

## **Trading Faces (Famous Missourians)**

**Lesson Developer: Michelle Dahlsten Kratofil**

**Grade Levels: 4-6**

**Time Allotment: 5 class periods/50 minute sessions**

**Overview:** This segment focuses on the famous people who have been buried in Missouri cemeteries. Students will research famous Missourians and create trading cards to share with classmates.

**Subject Matter:** Missouri History

**Learning Objectives:** After viewing segments of the video and completing this activity, students will be able to:

- Identify influential people from Missouri.
- Conduct research via the internet and print resources.
- Describe the contributions of famous Missourians.

### **Standards (from The Missouri Show-Me Standards)**

Social Studies Standard 2: continuity and change in the history of Missouri

Communication Arts Standard 4: writing formally and informally

Communication Arts Standard 6: participating in formal and informal presentations and discussions of issues and ideas

Performance Standard 1.2: conduct research to answer questions and evaluate information and ideas

Performance Standard 1.8: organize data, information and ideas into useful forms for analysis or presentation

Performance Standard 2.1: plan and make written, oral and visual presentations for a variety of purposes and audiences

Performance Standard 4.1: explain reasoning and identify information used to support decisions

Social Studies Grade Level Expectations (from [www.dese.state.mo.us](http://www.dese.state.mo.us))

Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage.

Use technological tools for research and presentation.

Identify, research, and defend a point of view/position.

Communication Arts Grade Level Expectations (from [www.dese.state.mo.us](http://www.dese.state.mo.us) )

Use details from text to retell main ideas and draw conclusions.

Locate and use various resources to find information on keywords and questions.

Identify relevant information and record main ideas and important details in own words.

**Media Components: *Stories Under the Stones***

[www.50states.com/bio/mo.htm](http://www.50states.com/bio/mo.htm)

<http://www.house.mo.gov/famous/default.aspx>,

<http://www.emints.org/ethemes/resources/S00001142.shtml>

[www.dese.state.mo.us](http://www.dese.state.mo.us)

**Materials:** Handout 1: Famous People from Missouri List (1 per student)

Handout 2: Research Worksheet (1 per student)

Handout 3: Trading Cards Template (2 copies per student)

Glue

Scissors

Markers/Pens

3x5 Notecards, unlined

Internet Access

Print Resources (ie. Encyclopedias, books)

**Prep for Teacher:**

The teacher should

- copy the appropriate number of Handouts 1,2 and 3 to accommodate students in the class(es),
- provide supplies needed for assembling trading cards, and
- arrange for access to computer lab and print resources for research.

## Day 1

### Introductory Activity:

1. To begin the lesson, the teacher will distribute Handout 1 and ask students to list famous people from Missouri.
2. After students have had the opportunity to work individually, students will contribute names to a class list that will be written on the board.
3. Students will add any names they have not already listed to their own handouts.

### **Learning Activity:**

1. The teacher will introduce the lesson by explaining to students that they will be watching a video segment about famous people buried in Missouri.
2. As the students watch the video, they should make a “✓” next to any names on their lists that are mentioned in the video and add any names that are not already listed. The teacher will stop periodically while viewing to correctly spell the famous person’s name and to review why each is famous.
3. Cue video to “No more magnificent example of a garden cemetery can be found – in our region, or perhaps in our country.... (visual cue- Title: “Bellefontaine Cemetery – St. Louis, Missouri”; pause video at “And Sara Teasdale, American lyrical poet, writing at the turn of the last century...and two men named William Burroughs, one, the much admired inventor of the adding machine.” The teacher will list and correctly spell the names of the people featured in this segment and discuss with students why each is famous.

Cue video to “Bellefontaine was the last port of call for several of the riverboat captains who plied the Mississippi.”; pause video at “Later on when Samuel Clemens, who apparently had plied the river with Sellers once or twice at least, decided t become a writer and was looking for a nom de plume that he could adopt, he took that one...” The teacher will list and correctly spell the names of the people featured in this segment and discuss with students why each is famous.

