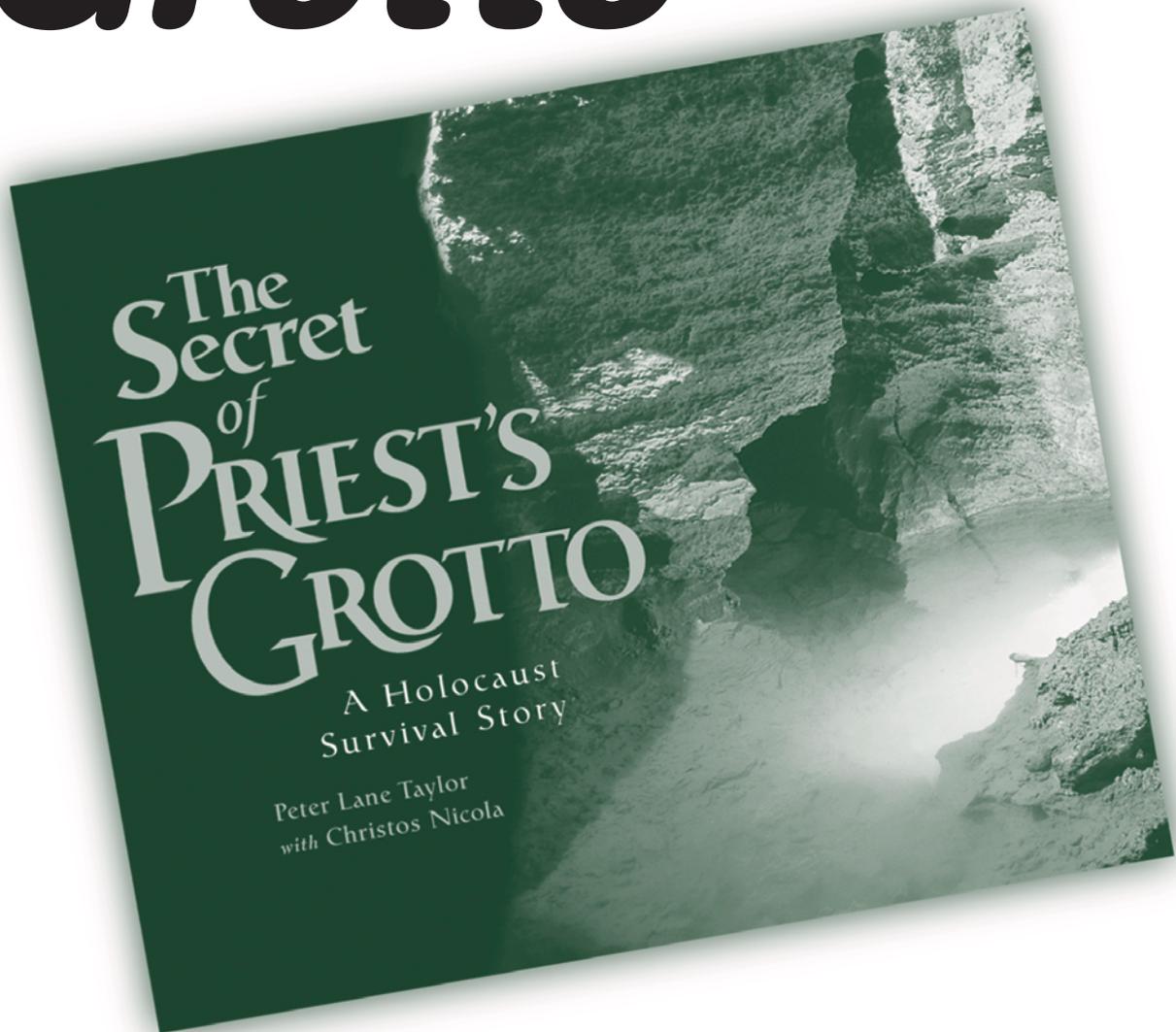


**TEACHING**

# *The Secret of Priest's Grotto*

**5th Grade Reading Level**

## Standards

- Language Arts**
- Uses the general skills and strategies of the reading process.
  - Uses reading skills and strategies to understand and interpret a variety of informational texts.
  - Uses the general skills and strategies of the writing process.
  - Gathers and uses information for research purposes.
- Math**
- Uses a variety of strategies in the problem-solving process.
  - Understands and applies the basic and advanced properties of the concepts of numbers.
  - Uses basic and advanced procedures while performing the process of computation.
- Science**
- Understands relationships among organisms and their physical environment.
  - Understands the nature of scientific inquiry.
- Social Studies**
- Understands family life now and in the past, as well as family life in various places long ago.
  - Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
  - Knows the location of places, geographic features, and patterns of the environment.

