

Iowa History: Cemeteries

Deb Tulley – Calamus-Wheatland Elementary, Calamus, IA

Grade Level (Req.): 5th grade	Content Area (Req.): Social Studies, American History	Unit (Opt.): Iowa History
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): 2-3 days	Goal (Req.): Students will learn how people influence things around them.	
	Objective (Req.): Students will be able to describe the historical development of a region, and describe ways people interact with physical environment.	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> <li>• Scavenger hunt questions for a local cemetery – need to be attached</li> <li>• Pencil for answering questions</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How can aspects of an area teach people about the history of the area? A review of primary/secondary sources is necessary – have a discussion about it. Give the students specific directions about behavior at the cemetery. These may be different according to the different cemeteries (check with cemetery officials first!). The students should be on their best behavior at all times: be generally respectful and unobtrusive; avoid loud talk and behavior that might be disturbing to those in mourning; notice there are different rituals for different cultures, but be sure students don't interrupt any ceremonies; follow posted rules; never enter a closed cemetery; don't bring pets into the cemeteries; don't walk directly on the graves, many traditions interpret this as disrespectful; never disturb the soil; don't run in the cemetery and watch where you are going; watch and listen (wildlife, snakes, and insects may be problems); don't eat or drink in the cemetery, you want to leave it as you found it; and remember no bathrooms! (these are taken from <a href="http://www.pbs.org/opb/historydetectives/educators/class_information.html">http://www.pbs.org/opb/historydetectives/educators/class_information.html</a>)</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> <li>1. The students will take a trip to the cemetery (they should be paired up).</li> <li>2. Pass out the scavenger hunt questions – have them also look for patterns that they might see in the cemetery. Are there any that they see?</li> <li>3. Depending on the number of questions – 20-30 minutes to search.</li> <li>4. Discuss as a whole class what was discovered at the cemetery.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>		

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Formative Evaluation (Req.): To check for their understand, have the students write a summary of what they've learned from their visit. Assign them a number of facts to be included in the essay based on what the cemetery can support. Students as a class could also graph findings.

Assessment (Req.): Summarize findings – findings should be include a good summary of the community history. Depending on the age of the cemetery, this summary can cover immigration patterns, age of death (may lead to reasons for death – Spanish Flu, diseases...), family plots, involvement in wars...

Iowa Core Curriculum Standards Used (Req.):

- Behavioral Science, grade 3-5: Understand various institutions, ideas, values and behavior patterns change over time.
- History, grade 3-5: Understand historical patterns, periods of time, and the relationships among these elements.
- Geography, grade 3-5: Understand how geographic and human characteristics create culture and define regions.
- Geography, grade 3-5: Understand causes and effects of human migration.
- Geography, grade 3-5: Understand reasons for the growth and decline of settlements.
- History, grade 3-5: Understand the role of innovation on the development and interaction of societies.
- History, grade 3-5: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- How to analyze the spatial organization of people, places, and environments on Earth's surface
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Five Themes of Geography Used (Req.):

- Place
- Movement
- Region
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School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.): This can be used as an opening or closing to an Iowa History unit.

Other Resources (Opt.):

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## Cemetery Scavenger Hunt

Name \_\_\_\_\_

Try to find the following information from tombstones at the cemetery. Write the name of the person and the date of birth and death that is listed on the grave marker.

### Veterans of war:

Civil War \_\_\_\_\_

World War I \_\_\_\_\_

World War II \_\_\_\_\_

Korean War \_\_\_\_\_

Vietnam War \_\_\_\_\_

Other \_\_\_\_\_

Military service \_\_\_\_\_

Grave of a relative

\_\_\_\_\_  
Someone of historical importance

\_\_\_\_\_  
Tombstone of the oldest person

\_\_\_\_\_  
Oldest tombstone

\_\_\_\_\_  
An unusual epitaph

\_\_\_\_\_  
Epitaph \_\_\_\_\_

\_\_\_\_\_  
Unusual tombstone shape

\_\_\_\_\_  
Any marking that might indicate religious preference

\_\_\_\_\_  
Any marking that indicates hobbies or occupation

\_\_\_\_\_  
Family tombstones

\_\_\_\_\_  
Do you see any foreign languages on the tombstones? If so – what language?

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*tides.sfasu.edu/Teachers/LessonPlans/MindyScott/ScottCemeteryScav.pdf*