# Where We Are In Place and Time

IB PYP Homeroom (Fifth Grade)

Courtney Benner, Nicole Cheroff, Elizabeth Rountree, Lisa Alexander, Whitney Niles, Katy Lucas, ManageBac Support, Dale Ioannides, Wendy Sanders, Julie Chartier, Paul Hulsing, Kelley Jordan-Monne, Jessica

# Summary

# Where We Are In Place and Time Subject Start date Duration Year English, Science Lab, Social Fifth Grade Week 3, March 7 weeks Studies

# Inquiry

# Transdisciplinary Theme



#### Where we are in place and time

An inquiry into orientation in place and time The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives

# The Central Idea

Time yields progress

Students will explore cold war, civil rights events, and behavioral/inherited traits in order to understand how time yields progress and apply new understanding to personal experiences.

# E Lines of Inquiry

- Definition of Progress
- Examples of progress
- Impact of progress

# Teacher questions

- How do we define progress?
- What does progress look like?
- How does progress impact people?



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# ℅ Learning Goals

# Scope & Sequence

magnetic Social Studies

# [CCGPS] Historical Understandings

#### Learning Outcomes

SS5H9 The student will trace important developments in America since 1975.

a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.

b. Explain the impact the development of the personal computer and the Internet has had on American life.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.

d. Discuss the significance of the technologies of television and space exploration.

SS5H7 The student will discuss the origins and consequences of the Cold War.

a. Explain the origin and meaning of the term "Iron Curtain."

b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

# [CCGPS] Economic Understandings

#### Learning Outcomes

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).

SS5E3 The student will describe how consumers and businesses interact in the U.S. economy.

a. Describe how competition, markets, and prices influence people's behavior.

c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

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English

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# [CCGPS] Reading Informational

## Learning Outcomes

Key Ideas and Details

ELACC5RI3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

# Standards and benchmarks

Georgia State Standards GSE: Science (2016)

#### Life Science Grade 5

S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

a. Ask questions to compare and contrast instincts and learned behaviors.

b. Ask questions to compare and contrast inherited and acquired physical traits. GSE: Fine Arts: Music (2018)

#### General Music Grade 5

ESGM5.CR.2 Compose and arrange music within specified guidelines.

b. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).

c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

#### Performing

ESGM5.PR.1 Sing a varied repertoire of music, alone and with others.

a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.

ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.

d. Perform multiple songs representing various genres, tonalities, meters, and cultures.

#### Responding

ESGM5.RE.1 Listen to, analyze, and describe music.

a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/ refrain, rondo, introduction, coda, theme/variations).

b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony).



## RIVERS

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Connecting

ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.

a. Discuss connections between music and the other fine arts.

b. Discuss connections between music and disciplines outside the fine arts.

ESGM5.CN.2 Connect music to history and culture.

a. Perform and respond to music from various historical periods and cultures. GSE: Fine Arts: Visual Arts (2017)

#### Creating Grade 5

VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.

b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA5.CR.2 Create works of art based on selected themes.

a. Create original works of art that communicate values, opinions, and feelings.

b. Create works of art emphasizing multiple elements of art and/or principles of design.

c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).

d. Create works of art inspired by historical, contemporary, and/or social events.

VA5.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).

b. Apply printmaking processes to create works of art (e.g. monoprints, collagraphs, Styrofoam prints, editions, reduction prints).

c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).

d. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).

e. Apply multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

VA5.CR.4 Understand and apply media, techniques, processes, and concepts of threedimensional works of art.

a. Create clay objects, demonstrating refinement of combined hand-building techniques (e.g. pinch method, coil method, slab, surface design).

b. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).

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c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, puppetry, batik, jewelry, book arts).

VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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#### Presenting Grade 5

VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Prepare works of art for exhibition with signature, title, and artist statement.
- b. Choose works of art to be displayed based on reflection and designated criteria.

VA5.PR.2 Develop and maintain an individual portfolio of works of art.

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#### Responding Grade 5

VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.

b. Explain how selected elements and principles of design are used in works of art to convey meaning.

c. Use a variety of approaches to engage in verbal and/or written art criticism.

d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

#### Connecting Grade 5

VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.

b. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one's own work.

c. Discuss how social, political, and/or cultural events inspire art.

d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.

e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).

VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

a. Describe and discusses various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).

VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).



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VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

GSE: Physical Education (2018)

# Fitness Grade 5

PE5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a healthenhancing level of physical activity and fitness.

c. Participates in the Georgia Fitness Assessment Program with teacher supervision.

d. Compares Georgia Fitness Assessment results to Health Fitness Zones (HFZ).

g. Engages in teacher-led and independent physical education class activities.

#### Personal and Social Behavior, Rules, Safety, and Etiquette Grade 5

PE5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.

c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).