## Multiple Intelligences Utilized

- linguistic, logical-mathematical, spatial, interpersonal, and naturalistic

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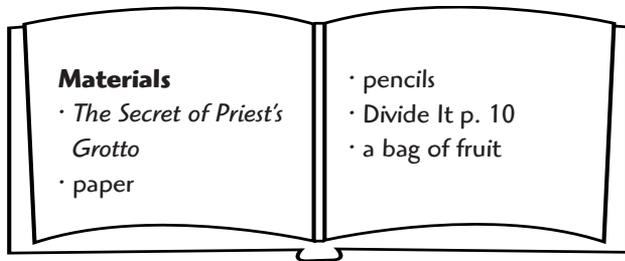
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# Lesson 1

## How Much Will Do?

**Purpose:** Students will use math to determine how a limited amount of resources should be divided among a group in order to ensure survival.



### Objectives

- Identify how resources will be divided.
- Differentiate between individuals' needs.
- Allocate specific amounts of resources to different individuals.
- Compare an activity to a real situation.
- Explain why resources were divided the way they were.
- Justify a method for dividing up resources.

### Activity Procedures

#### Prepare

(teacher)

- Read *The Secret of Priest's Grotto*.
- Copy Divide It p. 10 for each student.

#### Pretest

(class)

- What do humans need in order to survive?
- How do we get what we need?

#### Read

(class)

- Read *The Secret of Priest's Grotto*.

#### Discuss

(class)

- How did the people who hid in Priest's Grotto get the things they needed to survive?
- What might have happened if they couldn't leave to get food? What if they had to wait longer to get food?
- What else might they have done to ensure their survival?

#### Model

(teacher, class)

- Show students the bag of fruit. Ask how students could divide it up among class members.
- What if this bag of fruit was all the class had to eat for a week? How could it be divided up and rationed to make sure that it lasted a week?
- Explain the instructions for Divide It p. 10.

#### Practice

(student)

- Complete Divide It p. 10. Use the example the class did together with the fruit to help determine how to ration the supplies.

#### Discuss

(class)

- How was the situation in Divide It p. 10 similar to and different from the fruit example the class did together?
- How did you ration the supplies?

#### Evaluate

(teacher)

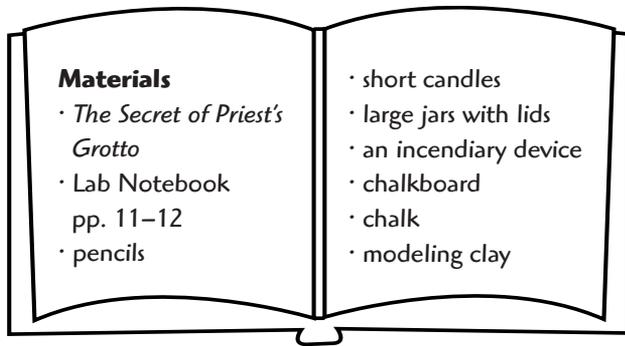
- Evaluate each student's Divide It p. 10 for accuracy.



## Lesson 2

# Oxygen Experiment

**Purpose:** Students will do an experiment to find out how fire affects the amount of oxygen in the air.



### Objectives

- Predict the results of a scientific experiment.
- Complete a scientific experiment.
- Record the results of an experiment.
- Explain the results of an experiment.
- Compare a scientific experiment to an actual event.
- Draw conclusions about an event based on the results of an experiment.

### Activity Procedures

#### Prepare

(teacher)

- Copy Lab Notebook pp. 11–12 for each student.
- Divide students into small groups for the experiment.

#### Pretest

(students)

- What things are necessary for humans to live? List these on the board.
- What would happen to us if we didn't have one of these things?

#### Read

(class)

- Read *The Secret of Priest's Grotto*.

#### Discuss

(class)

- How did the people who hid in Priest's Grotto fulfill their basic human needs?
- Explain that one of our basic human needs is oxygen.
- The people in Priest's Grotto put themselves at risk of suffocation by cooking the bread that they ate. How did cooking put them at risk?

