



What is it?

Project-based learning is:

- Hands-on, experiential
- Real-world, relevant
- Responsive to a range of learning styles
- Motivating, engaging
- Interdisciplinary, cross-curricular
- Collaborative, often team-based

Project-based learning keeps kids curious. It is an innovative approach that puts students smack in the center of their learning. It is hands-on and engaging. It spurs students to make connections—to other disciplines as well as to the real world. And it allows them to learn core subject matter deeply, as deep as they can go.

PBL is typically used to complement other traditional components in the classroom. It is a way of teaching core curriculum in a creative way, to allow for in-depth exploration in a variety of interdisciplinary areas. It is a way to keep more students—with a range of learning styles and abilities—engaged in more subject areas.

Pick and choose where to use PBL in your classroom, pacing projects throughout the year to keep things interesting. Think of PBL as one more tool in your teacher toolkit. Many teachers follow a traditional lesson with a project-based one, to reinforce and extend learning.

This guide features project ideas covering a range of Social Studies topics typically taught in grades 3-5. Follow the step-by-step activities, or use them to spark original ideas of your own.

What are the benefits?

How can you find time for elaborate projects when you have mandated standards to cover? The answer is that PBL is actually a surprisingly efficient way to teach.

Interdisciplinary by nature, PBL can combine a range of standards-based requirements in each project. And because it is

effective for such a wide range of learning styles, more students often come away with a good grasp of the content—which reduces the need for extra review.

Through PBL, many students develop a deep understanding of the subject matter, and show long-lasting retention of the information learned. It is a good reminder that we all learn better—and retain what we learn longer—when we're interested in what we're doing.

Older children also build strong problem-solving and critical thinking skills through cross-curricular projects. They broaden personal interests as they're exposed to new ways of learning, make connections between subjects and ideas, and uncover interesting bits of knowledge along the way.

PBL is motivating because it gives students choices and a chance to try different ways of learning and expressing themselves. It lets them use their hands, get messy, make mistakes. It is active, not passive. It is student-driven, not teacher-driven. It values the process as much as the product.

Plus it's just plain fun.

Where do I begin?

To move towards a PBL approach, start with smaller projects, and increase size and scope over time. It makes sense to start with standards-based projects, given time constraints, so first determine what you need to cover, and then figure out *how*.

Offer students choices, to allow them to either play to their strengths or discover new talents and interests. Guide them, don't direct them, and give them the chance to test their project planning and time management skills.

It's important to establish structure, to give students a flexible framework within which to work. Think of it as freedom within structure. See the Teacher Resources section on page 11 for ideas to keep students on track with goal setting, time management, project planning, and self-evaluation. You can roll up your sleeves and run with some of these ideas. Or come up with some of your own.

Native Americans

Traditional Shield

Overview:

Native American shields were used for spiritual protection, as well as for physical protection during hunting and battles. They were also an important aspect of an individual's identity. Striking designs were painted onto rawhide, and decorative elements like feathers and beads were often affixed to the shields as well.

Materials:

- Foam board (cut boards in half)
- Feathers
- Paint pens
- Construction paper
- Glue
- Tape

Instructions:

1. Using library books and the Internet, research Native American shields to learn about their history, purpose, and variety of designs.
2. Cut a circular shape out of foam board. (You can make two circles out of each piece of Elmer's foam board.)
3. Make a handle out of thin cardboard, cutting a 1" by 6" rectangle, and tape securely onto the back with strong tape.
4. Replicate an interesting design you find from a particular tribe. Or make an original design based on researching many designs from different tribes. Design elements might include: animals (like a bear, buffalo or eagle), stripes, geometric designs, nature symbols, sun, moon, stars, peace pipe, polka dots.
5. Decorate with paint pens and different shapes cut out of construction paper.
6. Glue feathers to shield, or punch holes in the foam board (with a ballpoint pen) and attach them with yarn or string.



