

Education
Materials on



Fourth Grade

5 day unit with teacher
resources

Updated 5/09



Explore the Port of Green Bay – the economic artery of our community!

The education materials you are about to review were developed to engage children in thinking about the Port of Green Bay beyond bridges and ships, but rather as a link to the rest of the world. These lessons will give students a comprehensive understanding of the commercial shipping industry and its vital role in our community.

The Port of Green Bay can help you achieve learning that directly fits the Wisconsin standards students are required to meet for fourth and sixth grade. In these materials you will find lessons that engage students in learning about history, geography, mapping skills, ecosystems of the Great Lakes and shipping and commerce. The lessons use a variety of hands-on activities and resources like CD's, books and DVD's to enhance a student's learning.

The Port of Green Bay would like to thank the following organizations and individuals who helped develop and coordinate the fourth and sixth grade materials:

Ashwaubenon School District

Nicki VanLaanen

Social Studies teacher,

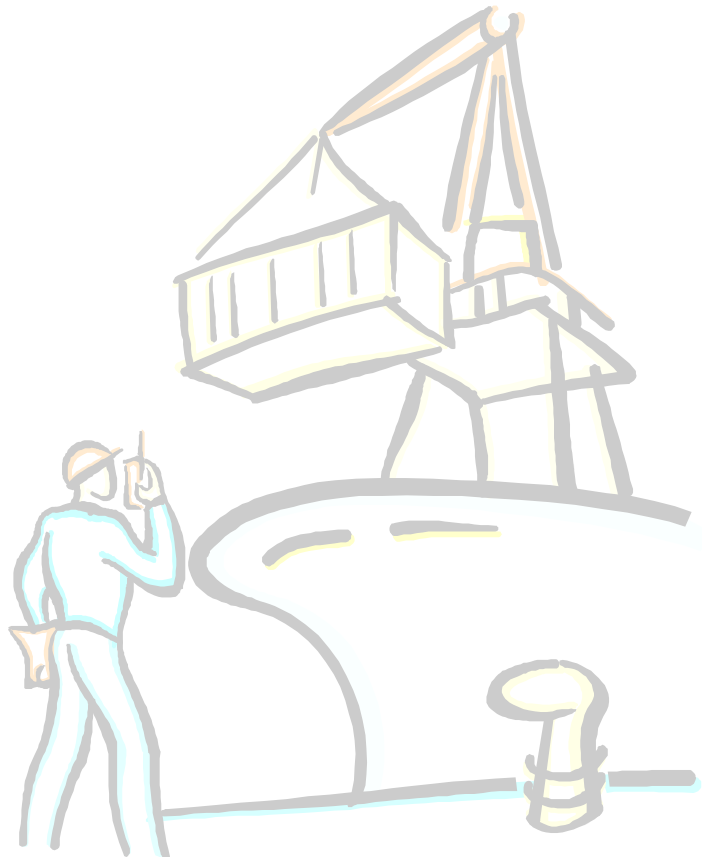
Ashwaubenon High School

***The Wisconsin Maritime Museum,
Manitowoc***

Wendy Lutzke, Educator

Norma Bishop, Executive Director

***The Brown County Port & Solid
Waste Department***



The Port of Green Bay **Educational Unit** **4th Grade Level**

Purpose:

This educational unit designed for the 4th grade (Wisconsin) was created to provide classroom teachers with information, lesson plans, resources, and ideas for teaching students about the port of Green Bay. Teachers can use the unit in its entirety or as separate lessons to educate our students about this important economic development in the Green Bay area and Northeast Wisconsin.

This unit fulfills Wisconsin Academic Standards and Brown County school curriculum standards, including the following Green Bay Area School District 4th Grade Standards in the area of Social Studies:

- Understand how local goods and services are part of the global economy and explain their use in Wisconsin
- Identify connections between the local community and other places
- Understand significant events and people in the history of Wisconsin

The following is from the port of Green Bay website:

www.portofgreenbay.com and www.harborprosperity.com

Mission:

The mission of the Brown County Port and Solid Waste Department for the Port of Green Bay is to plan and promote harbor improvements to spur the economic development of the Green Bay area and Northeast Wisconsin by stimulating trade and business through safe and cost-effective waterborne transportation activities, while taking into consideration the needs of the community with regards to tourism and recreation.

Vision:

The Port of Green Bay will become increasingly self-sufficient through involvement in port development, real estate and other activities that expand port efforts. The Port of Green Bay will aggressively pursue new business opportunities while continually seeking to build alliances with industry, other waterfront land uses, and all entities of government.

For more information/comments/questions please contact:

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Course 4th Grade Port of Green Bay Unit

Week of (Date) Day One: Based on 50 minutes of instruction

Wisconsin Social Studies Standards: A.4.3; B.4.4; B.4.7; B.4.12; D.4.5; D. 4.6; D.4.7

Learner Target(s) Identify and describe significant events and people in the history of Wisconsin (Port of Green Bay). Identify production distribution & consumption of goods and services. Produce a map of Wisconsin/Green Bay.