#### Model

(teacher)

- Explain that students are going to do an experiment to find out what the effects of burning have on the level of oxygen in a contained space.
- Show students how to set up their experiments:
  - Step 1** Push a candle into a piece of modeling clay so that the candle stands upright without support.
  - Step 2** Carefully lower the candle into the jar so that it is not touching the sides of the jar.
  - Step 3** Light the candle. (The teacher will light students' candles, but you will not want to light the candle during the demonstration.)
  - Step 4** Carefully place the lid on the jar.
- Explain how to complete Lab Notebook pp. 11–12.
- Answer any questions about the experiment or Lab Notebook, pp. 11–12.

#### Practice

(student, small group)

- Before doing the experiment, students should fill out the question and hypothesis portions of Lab Notebook p. 11.
- In small groups, students will perform the experiment.
- Individually, students will complete the remaining portions of Lab Notebook pp. 11–12.

#### Discuss

(class)

- What happened during the experiment?
- Why do you think this happened?
- How does this experiment relate to the people in Priest's Grotto?

#### Evaluate

(teacher)

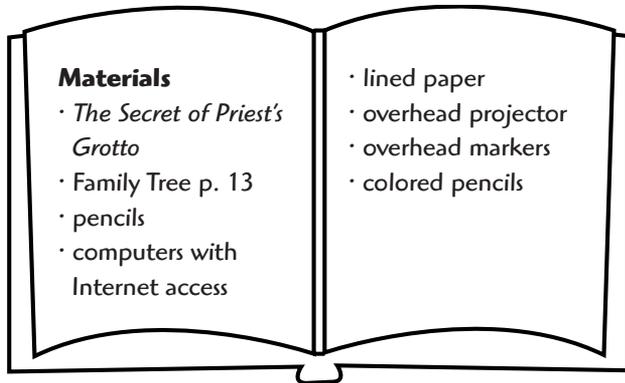
- Assess each student's Lab Notebook pp. 11–12 for completion and understanding.



## Lesson 3

# Trace Your Genealogy

**Purpose:** Students will create family trees to learn about their ancestry.



### Objectives

- Define the word *ancestor*.
- Identify the members of one's family.
- Discuss one's knowledge of family history.
- Collect data about one's family.
- Complete a family tree for four generations.
- Recommend additional features that would enhance a family tree.

### Activity Procedures

#### Prepare

(teacher)

- Copy Family Tree p. 13 for each student.
- Make an overhead of Family Tree p. 13.

#### Pretest

(students)

- What are ancestors?
- What are your grandparents' names?
- What do you know about your great-grandparents?

#### Read

(class)

- Read *The Secret of Priest's Grotto* as a class.

#### Discuss

(class)

- Many of the people who survived in Priest's Grotto were relatives. How would seeing their family trees have helped you understand their relationships while reading the book?

#### Model

(teacher)

- Show the overhead of Family Tree p. 13.
- Explain how to complete the family tree, using your own family as an example.

#### Practice

(students)

- Each student will complete Family Tree p. 13. They may complete portions of it at home if they do not know the names of their grandparents or great-grandparents.
- Students may color or decorate their family trees.

#### Evaluate

(class)

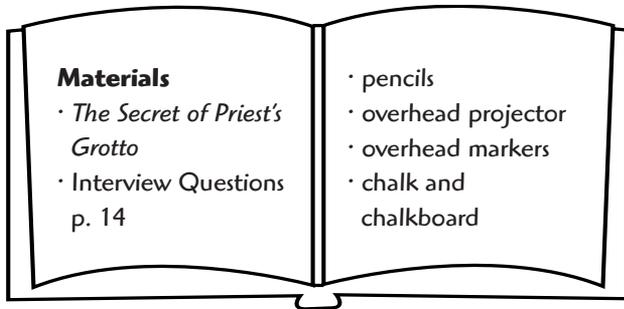
- Ask students what other "branches" they could add to their family trees (siblings, cousins, aunts and uncles, etc.).
- Is there additional information that would make the tree more interesting?
- Discuss why someone might want to know their family tree.
- What else would students like to know about their families?
- Teacher assesses family trees for completion.



