to 1861 (for example, the Lewis and Clark expedition, the Louisiana Purchase).
- understands selected technological developments and their effects that occurred in America from 1801 to 1861 (for example, the cotton gin increasing the need for large numbers of slaves to pick cotton).
- understands selected economic and philosophical differences between the North and the South prior to the Civil War, including but not limited to the institution of slavery.
- knows roles and accomplishments of selected leaders on both sides of the Civil War (for example Abraham Lincoln, Ulysses Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison).
- knows causes, selected key events, and effects of the Civil War (for example, major battles, the Emancipation Proclamation, General Lee's surrender at Appomattox Courthouse).
- understands selected aspects of Reconstruction policies and ways they influenced the South after the Civil War.
- knows ways American life was transformed socially, economically, and politically after the Civil War (for example, Western settlement, federal policy toward Native Americans, massive immigration, the growth of American cities, big business, mechanized farming).
- knows selected economic, social, and political consequences of industrialization and urbanization in the United States after 1880 (for example, expansion of transportation, development of large population centers, woman's suffrage, rise of organized labor, improvements in the standard of living).
- knows the political causes and outcomes of World War I (for example, isolationism, League of Nations).
- understands selected social and cultural transformations of the 1920's and 1930's (for example, impact of the automobile, racial tensions, role of women).
- understands the social and economic impact of the Great Depression on American society (for example, business failures, unemployment, home foreclosures, breadlines).
- understands selected events that led to the involvement of the United States in World War II (for example, German aggression in Eastern Europe, the bombing of Pearl Harbor).

**Sunshine State Standards
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Social Studies
Fifth Grade**

- understands selected causes, key events, people, and effects of World War II (for example, major battles such as the D-Day invasion, the dropping of the atomic bombs on Japan, reasons for the Allied victory, the Holocaust).
- knows selected economic, political, and social transformations which have taken place in the United States since World War II (for example, Civil Rights movement, role of women, Hispanic immigration, impact of new technologies, exploration of space).
- knows selected political and military aspects of United States foreign relations since World War II (for example, Cold War attempts to contain communism such as in Berlin, Korea, Latin America, and Vietnam; nuclear weapons and the arms race; attempts to secure peace in the Middle East).

People, Places, and Environments [Geography]

- extends and refines use of maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns (for example, in the United States).
- knows how regions in the United States are constructed according to physical criteria and human criteria.
- understands varying perceptions of regions throughout the United States.
- understands reasons certain areas of the United States are more densely populated than others.
- understands ways the physical environment supports and constrains human activities in the United States.
- understands ways human activity has affected the physical environment in various places and times in the United States.

Government and the Citizen [Civics and Government]

- understands the functions of government under the framework of the United States Constitution.
- understands the branches of federal government and their main roles.
- understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of the United States government.
- understands ways all three branches of government promote the common good and protect individual rights.
- knows the names of his or her representatives at the national level (for example, president, members of Congress).

Florida Department of Education

**Sunshine State Standards
Grade Level Expectations
Social Studies
Fifth Grade**

- knows possible consequences of the absence of government, rules, and laws.
- knows basic things the United States government does in one's school, community, state, and nation.
- understands the importance of participation through community service, civic improvement, and political activities.
- extends and refines understanding of ways personal and civic responsibility are important.
- knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (for example, privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, serving on juries).
- knows examples of the extension of the privileges and responsibilities of citizenship.
- knows what constitutes personal, political, and economic rights and why they are important (for example, right to vote, assemble, lobby, own property and business).
- knows examples of contemporary issues regarding rights (for example, freedom from discrimination in housing, employment).

Production, Distribution, and Consumption [Economics]

- knows examples from United States history that demonstrate an understanding that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
- understands that scarcity of resources requires choices on many levels, from the individual to societal.
- understands the basic concept of credit.
- understands that any consumer has certain rights (for example, an individual, a household, a government).
- creates a simple budget including income and expenses.
- knows different ways that money can increase in value through savings and investment (for example, banks savings accounts, stocks, bonds, real estate, other valuable goods).

**Sunshine State Standards
Grade Level Expectations
Social Studies
Fifth Grade**

- understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.
- understands the roles that money plays in a market economy.
- understands basic services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.
- knows ways the Federal government provides goods and services through taxation and borrowing (for example, highways, military defense).

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