Cue video to “Adolphus Busch had the good sense to marry well”; stop video at “William Tecumseh Sherman- here enjoying eternal rest after his exhausting march across Georgia.” The teacher will list and correctly spell the names of the people featured in this segment and discuss with students why each is famous.

4. The teacher will explain that many famous people who have influenced life all

across the country have lived in Missouri. The students will begin a research project to discover who these people are and what they have done.

### Days 2 and 3

5. The teacher will distribute Handout 2 to begin the next day's lesson. Students need access to the internet and print resources to conduct research.
6. Students will pick two famous Missourians from the list compiled the previous day to research. In addition, they will choose three other famous Missourians to research for a total of five. To find additional famous Missourians, use [www.50states.com/bio/mo.htm](http://www.50states.com/bio/mo.htm) , <http://www.house.mo.gov/famous/default.aspx>, <http://www.emints.org/ethemes/resources/S00001142.shtml> or similar websites (especially those identified in the Social Studies Grade Level Expectations at [www.dese.state.mo.us](http://www.dese.state.mo.us) ).
7. Once students have chosen the five Missourians to research, they may use internet search engines or print resources to find the information specified on Handout 2.
8. For each famous Missourian, students must print a picture from the internet or photocopy a picture from a print resource to include on trading cards.

### Day 4

9. The teacher will distribute Handout 3 to students along with glue, scissors, pens/markers and 3x5 notecards (5 per student).
10. Students will record the information from the previous days' research on the Trading Card Template and cut the template apart to be glued to the 3x5 notecards. The corresponding pictures will be glued to the opposite side.

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### Day 5

Culminating Activity:

11. Students will be divided into groups of 3-4.
12. In groups, students will "trade" their cards by sharing them with group members and explaining the contributions of the famous Missourians researched.
13. Each group will discuss the contributions of each Missourian and determine which Missourian represented in their group was the most influential and why.

14. Each group will share their choice and justification with the rest of the class.

**Cross-Curricular Extensions:**

Students could write letters to the governor explaining why the person their group chose as most influential should be included in the Hall of Fame in the Capitol Building in Jefferson City. If that person is already represented in the Hall of Fame, students could write letters showing support for that person being included.

**Community Extensions:**

Students could visit their local historical society to learn about influential people in their hometown. Students would then write brief biographies for those people and create posters to be displayed in their school or at local festivals/celebrations.

**Student Materials:**

Handout 1: Famous People from Missouri List (1 per student)

Handout 2: Research Worksheet (1 per student)

Handout 3: Trading Cards Template (2 copies per student)



# Handout 2

## Research Worksheet

Famous Missourian #1		
Name:		
Date of Birth:	Date of Death:	Where He/She Lived in Missouri:
Where He/She Is Buried:	Contribution (Why He/She is Famous):	
Famous Missourian #2		
Name:		
Date of Birth:	Date of Death:	Where He/She Lived in Missouri:
Where He/She Is Buried:	Contribution (Why He/She is Famous):	
Famous Missourian #3		
Name:		
Date of Birth:	Date of Death:	Where He/She Lived in Missouri:
Where He/She Is Buried:	Contribution (Why He/She is Famous):	

Famous Missourian #4		
Name:		
Date of Birth:	Date of Death:	Where He/She Lived in Missouri:
Where He/She Is Buried:	Contribution (Why He/She is Famous):	
Famous Missourian #5		
Name:		
Date of Birth:	Date of Death:	Where He/She Lived in Missouri:
Where He/She Is Buried:	Contribution (Why He/She is Famous):	

# Handout 3

## Trading Cards Template

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**Name**

**Date of Birth:**

**Date of Death:**

**Where He/She Lived:**

**Burial Location:**

**Contribution:**

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**Name**

**Date of Birth:**

**Date of Death:**

**Where He/She Lived:**

**Burial Location:**

**Contribution:**

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**Name**

**Date of Birth:**

**Date of Death:**

**Where He/She Lived:**

**Burial Location:**

**Contribution:**