Model Homes

Overview:

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Materials:

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- sum dolor
- consectetur
- adipiscing elit

Instructions:

1. Begin by doing research on the geography of Native American peoples. Before the West was settled there were roughly 500 tribes across the country, living in regions we now call "Culture Areas." You will find that different books and reference materials divide these into anywhere from 6—10 culture areas, and some use slightly different names. A simple breakdown is as follows: Northeast, Southeast, Northern Plains, Southern Plains, Northwest, Southwest, Alaska.
2. Next, research Native American home styles built in different regions. Different tribes used different architectural styles, but many in the same regions share common traits. Find illustrations in library books, encyclopedias, and on the Internet. You will use these as reference to build a house of your choice.
3. Use foam board as the main building material for the following:
 - Plank House – Pacific Northwest (often had totem pole in front)
 - Lean-to – Western sub arctic peoples
 - Long House – Northeast
 - Pueblos – Southwest
 - Chickees – in Florida and Southeast (on stilts)
 - Igloo – glue tiny squares of foam board around a tennis ball or ball of crumpled newspaper to form dome

Use twigs, craft sticks, straw, brown construction paper or paint to make your house look realistic. Be creative!

4. Use twigs, dirt, straw, construction paper and scraps of foam board to make the following dwellings: wigwam, wickiup, grass house, earth lodge, pithouse. Do your research, be resourceful, invent your own instructions, and see what you come up with!
5. Use construction paper to make a tipi. Fold into a cone shape, trim the bottom, and insert twigs in the top for support. Decorate paint pens, following traditional Native American designs.

For Resources see page 11.

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Mosaic Mask

Overview:

Mosaic masks (and mosaics in general) were made with stones such as turquoise, jade, quartz, obsidian, shell, coral and even gold.

Materials:

- Foam board
- Scissors
- Paints (blue, green, white, red, black, silver)
- Paint brushes
- Glue



Instructions:

1. Research the art and history of mosaic masks in Mesoamerican culture, and scout out a range of different examples to see a range of styles. Keep examples on hand for when you design one of your own.
2. Start by making mock mosaic pieces. Cut sheets of foam board into tiny 1/2-inch pieces. (Teacher may do this in advance using a paper cutter, or students can do this as follows: Trace lines width-wise with a yardstick; cut along those lines; cut those strips into tiny squares freehand—it's fine for them to be slightly irregular in shape.)
3. Use other sheets of foam board to make outlines of face masks, then cut them out. Draw eyes, nose and mouth in black marker.
4. Place foam board squares on newspaper and paint them, using gradations of color within each color scheme. For instance, mix green with different amounts of white to look like different shades of jade. This will make them look more realistic, like they were cut from real stones. Leave to dry. (Note: leave a handful of squares white, to be used later as teeth.)
5. Draw face design in pencil on your mask. Use design elements characteristic of the culture, such as large almond-shaped eyes and large, white protruding teeth.
6. Glue painted mosaic squares onto your face mask. If necessary, cut some of your painted squares into smaller shapes to fill gaps. Leave space for eyes. Add white squares as teeth. Let glue dry.
7. Touch up with paint if desired, and let dry again.
8. Using paintbrush, add a topcoat of glue to the entire mask. This will keep the squares secure and add a characteristic sheen.



Codex (book made with symbols)

Overview:

In this activity, students make a codex, using picture symbols to tell a story. A codex is an accordion-style book which was traditionally made out of parchment. Both Aztec and Mayan peoples made codices (plural of codex), mainly to record local events and history, and family events and genealogy. Pictographs (picture symbols) were written on either one or both sides of each folded page. The Aztec symbols were pictorial, rather than alphabet-based; a symbol represented such things as an animal, event, number or calendar convention. The Mayan system was pictorial as well, but also included a phonetic element.

Materials:

- Lorem ipsum
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- consectetuer
- adipiscing elit
- Lorem ipsum
- sum dolor
- consectetuer
- adipiscing elit



Instructions:

Structure

1. Cut large piece of white poster board into 3 pieces lengthwise. (Three codex projects can be made out of one piece of poster board.)
2. Measure the length of your poster board piece and divide it into 5 even sections, marking dividing lines in pencil.
3. Fold along the lines in a zig-zag fashion, to make an accordion-style booklet.

Story – Option A

1. Use library books and the Internet to find examples of 1) Aztec picture symbols and codices or 2) Mayan picture symbols and codices.
2. Based on the symbols you find for reference, create your own story and transcribe it onto your codex.
3. To make a library of pictographs, draw your symbols in black and white on a master page and make photocopies. Cut them out and paste on your codex, then color in with paint pens.
4. Read your story aloud to the class, pointing to symbols along the way.

Story – Option B

Design your own modern pictographs to tell a story about your family or the town you live in. Follow the steps above.

For Resources see page 11.