## Lesson 4

# Family Album Part 1

**Purpose:** Students will interview family members and compile the information they gather into a family album.



### Objectives

- Identify what makes a good interview question.
- Create a set of interview questions for a specific purpose.
- Determine whether or not to use the same questions in each interview.
- Interview family members.
- Extrapolate pertinent information from interviews.
- Compile information gathered from personal interviews.

### Activity Procedures

#### Prepare

(teacher)

- Make an overhead of Interview Questions p. 14.
- Make three copies of Interview Questions p. 14 for each student. Students may need extra copies, depending on the number of people they will be interviewing.

#### Pretest

(students, pairs)

- Where were your parents born?
- What were their favorite childhood activities?
- Share this information with a partner. If you don't know the answers, what would you guess?

#### Read

(class)

- Read *The Secret of Priest's Grotto* as a class.

#### Discuss

(class)

- How did living in the cave affect the lives of the people who hid in Priest's Grotto? (Think about school and jobs.)
- How do you think they might have entertained themselves?
- Esther Stermer wrote a book about her family's experience at Priest's Grotto. She wanted her grandchildren and great-grandchildren to know what life was like for them during that time (see p. 19 of the text). Why is it important to pass on family histories?

#### Model

(class, teacher)

- As a class, brainstorm a list of things you would like to know about your parents and other family members. List these on the board.
- Show students the overhead of Interview Questions p. 14.
- Discuss what make good interview questions. (They are not yes/no questions, they ask for specific information, and they have follow-up questions to encourage interviewees to explain or give examples).
- As a class, think of some interview questions. Write these on the overhead.
- Will you ask each family member the same interview questions? Why or why not?

#### Practice

(students)

- Students will write interview questions on Interview Questions p. 14. They may use some of the examples created by the class.
- Students will take Interview Questions p. 14 home. They will interview their parents and/or other family members. They will complete Interview Questions p. 14 for themselves and one for each family member they interviewed.

#### Evaluate

(teacher)

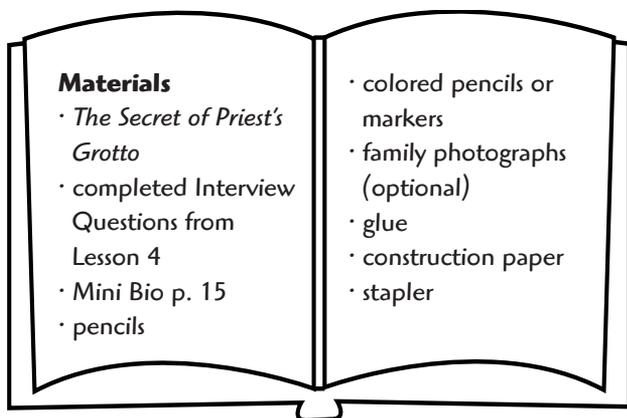
- Teacher evaluates Interview Questions p. 14 for thoughtfulness and completion.



## Lesson 5

### Family Album Part 2

**Purpose:** Students will collect information about family members and will write a mini biography of each person to be compiled in a family album.



#### Objectives

- Describe members of one's family.
- Summarize a person's life story or an important event.
- Complete a mini biography about each member of one's family.
- Explain a photograph or illustration.
- Organize family data and mini biographies.
- Evaluate a family album.

#### Activity Procedures

##### Prepare

(teacher)

- Make three copies of Mini Bio p. 15 for each student. They may need extra copies, depending on the number of people in their families.

##### Pretest

(class)

- What is a biography? What kinds of information do biographies contain?

##### Read

(class)

- Read *The Secret of Priest's Grotto*.

##### Discuss

(class)

- If you were going to write a biography about one of the people who hid in Priest's Grotto, what information would it contain?
- List this information on the board.

##### Model

(teacher)

- Explain that students are going to complete fact sheets and write mini biographies about their family members to put into a family album.
- Show students how to fill in the information on the left side of Mini Bio p. 15. Explain that they will need to add three additional pieces of information (of their choosing) in the spaces provided.
- Explain how to write a caption under the photo or drawing.
- The biography portion (the right side) of Mini Bio p. 15 will contain a short summary of the person's life. Brainstorm what information students may want to include. They may choose to create a written "snapshot" of a particular period or event instead of a life summary.

##### Practice

(students)

- Each student will complete one Mini Bio p. 15 for each member of his/her family. (Including pages for extended family is optional, depending on family size and time available.)
- Students will paste photographs or draw pictures of each family member in the photo box on the left side of Mini Bio p. 15. Be sure to write a caption under each picture.
- Make a cover for your family album and staple the pages inside.