# **Key and Related Concepts**

# Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
Change	How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable.	Students will show thier understanding of time yields progress through a deep inquiry of events and relationships over the course of the Cold War and modern day.	Students will investigate the sequencing and ordering of events from the Cold War to modern day to show that time yields progress.	Social Studies
Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	Students will connect that scientific advancements have progressed our working knowledge. (genetics) Students will explore relationships between learned/inherited behaviors and genetics traits.	systems, relationships and interdependence	Science Lab, Social Studies



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Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
		Students will explain how government systems and philosophies impact relationships.		

# Developing IB Learners

# 1 Learner Profile



Thinkers



Communicators



Reflective

# Description

thinker communicators reflective

Students will analyze the learned information (thinker) and apply the learned material to identify and express thier opinion (communicator/reflective) that time yields progress.

Attitudes: (Empathy) Students will gain an appreciation of the effort and relationships of leaders during the cold war which led to progress.

(Enthusiasm) Students will understand that citizens around the world have an excitement about thier home countries.

(Respect) Students will learn that global citizens need to respect other countries, besides their own.



# P Approaches to Learning

#### Description

Transdisciplinary Skills: Formulating Questions, Planning, Organizing Data, Interpreting Data, Comprehension, Listening, Speaking, Reading, Writing.



#### **Communication Skills**

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.



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Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

#### Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

#### Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

#### Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

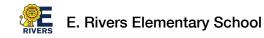
Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.

# Section

#### - Student-initiated Action

Some students used the concepts they learned in this unit too support their IB exhibition work. For example, one student made the connection between segregation and present day school inequality.



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# Assessment & Resources

# Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative Assessment: Let's investigate Time Yielding Progress through both a historical and scientific lens.

- 1. Class brainstorms and discusses recently learned historical and scientific examples of time allowing for progress.
- In breakout rooms or small groups, students must use notes to discuss and debate in order to decide on 1 historical example and 1 scientific example to defend as the MOST IMPORTANT example that yielded the most advancements/ progress. (be sure to think about changes, various perspectives, and connections)
- 3. Each small group will communicate and defend their position with written explanations and images on one of the blank Jamboard slides. THEN they will list their names on a sticky note with their historical and scientific examples and place it on the Tug-of-War slide.
- 4. Each group must review another group's slide and reflect upon their rankings by answering the following questions:
  - a. Is their most important scientific example backed up with factual and compelling evidence?
  - b. Is their most important historical example backed up with factual and compelling evidence?
  - c. Does your group now want to change their own rankings? If so why?
- Team Tug-of-War: Class comes together to play Tug-of-War. Student groups will explain their rankings if the other group's perspectives changed their minds, if so they change their sticky note to a new example. Discuss whole class results and changes.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- · KWL, class discussion,
- Provocation: Discuss the quote, then answer questions on sticky notes and post and revisit throughout unit.
  "Change is not progress, but progress requires change." What does progress mean? Is progress always positive?
- CSI: Students create Color Symbol Image Posters to depict PROGRESS. Conduct a Gallery Walk with peer review sticky note
  "Glows and Grows".

#### Student Self-assessment and Peer Feedback

- Google form Reflections
- · Gallery Walks with peer review sticky notes (can be done on Jamboard if digital learning).

# Learning Experiences

Designing engaging Learning Experiences

Cantrell Faces 5thPPT Jun 4, 2021

("Cantrell Faces" is a resource and artifact for Visual Art unit instruction featuring a contemporary African-American ceramic artist, living and working in Atlanta, Georgia.)



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Where We Are in Place and Time

- · Definition of progress
  - Science:
    - Genetics
  - Social Studies:
  - Collapse of USSR
- Examples of Progress
  - Science
    - GMO
  - Social Studies
    - Computers/phones
    - Space/Arms Race
- Impact of Progress
  - Science
    - Cloning
  - Social Studies
    - Connectivity (internet/mobile phones), 9/11

#### Music

Key Concepts: Connection, Reflection, Change

Activities: Complete the jingle project, creating a jingle and ad-copy selling a product from the social studies curriculum OR from the student exhibition project

Central Idea: Music persuades others.

Learner Profile: Students will become knowledgeable, open-minded and balanced about different different compositional and marketing techniques to sell their music.

Assessments: Students will receive a grade according to their rubric. Students will create a glows and grows jamboard for other student's projects, citing evidence.

# **Fine Arts: Visual Arts Instruction**

Key Concepts: Connection, Reflection, Change

Activities: Students will learn about an Atlanta-based ceramic artist, Kimmy Cantrell - "The Man Behind the Faces," (see PPT Slideshow attached to resources, includes student work samples)

"We looked at the ceramic work of Kimmy Cantrell and focused on his asymmetrical Cubist-Abstract relief masks. We reviewed the definition of asymmetrical balance and relief sculpture. We compared and contrasted Cantrell's masks and the facial features. The connection between artists Pablo Picasso and Kimmy Cantrell, separated by several generations is clarified. I explain inspiration by the work of historical artists, as contemporary ceramic artist Cantrell inspires us. We then created paper patterns to use directly on our clay slab. We used clay tools to create impressed texture on the base of our relief mask. Then the facial features were cut out, scored and slipped then attached to the top of the base. The pieces were fired, then glazed and re-fired.