Mummy in a Sarcophagus

Overview:

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Materials:

- Newspapers
- Masking tape
- Elmer's glue
- Paint brushes
- Foam board
- Paint pens
- Strong packing tape (or heavy-duty Elmer's glue?)
- Pencil and ruler
- Scissors or exacto knife

Instructions:

Begin by making a trip to your school or local library and gathering books on Ancient Egypt, specifically on Mummies, to use as reference for this project.

To make sarcophagus:

1. Measure and sketch a design to make a rectangular box out of foam board. You will need 6 pieces (front, back, two sides, two ends).
2. Cut foam board into pieces, using scissors or exacto knife.
3. Connect the bottom, sides and ends with strong glue or tape (on the inside) to form a shoebox-style box. Leave the top to use as a lid.
4. Do research to learn what sarcophaguses looked like. Study their design and the range of different designs, symbols and patterns used to decorate them. Then decorate your own sarcophagus with traditional Egyptian designs, using paint pens.

To make mummies:

1. Before you begin, research the art and science of mummification in Ancient Egypt to give you a good overview of the process.
2. Form crumpled newspapers into shape of a human body, or an animal of your choice (pets such as cats, dogs and monkeys were commonly mummified; also baboons, beetles, falcons and

even crocodiles). Make sure your body will be small enough to fit into your sarcophagus! It should be no bigger than 12 inches in length.

3. Wrap masking tape around all parts of the body so that it holds its shape.
4. Next, paint entire mummy with a thin coat of Elmer's glue.
5. Now wrap the mummy with toilet paper.
6. Time permitting, repeat steps 4 and 5 to add another layer.
7. Allow mummy to dry.

Extensions:

- A. Make a list of instructions for mummifying a body, based on solid research of the traditional 70-day process. Each item should be numbered and instructions should be clear and concise. (For example: "Place heart and liver in jar" and "Remove brain tissue by pulling through nostrils")
- B. Research ceremonial rituals used during and after the mummification ceremony. Then conduct one of your own for the class.
- C. Use foam board or cardboard to make a coffin-within-a-coffin for your mummy, to fit inside your sarcophagus. This was part of the formal process.

For Resources see page 11.



Make-your-own Pyramids

Sugar-Cube Pyramid

Overview:

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Materials:

- Sugar cubes (at least 200 per pyramid)
- Foam board (for base)
- Elmer's glue
- Paint
- Sand (optional—for decoration)

1. Cut foam board into 10-inch squares (each piece of 20" x 30" board will make 6 squares). You will need one square for each person or pair in the class, to use as the base for their pyramid.
2. Each student or pair will need a bottle of glue and at least 200 sugar cubes. Ask for volunteers to count cubes and pass out materials.
3. Position your first layer of sugar cubes on your board before gluing. The first layer will be a 10 cube by 10 cube outline of a square. Glue in place.
4. On top of this, make a 9 cube by 9 cube outline of a square. Glue each cube into place, approx. 1/8" in from the layer below it.
5. Continue in this manner, with each layer a cube smaller on all sides and positioned in 1/8", and end with one cube on top.
6. Allow to dry completely. Paint if you like, and sprinkle sand over a layer of glue on the base.



Foam Board Pyramid

Overview:

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Materials:

- Foam board
- Markers and paint pens
- Strong tape
- Ruler
- Scissors or exacto knife

1. Draw a large equilateral triangle, measuring sides carefully with a ruler, on construction paper or thin cardboard. You will use this to trace triangles on foam board.
2. Use this master to trace 5 triangles on foam board, and cut them out.
3. One of these triangles will be used to illustrate features on the interior of the pyramid. Using books of pyramids as reference, draw features such as
 - Hidden entrance
 - False door, false shafts
 - Internal passageways
 - Burial chambers (king's chamber, queen's chamber, etc)
 - Sarcophagus
 - Stars painted on the ceilings
 - Hieroglyphics decorating walls
4. Tape the illustrated triangle and the 3 plain triangles together (sticking tape on the inside) to form a pyramid shape.
5. Next, paint the 3 plain triangles of the pyramid, plus the remaining plain triangle, with gold metallic or light brown colored paint. Display when completely dry, propping up the extra panel in front of the one illustrating the interior. Leave it loose so people can easily move it for a peep inside.

For Resources see page 11.





Overview/Objective:

This group project can be as simple or complex as teachers wish, based on available time and student ability. The objective is to reinforce geography and history lessons already learned; and to inspire interest in new relevant information through research.