##### Evaluate

(class, teacher)

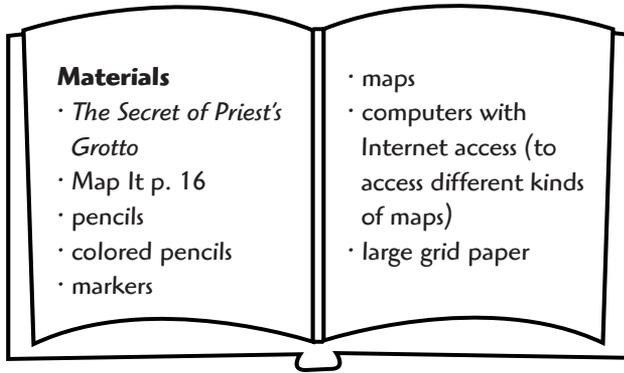
- What did the students like about this activity?
- What interesting things did they learn about their families?
- What will students do with their family albums?
- Teacher assesses each student's family album for completeness and creativity.



## Lesson 6

# Make a Map

**Purpose:** Students will create original maps.



### Objectives

- Describe the purposes of different kinds of maps.
- Compare a variety of maps.
- Identify important map features.
- Construct a map.
- Explain a self-made map.
- Assess a self-made map.

### Activity Procedures

#### Prepare

(teacher)

- Copy Map It p. 16 for each student.
- Create a sample map.

#### Pretest

(students)

- Look at several kinds of maps (relief maps, topographical maps, political maps, etc.).
- What purposes do different maps serve?

#### Read

(class)

- Read *The Secret of Priest's Grotto*. Be sure to take note of the map of the cave on p. 45.

#### Discuss

(class)

- Why did cave explorers create maps of the caves?
- How could not having maps have made life dangerous for the people who hid in Priest's Grotto?
- What might have happened if the soldiers who found them in the first cave had had maps of the cave?
- What features do you find on most maps? Why are they important?

#### Model

(teacher, class)

- Explain that students are going to create their own maps. They may make maps of the school, of the city, or other places approved by the teacher.
- Show students your sample map. What features does the map contain? Does it have a title? A key? A compass rose?
- What additional features might this map include? How could these features be useful?

#### Practice

(students, pairs)

- Using Map It p. 16, each student will make a rough draft of their map.
- Students exchange completed Map It p. 16 with a partner for feedback. Partners should ask questions about the map if features are unclear. What else might your partner add to his/her map?
- On grid paper, make a large final version of your map. Be sure to include a title, a compass rose, and a key. Color the map.
- Each student will present his/her map to the class. Students may ask questions about the maps.

#### Evaluate

(teacher, student)

- Assess each student's map for completion, creativity, and inclusion of specific map features (title, compass rose, key, etc.).
- Have students write a short evaluation of their own maps. What do they think is good? What other features might they add? Does the map serve its purpose well? Why or why not?

## Additional Resources

### WEBSITES

#### Family Tree Chart

[http://www.education-world.com/tools\\_templates/ftc\\_nov2002.doc](http://www.education-world.com/tools_templates/ftc_nov2002.doc)

Students can save and add their own information to this family tree document.

#### Holocaust Teacher Resource Center

<http://www.holocaust-trc.org/home.htm>

Visitors to this site will find essays, book reviews, and lists of books about the Holocaust, complete with ordering information and accompanying lesson plans.

#### Learning about the Holocaust through Art

<http://art.holocaust-education.net/>

This site contains art created by people who experienced the Holocaust, as well as lesson plans for teaching about the Holocaust through art.

#### My Family Tree

[http://genealogy.about.com/library/free\\_charts/Family\\_Tree.pdf](http://genealogy.about.com/library/free_charts/Family_Tree.pdf)

Use this family tree chart to help students see how the members of their families are related.

#### RootsWeb's Guide to Tracing Family Trees

<http://www.rootsweb.com/~rwguide/lesson1.htm>

This site offers pointers on how to trace family trees, complete with some reproducibles.

#### United States Holocaust Memorial Museum

<http://www.ushmm.org/education/>

This site has a wealth of information about the Holocaust. It includes personal histories, animated maps, and lesson plans for teachers.