Central Idea:

Learner Profile: Students will become knowledgeable, open-minded, and balanced about different artistic genres such as Realism, Abstraction, and Cubism, while learning about them and creating images and/or sculptures inspired by them.

Learning Goal: Students will experience Change in working with clay to produce a completed face project. Moist natural clay Changes significantly when it is dried then fired in a kiln. We bisque-fire student work at 1980 degrees F, then paint with ceramic



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glazes before a final glaze-firing at 1820 degrees F.

Learning Goal: Students will become knowledgeable by studying artistic techniques and art history. 5th grade students will make a comparison between Kimmy Cantrell and Pablo Picasso's cubist style of faces. They are learning the slab technique will have done a drawing and a plan ahead before they begin the project, creating paper pattern pieces, cutting each slab-built piece in clay and then glazing the final work after bisque firing.

Assessments: Students will refer to the rubric when reflecting upon their ceramic "Faces Full of Meaning" and write an Artist Statement explaining their face sculpture, They will give each other feedback about their final glazed projects: "Every FACE will have:

At least 2 TEXTURES

At least 3 COLORS

And, give your FACE a Personality! Will it be a boy or girl?

Is it a Happy face? Sad? Angry? Silly? Worried? How do the colors you chose show Emotions?

Does it have favorite patterns or things to wear that reflect its Personality?

Give him or her a NAME and a Story"

#### **Physical Education:**

Key Concept: Change

Activities:

- · Identify what steps students must have taken to see the progress made on their fitness testing from the pre to post test
- Participate in the Fitnessgram testing

Central Idea- Students will focus on the progress of performing a proper push-up for the Fitnessgram testing. The proper form and number of repetitions required for each student are based on student gender and age that they strive for to be in the Healthy Fitness Zone (HFZ).

Learner Profile- Feedback will be communicated to assist individuals in using proper form for their push-ups. Students will reflect on the communication they received through feedback to make adjustments to improve their progress.

Assessments- Students will begin by practicing the proper form for push-ups. Students will then work with a peer and communicate correct and improper forms that they recognize in their push-up performances. The teacher will assess all students to track their push-up performance for the Fitnessgram.

#### **Social Studies**

• Students will use the QR codes or links to access informational websites regarding the space race. They will complete the task cards associated with each code/link.

#### Science Lab:

S5L2

S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

a. Ask questions to compare and contrast instincts and learned behaviors.

b. Ask questions to compare and contrast inherited and acquired physical traits.

(Clarification statement: Punnett squares and genetics are taught in future grades.)

Key Concepts: Change, Connection. Reflection





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Activities:

- Students will connect that scientific advancements have progressed our working knowledge of what causes organism's genetic physical traits and learned behaviors.
- Students sort various organism scenarios, and discuss evidence and reasoning for sort each scenario as genetic physical, genetic behavior, environment physical, or environmental behavior.

#### Spanish -

Students will recognize descriptive adjectives to describe physical traits and verb to describe actions / behaviors - inherited traits - descriptions

Novel Study Options: Buzz Aldrin: Reaching for the Moon,

#### Visible Thinking Routine Options:

Thinking Routines used to facilitate deep student inquiry, understandings, and discussions of how time yields progress.

Think, Puzzle, Explore, Circle of Viewpoints, Tug of War

# Supporting Student Agency

Through the following activities, students will have opportunity to discuss and share learning: during these activities

Visible Thinking Routines

Interactive note taking

# Reflections

#### **General Reflections**

# Looking Back

Erica Pease May 11, 2022 at 2:34 PM

Change/Connection:

Students understand connection between two recessive = to show up but only need 1 dominate gene for it to be displayed in the offspring

Students concluded that there are historical patterns that cause future events.





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# $\equiv$ Looking Forward

Erica Pease May 11, 2022 at 2:36 PM

We would die deeper into recessive and dominate genes, through a more extensive look into their family genes/patterns. Examples: rolling of the tongue, ear lobes

# ⇒ Additional Subject Specific Reflections

Jessica Weingart Apr 19, 2022 at 3:26 PM

Classes who struggle with group interactions and group work may need additional group preparations ahead of the project. next year.

# Stream & Resources

Resources

Note posted on Aug 15, 2019 at 9:48 AM

Discovery Education, interactive history books, High Touch High Tech, Atlanta History Center field trip, BrainPop, AIMS materials, YouTube videos, and TED-ED