Materials:

- foam board (for game board)
- butcher paper (for tracing map)
- index cards (to make question/instruction cards)
- old game pieces, miniature toys (or can make 2-D pieces by drawing or gluing pictures on small pieces of cardboard)
- die
- markers and colored pencils
- atlases, history books and Internet for research

Instructions:

A. Form teams of student specialists. You will need: Cartographers, Game Designers, Artists and Historians.

Cartographers:

- Measure your piece of foam board and find a suitable size map of the United States to fit. Trace outline of U.S. and individual states on butcher paper. Use Elmer's rubber cement to affix map to board.
- Use pencil to indicate important geographic features, such as rivers and mountain ranges.
- Use atlases and the Internet to find transportation maps and routes used in the 1800s (see ideas below). Consult with class Historians to decide which ones to use. Using pencil, draw routes on map.

Possible Routes:

- Pony Express – delivered mail and news between Missouri and California
 - Oregon Trail – Missouri, Iowa, Kansas, Nebraska, Wyoming, Idaho, Oregon, Washington
 - California Trail – a National Historical Trail through Missouri, Kansas, Nebraska, Colorado, Wyoming, Idaho, Utah, Nevada, Oregon and California
 - Overland Trail – stagecoach trail in Colorado and Wyoming
- Others include: Gold Rush routes, Cherokee Trail, Mormon Trail, Nez Perce Trail

Game Designers:

- Consider popular board games and discuss the best models. Chutes and Ladders is an ideal model because it is very basic and lends itself to the "journey" theme. For example, "good" things could happen (find gold) to make you advance steps or "bad" things (buffalo stampede) to send you back steps.
- Brainstorm ideas for your game. Keep in mind it should be simple and easy to play. You will need to decide on: rules, game pieces (e.g., horse, mule, oxen, stagecoach, railroad, boat), start and finish points, cards for instructions (like "Community Chest" or "Chance" in Monopoly) or questions (transportation history questions).
- Consult with class Historians for ideas. For example, as players journey from east to west, they may encounter setbacks such as: shortage of food and water, attacks by wild animals (bears, buffalo), severe weather, skirmishes with Native Americans in the great plains, broken stagecoach wheel, crossing rivers or streams, livestock get loose, bank robbery.
- Write a draft of rules and instructions. Try to play the game yourselves to see how it works before finalizing your draft.
- Make player cards. Cut index cards in half and write instructions/questions on back.

Artists:

- Draw details on map like: trading posts, forts, post offices, gambling houses, jails, Chinese and Irish mining camps in California, American Indian territories in great plains. Work with historians to come up with ideas and to find reference sources for drawing.
- Assist game designers with any artwork needed for game pieces or game cards.

Historians:

- Work with Cartographers to determine most important things to put on the map, and find reference materials for Cartographers and Artists
- Major cities in 1800s: Denver, CO, Independence, MO, St. Louis, MO, Omaha, NE (start of Union Pacific railroad), Sacramento, CA (start of Central Pacific railroad)
- Landmarks: Golden Spike (in Utah, where Union Pacific and Central Pacific lines were connected); the Alamo, etc

B. Draw Routes and Finalize Rules and Instructions.

At the end of the process, Artists and Game Designers work together to add the finishing touches. Artists draw parallel lines along game routes and then short lines between them to make small squares.

C. Give it a try!

Small groups of students take turns playing the game. Don't worry if the game doesn't work perfectly. Remember: the process along the way is as important as the final product!

For Resources see page 11



Overview:

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Materials:

- foam board
- markers
- construction paper
- strong packing tape
- glue sticks
- stick-on letters
- atlases, history books and Internet for research

Instructions:

1. Cut a 2-inch strip off the short side of a foam board. Cut the remaining foam board in half lengthwise. Tape the two long pieces together (on the back) with strong tape so they form a long rectangle. (Save the short strip for the end to prop up your timeline.)
2. In small groups, students research the history of transportation in the U.S., ending with the invention of the automobile.
3. Make a timeline that includes major milestones. Draw pictures or print out illustrations and photographs to illustrate inventions and events. Make your design more visually exciting by adding some 3-D elements and having some pictures extend above the top of the board. (As an extension, you may include other important bits of history not related to transportation, to deepen historical context.) Use stick-on letters and markers to label all items.
4. Cut the short strip of foam board into 4 small strips. Make a 1/8" incision in the center of each of these, cutting only half-way down. Spacing them evenly under your timeline board, place the strips perpendicular to the board and insert.

