

# “Where Rags are Riches” Grades K-8

*correlation with Missouri State Standards*



## Grade Level Expectations

GLE	Component	Content
<b>Social Studies</b>		
<b>SS 2 C</b> "Processes of governmental systems."	Gallery Visit: station B	By learning about different pirates, the students will learn how pirates functioned and made decisions in groups. The "pirate profiles" discuss what happened to some of the pirates after they were caught by the law.
<b>SS 3a F</b> "Westward Expansion and settlement of the United States."	Gallery Visit: stations A	In station A, students will learn about the Gold Rush in 1848. We will also discuss the environmental impact of the Gold Rush and how many people started their journey west in St. Louis.
<b>SS 4 B.</b> "Understanding the consequences of personal and public economic decisions."	Gallery Visit: stations A and B	Students will consider the environmental, public, and personal consequences of

		treasure hunting throughout history, including the Gold Rush and piracy.
<b>SS 5 A, B, C, E, G</b> “Reading and constructing maps,” “Understanding the concept of location to make predictions and solve problems,” “understanding the concept of place,” “understanding relationships between and among places,” “using geography to interpret, explain and predict.”	Gallery Visit: station A	In station A, a map will be used to show how many hopeful “49ers” came through Missouri as they headed west in hopes of striking it rich.
<b>SS 6 C.</b> “Methods of resolving conflict.”	Gallery Visit: stations A and B	The Pirate Code contained provisions for dealing with conflict. Greed and the Gold Rush also present opportunities for discussing conflict resolution.
<b>SS 7.A:</b> “Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)” and “Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry”	Gallery Visit: station C	In history museums, everyday objects become treasures when they serve as a primary source testimony of a historical event or period. Students will learn about how “rags” might become riches to a history museum’s archives.
<b>Communication Arts</b>		
<b>Listening and Speaking 1.A and 1.B:</b> “Develop and apply effective listening skills and strategies” and “Purpose for Listening” and “Listening Behavior”	throughout visit	Students will listen to each other and to museum staff. Courteous listening will be emphasized as a part of teamwork skills.
<b>Listening and Speaking 2.A and 2.B:</b> “Develop and apply effective speaking skills and strategies for various audiences and purposes” and “Discussion and Presentation” and “Giving Directions”	throughout visit	When they encounter a new object, students will share their perspective with the group. They will also give directions to each other as they guide their group’s experience.

<b>Science</b>		
<b>SC 1 A.</b> "Objects, and the materials they are made of, have properties that can be used to describe and classify them."	Classroom component	The students will describe the properties of an object in the Museum collection. They will examine the condition it is in and the material composition.
<b>SC Strand 7, 1, B.</b> "Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations."	Classroom component	The students will gather evidence about the object and decide what condition to store the object.
<b>SC Strand 7, 1, C.</b> "Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)."	Classroom component	The students will present their findings to the class.
<b>SC Strand 7, 1, D.</b> "The nature of science relies upon communication of results and justification of explanations."	Classroom component	The students will have to justify why the object should be on display, what needs to be done to repair it, and in what sort of condition to display an object.

## **MAP Testing Tie-Ins**

- ✓ Guides are requested to use the twelve question words that appear in MAP testing: *Analyze, Infer, Predict, Support, Identify, Explain, Trace (as in a timeline), Paraphrase, Evaluate, Formulate, Justify, Define, Describe, Compare, Contrast*. The scenario demonstrates ways to integrate these "power words" into the interpretation of this gallery.