Objective(s) Students should comprehend and evaluate the mission of the port, the benefits of shipping, work on map work of the region, and analyze a shipping breakdown of materials, tonnage, aids to navigation, and port terminology.

Activities (Evidence of Learning):

1. Group-work Activity: (Groups of 2/3)
Brainstorm a list of ways you and your family are affected by the Port of Green Bay. *Use the Green Bay port internet site and its visuals to give your students more ideas for their lists. www.portofgreenbay.com and www.harborprosperity.com*
2. Teacher lead discussion: Each group will share through a whip around of their examples and the teacher will create a class list.
3. The teacher will share the mission and vision of the port for his/her students (Read the Port of Green Bay: Introductory Notes **L1A**).
4. Map Work: Students will color and label the map of the port using directions on (**L1B**) and the three map sheets: world, Midwest, and Wisconsin (provided).
5. Briefly discuss the events of the story of *The Three Little Pigs*.
6. **Say to the class:** "I am thinking of the first little pig and all the resources he needed to construct his home out of straw." Have the students get back into groups and create a chart dividing in three resources: natural, capital (tools, made-made items), and human. Groups will then share their charts to create a class chart.
7. Notes: Resources of the Port of Green Bay (**L1C**)
8. The class will then create a production resource chart classifying those resources as natural, capital, & human.
9. The lesson will conclude with a word search, including definitions of the terminology regarding the port and/or assignment to find resources from their Port list at home.

Assessment(s)

Map quality, word-search activity
accuracy, resource list from home

Teacher observation of class
activities.

Materials

1. Introductory Notes (**L1A**)
2. Map handout/colors (**L1B**)
3. Resources of the port handouts (**L1C**)
4. Word search (**L1D**)

Assignment(s)

Complete word search if the students run out of time (**L1D**).

Curriculum Connection(s)

Note: *Three Little Pigs* idea came from a lesson online from the Montgomery County Public Schools. www.mcps.k12.md.us

Course 4th Grade Port of Green Bay Unit

Week of (Date) Day Two: Based on 50 minutes of instruction

Wisconsin Social Studies Standards: A.4.3; B.4.4; B.4.7; B.4.12; D.4.5; D. 4.6; D.4.7

Learner Target(s) Identify and describe significant events and people in the history of Wisconsin (Port of Green Bay).

Objective(s) Students should understand the history of the Port of Green Bay and how it became such an asset to the area.

Activities (Evidence of Learning):

1. Review key concepts from day 1, i.e. definitions, uses of the port, effects on every day life.
2. Key question: How did the port come into existence?
Students will use think-pair-share to answer this.
(Think for 2 minutes, work with partner for 2 minutes, and then share with class how they think it came to be)
3. Show PowerPoint: History of The Port of Green Bay **(L2A)** *(May switch 2 & 3 around based on students' prior knowledge of Wisconsin history)*
4. Class news article
-Partner work: students will be assigned key words from the Port of Green Bay News Article sheet **(L2B)**
-With a partner, they will be required to write a paragraph using their key words.
-The final product will be a class news article about the history of the port of Green Bay.

Assessment(s)

News article quality

Think-pair-share ideas

Teacher observation of class activities.

Materials

1. PowerPoint: History of the Port of Green Bay **(L2 A)**
2. LCD projector
3. News article expectations/rubric and key words **(L2B)**

Assignment(s)

News article (if time does not allow)

Curriculum Connection(s)

Note:

Course 4th Grade Port of Green Bay Unit

Week of (Date) Day Three: Based on 50 minutes of instruction

Wisconsin Social Studies Standards: B.4.4; B.4.7; D.4.5; D.4.6

Learner Target(s) Identify the importance of the port of Green Bay in people's lives.

Objective(s) Students should understand the history of the Port of Green Bay and how it became such an asset to the area.

Activities (Evidence of Learning):

1. Gather students into a circle with a ball of string they can throw.
2. Teacher will start with the ball of string. Each person must say one thing they have learned or still want to learn about the Port of Green Bay. After the student is done he/she will toss the ball to another student who has not spoken.
3. When all are done look at the web that has been created. Make the point that it is symbolic of how many people the port affects and how many people, countries, companies, etc. it connects.
4. Introduce Mr. Dean Haen as the guest speaker for class. Mr. Haen will present his PowerPoint on the Port of Green Bay which includes information about the Port origins, mission, cargo, ships, environmental benefits and efficiencies and economic impact.
5. After Mr. Haen is done speaking allow time for student questions and discussion.
6. Homework for the next day will be a thank you card for Mr. Haen.

Assessment(s)

Teacher observation of class discussion

Materials

1. Ball of string
2. Construction paper
3. Markers

Assignment(s)

Thank you card for Mr. Haen

Curriculum Connection(s)

Note:

Course 4th Grade Port of Green Bay Unit

Week of (Date) Day Four: Based on 50 minutes of instruction

Wisconsin Social Studies Standards: A.4.4; B.4.7; B.4.8; D.4.7

Learner Target(s) Recall facts about the Port of Green Bay from previous lessons. Identify physical characteristics of zebra mussels. Explain problems zebra mussels cause in Great Lakes. Identify ways people can help keep water clean.