### BOOKS

Bitton-Jackson, Livia. *I Have Lived a Thousand Years:*

*Growing Up in the Holocaust.* New York: Simon & Schuster Children's Publishing, 1999.

This book tells of the author's experience during the Holocaust, including her experience at Auschwitz.

\_\_\_\_\_. *My Bridges of Hope.* New York: Simon & Schuster Children's Publishing, 2002.

The author recounts her family's struggle to rebuild their lives after liberation from Auschwitz in 1945.

Cunha, Stephen F. *National Geographic Bee Official Study Guide.* Washington D.C.: National Geographic Society, 2005.

This geography resource contains a variety of maps and geographical information.

Davis, Kenneth C. *Don't Know Much about Geography.* New York: HarperCollins, 1995.

This geography book includes information on the earth's topography and map reading.

National Geographic Society Staff. *National Geographic Student Atlas of the World.*

Washington D.C.: National Geographic Society, 2005.

This atlas contains a wealth of information about map reading and facts about every place on Earth.

Schroeder, Peter W., and Dagmar Schroeder-Hildebrand. *Six Million Paper Clips: The Making of a Children's Holocaust Memorial.* Minneapolis: Kar-Ben Publishing, 2004.

This book tells the story of a school and community's quest to understand the magnitude of the Holocaust through an interactive project.

Sender, Ruth Minsky. *The Cage.* New York: Simon & Schuster Children's Publishing, 1997.

This autobiographical account of a Jewish girl's experience during the Holocaust, from her capture by the Nazis to her experience in the ghetto and a concentration camp, is sure to strike a chord with readers.

Zullo, Allan, and Mara Bovsun. *Survivors: True Stories of Children in the Holocaust.* New York: Scholastic, 2005.

This book tells the stories of nine children who survived the Holocaust.

### MULTIMEDIA

Berlin, Elliott. *Paper Clips* (DVD). New York: Hart Sharp Video, 2004.

This documentary presents a community's effort to understand the magnitude of the Holocaust by collecting six million paper clips – one for each life lost. Available through Kar-Ben Publishing.

## Divide It

Name \_\_\_\_\_

Below is a list of people's names and ages, and a list of supplies. This group has gotten lost during a camping trip. They are not near a water supply. They must survive for one week on the supplies they have left.

**Directions:** Using your mathematical skills, determine how much of each food item each member of the group will get per day. Use the back of this sheet or another piece of paper to solve the problem, and write your answers on the lines below.

### Campers

Brianna, age 12

Cooper, age 34

David, age 2

Emily, age 5

Hazel, age 43

Joe, age 26

Miranda, age 25

Raphael, age 60

### Food Supplies

oranges – 2 bags (8 oranges each)

ground beef – 6 lbs.

hamburger buns – 2 dozen

chocolate bars – 5

water – 32 10 oz. bottles

apples – 14

cheese – 1 pkg. (24 slices)

sodas – 12 cans

carrots – 1 bag (2 lbs., about 15 carrots)

granola bars – 8

crackers – 2 boxes (about 70 crackers per box)

Brianna \_\_\_\_\_

Cooper \_\_\_\_\_

David \_\_\_\_\_

Emily \_\_\_\_\_

Hazel \_\_\_\_\_

Joe \_\_\_\_\_

Miranda \_\_\_\_\_

Raphael \_\_\_\_\_

Did each person get the same amount of food? Why or why not? \_\_\_\_\_

# Lab Notebook

Name \_\_\_\_\_

**Directions:** Read the instructions for the experiment below. Think of a question that could be answered by doing the experiment. Write your question on the line titled *Question*. Write what you think will happen on the line titled *Hypothesis*.

**Question:** \_\_\_\_\_

**Hypothesis:** I think \_\_\_\_\_

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**Experiment:** Follow the steps below.

