

**Title:** Vulcan’s Journey  
**Grade(s):** 4<sup>th</sup>  
**Subject(s):** Social Studies  
**Author:** Byrd, Outsey, and Warren  
**Overview:** Students will complete a collaborative project involving the history of Vulcan.

**Content Standards:** SS (4) 1. Identify historical and current economic, political, and geographic information about Alabama on thematic maps.  
 SS (4) 16. Describe the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the twentieth century.

**Local/National Standards:**

**Primary Learning Objectives:** Students will develop an outstanding project on the history of Vulcan.

**Additional Learning Objectives:** Students will be introduced to the Scratch program.

**Approximate Duration of Lesson:** 4 Days (four 30 minute lessons = 120 minutes)

**Materials and Equipment:** Paper, index cards, pens, Graphic Organizers: KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>) Time- Order Chart <http://www.eduplace.com/graphicorganizer/pdf/timeorder.pdf> Spider Chart (<http://www.eduplace.com/graphicorganizer/pdf/spider.pdf>)

**Technology Resources Needed:** Internet links, computers.

**Background/Preparation:** Researching skills, interpreting information, basic knowledge of computer application, interpret and process informational text.

**Procedures/Activities:** Step 1 Students reflect on the meaning of symbols & their effects on daily life. Whole Group.  
 Step 2 Students will imagine a world without symbols or think of removing a specific one. Examples include the Statue of Liberty, Liberty Bell, Greek Symbols, Alabama and Auburn. Websites listed below.  
 Step 3 Students will share their thoughts on what they imagined with their neighbor.  
 Step 4 Use [Prezi](#) to demonstrate symbols including different college symbols, Statue of Liberty, flags, Greek symbols, etc.

- Step 5 Guided discussion on symbols. What is a famous symbol in Birmingham? (*Vulcan*). How did it get where it is? Explain that students will research the history of Vulcan and present the results of their research in a Scratch project.
  - Step 6 Teachers will demonstrate how to make a Scratch presentation.
  - Step 7 Students will locate information about Vulcan (websites below) and work in groups to plan an original Scratch project on Vulcan.
  - Step 8 Students will share projects with the class. ([Scratch](#)), Rubric, Websites
- Attachments:** Oral questioning, oral presentations, completed projects, and self-assessment checklist.
- Assessment Strategies:** Take a field trip to Vulcan, make a clay model of Vulcan, paint t-shirts with pictures of Vulcan, make a Toondoo about Vulcan’s history, or create a Glogster about Vulcan.
- Extension:** Leveled reading information on Vulcan.
- Remediation:**

Web Sites:
<a href="#">Greek Symbols</a>
<a href="#">College Symbols</a>
<a href="#">United States Symbols</a>
<a href="#">Vulcan Park</a>
<a href="#">Vulcan Statue - Wikipedia</a>

Vulcan Scratch Rubric

Criteria	All of the time-3	Most of the time-2	Not much of the time-1
Worked well with group.			
Appropriate use of technology.			
Project content addressed topic of Vulcan.			