Objective(s) Students will recall Port of Green Bay history and cargo facts from previous lessons. Students will identify environmental threats to the port. Students will create an action plan for doing their part to keep water clean.

Activities (Evidence of Learning):

Make sure you've reserved the Great Lakes Shipping Education Trunk to use in your classroom from the Port of Green Bay office.

1. Teachers should review day one notes of the economic resources of the Port of Green Bay and also have a quick "name flash" review of Basic Green Bay history facts **(L4A)**.
2. The teacher can post printed photographs or provide digital viewing of zebra mussels **(L4B)** while distributing p. 53 "One Thing Leads to Another: How Zebra Mussels are Changing the Great Lakes" from *Exploring the Great Lakes: A Logbook of Adventures* found in the Great Lakes Shipping Trunk. Teachers and students can read through the information and complete the discussion questions together.
3. The teacher can show lesson 55, "Keeping Our Great Lakes Great" from the *Exploring the Great Lakes* CD-ROM supplement from the Great Lakes Shipping Trunk. This short segment can be the lead-off for the following discussion: What pollution problems do we have in our area? The Port of Green Bay?
4. Students can work in small groups to create an action plan on how they can play a role in keeping our bay and environment clean. That sheet can be back-to-back with the recycling sheet so they can share their ideas with family **(L4C)**.
5. Each group will share their plans with the class.
6. Remind students of the upcoming class trip to the Wisconsin Maritime Museum. Have them prepare at least 3 questions they would like answered during the visit.

Assessment(s)

Graph accuracy, Action plan assessment

Teacher observation of class activities.

Materials

1. Intro Notes on the Port of Green Bay **(L4A)**
2. *Exploring the Great Lakes: A Logbook of Adventures* and CD-ROM supplement. Photocopy p. 53 from the logbook (1 per student). From GL Shipping Trunk
3. Photos of zebra mussels **(L4B)**
4. Recycling flier, Action Plan Sheet **(L4C)** (1/student)

Assignment(s)

Prepare questions for the class field trip.

Curriculum Connection(s)

Note:

Course 4th Grade Port of Green Bay Unit

Week of (Date) Day Five: Based on 50 minutes of instruction

Wisconsin Social Studies Standards A.4.3; B.4.4; B.4.7; B.4.12; D.4.5; D. 4.6; D.4.7

Learner Target(s) Identify and describe significant events in the maritime history of Wisconsin.

Objective(s) Students should understand the history of shipping on the Great Lakes and its importance to everyday life.

Activities (Evidence of Learning):

1. Students will be gathering in class in the morning.
2. Each student will take part in the field trip to the Wisconsin Maritime Museum.
3. Each student should bring along the list of questions to be answered during visit.
4. Any supplemental information will be supplied during the tour.

Possible Extension activities:

- Have students work in groups and take digital cameras on the field trip. They can put together a photo journal of the day's events when they get back to school.
- Upon return, students could write an editorial for the newspaper about their experiences on the field trip. They can also turn in their questions and answers.

Assessment(s)

Teacher observation of class discussion
Photo journal quality (if completed)
Editorial quality (if completed)
Completed questions and answers

Materials

1. Possibly digital cameras
2. Notebook/pen for notes

Assignment(s)

Prepare questions for the class field trip.

Curriculum Connection(s)

Note:



**WISCONSIN
MARITIME
MUSEUM**
AT MANITOWOC

School Programs

The Wisconsin Maritime Museum offers a wide variety of quality educational programs for children and schools that are designed by licensed educators, meet state educational standards, and make learning fun!

Our educational staff will work with your group to schedule a museum experience that can include one of our 45-minute educational programs, a tour of the submarine **U.S.S. Cobia**, and guided tours of the Museum. Contact Wendy Lutzke, Educator, at 920-684-0218 ext. 115 or by e-mail, wlutzke@wisconsinmaritime.org to set up a visit!

Below you will find a list of programs that can enhance your unit on the Port of Green Bay. You can ask to include one of these programs during your visit to the Wisconsin Maritime Museum.



Mail by the Pail

There are many forms of transportation in the Midwest, including freighters out on the Great Lakes. We will investigate how crew members receive their mail by the pail on the Detroit River, and we'll even send our own message to a crew! We'll also take a close-up look at samples of cargo and see the mail boat in action.



Gathering of the Waters

Use clues to explore Wisconsin's many waterways in this history/geography based activity. Can you figure out the names of the waterways before your time is up? Here's your chance to find out.



A Sailor's Life

See if you can identify artifacts from a ship, put on a World War II Navy jumper or a hard-hat diving helmet, and hear a true story about Great Lakes' sailors. Danger and skill go hand in hand in the adventurous job of a sailor!