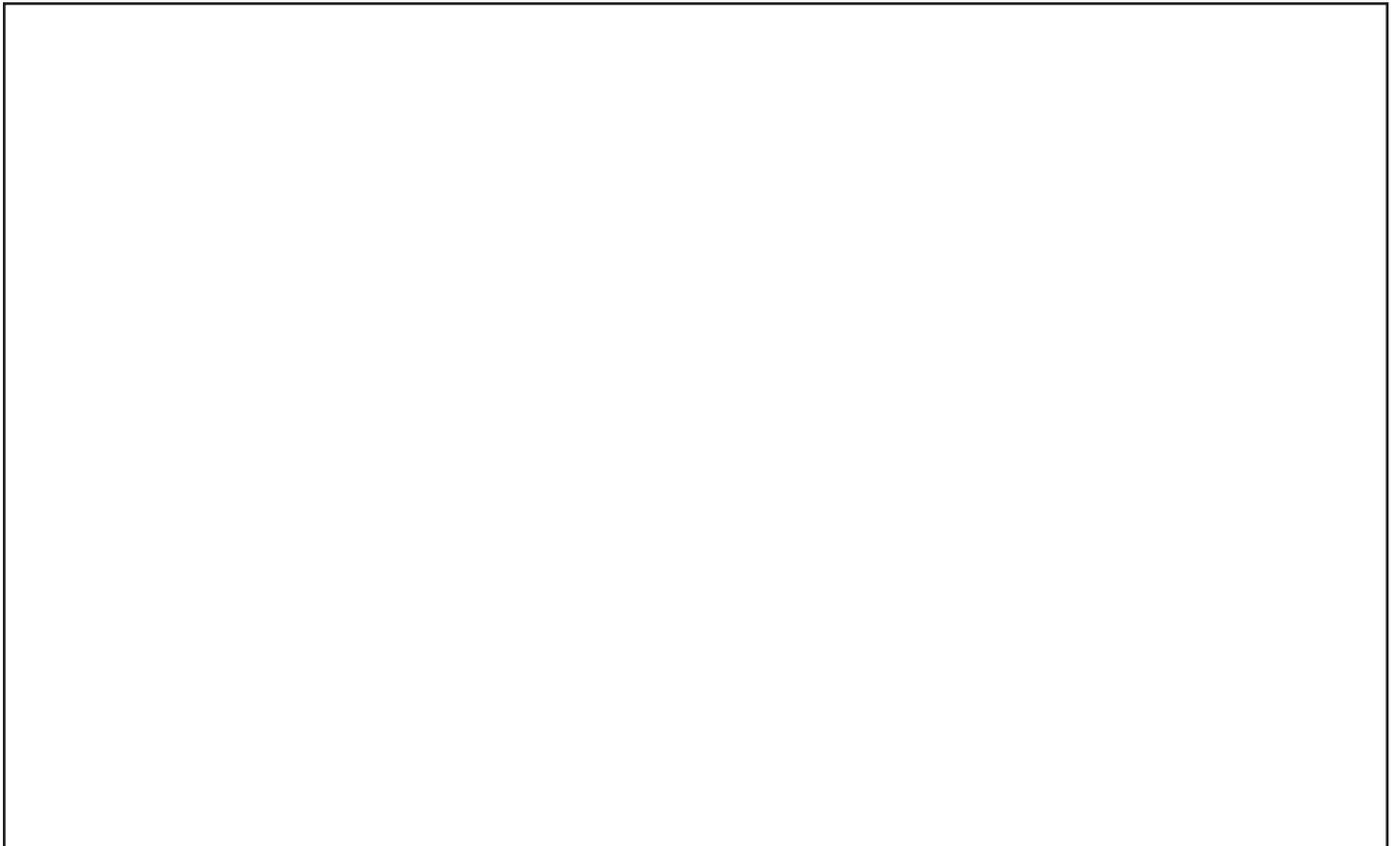
**Step 1** Push a candle into a piece of modeling clay so that the candle stands upright without your support.

**Step 2** Carefully lower the candle into the jar so that it is not touching the sides of the jar.

**Step 3** The teacher will come to each group and light your candle.

**Step 4** Carefully place the lid on the jar.

What happened? Draw what happened in the box below.



# Lab Notebook

Name \_\_\_\_\_

**Directions:** Once you have completed the experiment, answer the questions below.

## Observation

What happened? \_\_\_\_\_

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## Theory

Why do you think this happened? \_\_\_\_\_

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## Application

Thinking about the results of this experiment, explain why making a cooking fire might have endangered the lives of the people hiding in Priest's Grotto.

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How else might building a fire in the cave have been dangerous?

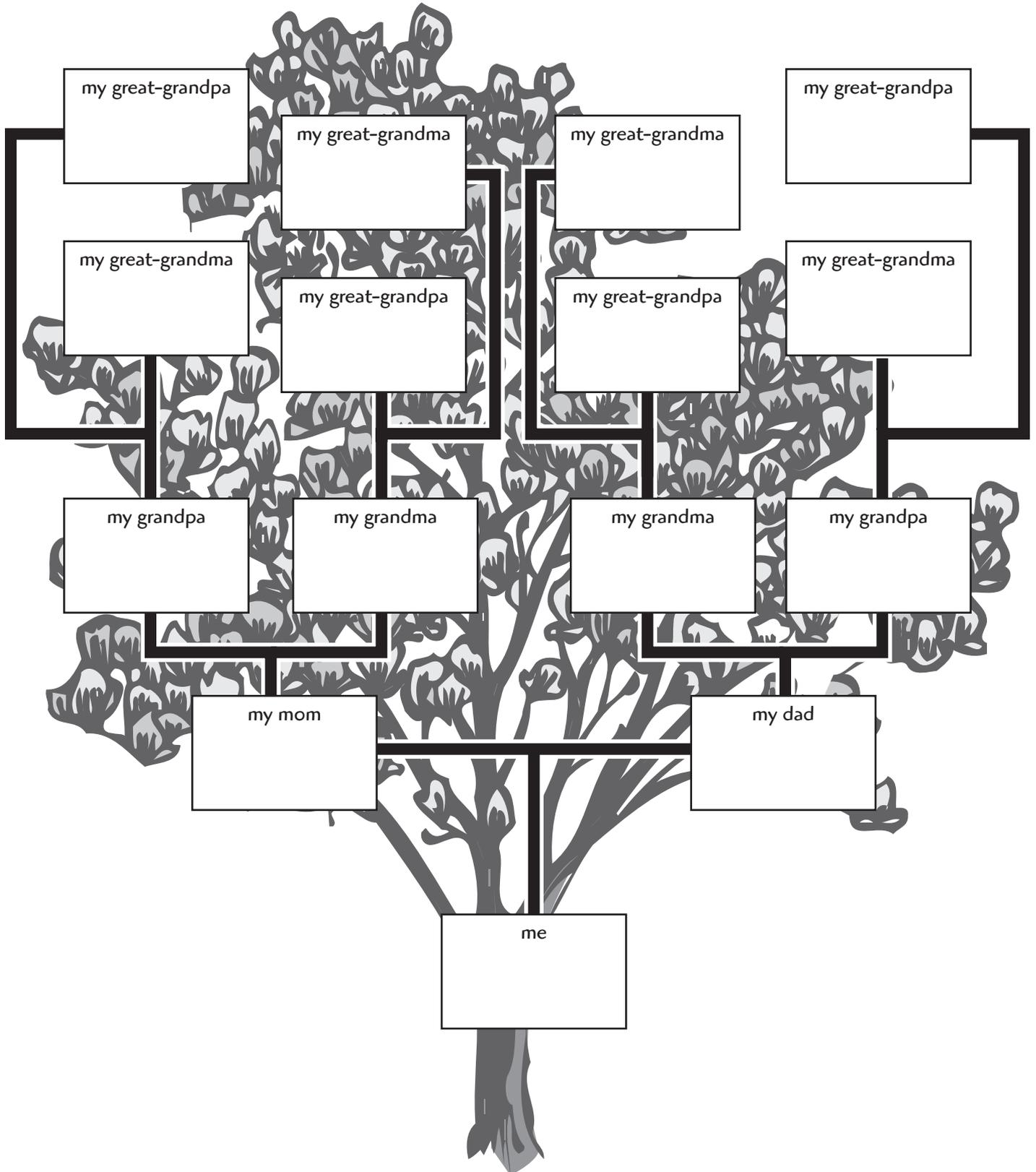
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# Family Tree

Name \_\_\_\_\_



## Interview Questions

Interviewer's Name \_\_\_\_\_

Person Being Interviewed \_\_\_\_\_

**Directions:** Write interview questions in the spaces provided below. Write in your family member's answers after each question.

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

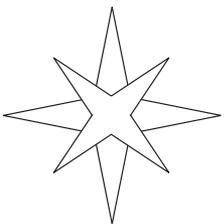


# Map It

Name \_\_\_\_\_

**Directions:** Draw a rough draft of your map in the space below. Be sure to include a title, compass rose, and map key. What other features can you add?

Map title: \_\_\_\_\_



Map key