For Resources see page 11.



**Overview:**

This interdisciplinary book report project makes the most of making connections. Students use their story as a springboard to explore topics in social studies, science, music, and art history.

Materials:

- 3-panel display board
- construction paper
- glue sticks
- rubber cement
- silver glitter or metallic pens
- markers
- stick-on letters

Instructions for students:

1. Choose one of the following books to read (or another on the Underground Railroad, recommended by librarian).

The Drinking Gourd: A Story of the Underground Railroad by F. N. Monjo

The Last Safe House: A Story of the Underground Railroad by Barbara Greenwood

A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, 1859 by Patricia C. Mckissack

Allen Jay and the Underground Railroad by Marlene Targ Brill

Under the Quilt of Night by Deborah Hopkinson

Freedom Train: The Story of Harriet Tubman by Dorothy Sterling

North Star to Freedom: The Story of the Underground Railroad by Gena K. Gorrell,

2. Write a one- to two-paragraph synopsis of the plot, followed by a one-paragraph description of the setting (time and place). Alternatively, teacher may give own assignment for language arts component of report.

3. Choose related topics to explore for mini reports:

- Social Studies: The Underground Railroad, Harriet Tubman, Frederick Douglass, "safe houses," statistics on numbers of slaves who escaped
- Astronomy: Stars and constellations; Using stars for navigation; the role of the North Star in other chapters in history

- Music History: Analysis of the song "Follow the Drinking Gourd" including code words and phrases; the tradition of using songs to transmit factual information, brought over from tribal culture in Africa; the history of slave songs
 - Art History: Quilt making; the theory that quilts contained hidden codes from the Underground Railroad
 - Geography: Mapping routes of slaves; climate, terrain and topography and how it affected journey
4. Make pictures to decorate your display board:
 - Freedom quilt squares (use construction paper and paint pens)
 - Illustrate the main characters in your story, or the most exciting scenes
 - The North Star, The Big Dipper and Little Dipper (use white paint pen or glitter on black paper)
 5. Include music, if you like:
 - Print the lyrics and sheet music of "Follow the Drinking Gourd" and other related slave songs
 - Find a CD of this and other slave songs at your local library
 6. Make a map of:
 - Slave escape routes from south to north
 - Free states and slave states, marked with dates they became free states

For Resources see page 11.

**About Standards**

The projects in this guide are based on a variety of the most popular Social Studies topics covered in the National Standards for grades 3-5. Since the National Standards group grades 3-4 together, then grade 5 in the next category, most activities are geared for grade 4 and are scalable for 3-5.

As students progress through grades 3 to 5 they explore connections to the past through a widening lens and with increasing complexity. They may begin with their own home state, and then move on to key chapters in the history of our nation, from Native American cultures to slavery and the causes of the Civil War. Along the way they study the cause and consequences of early exploration and westward expansion, and conflicts over land with its original inhabitants, to form a fundamental understanding of our country's founding principles and culture. In world history, topics include Mesoamerican cultures, the characteristics of early writing forms, and the ever-fascinating mummies and pyramids of Ancient Egypt.

A range of History benchmarks are covered in all of these projects, along with benchmarks in other disciplines as well. And through all of these projects students develop a rich understanding of the visual arts in relation to history and cultures (Visual Arts, Standard 4).

National Standards addressed by Theme within the guide:

Native American: History, Visual Arts

Transportation / Westward Expansion: Geography, History, Technology

Underground Railroad: Language Arts, History, Science, Visual Arts, Music, Geography

Aztec/Mayan History: Visual Arts

Ancient Egypt History: Visual Arts, Mathematics, Technology

Teacher Resources**Teacher's Guide to Project Based Learning****Web Resources:**

Edutopia
www.edutopia.org

The George Lucas Educational Foundation's website has an extensive section on Project Based Learning (look under "Topics" on home page).

Project Based Learning Checklists / The University of Kansas Center for Research on Learning

pblchecklist.4teachers.org/
Customizable project checklists for written reports, multimedia projects, oral presentations, and science projects keeps students on track and allows them to take responsibility for their own learning through peer- and self-evaluation.

The Project Approach

www.project-approach.com/
Focuses on PBL in the elementary classroom. Offers project examples and provides guidance in key areas including Strategic Planning and Project Development Structure.

Buck Institute for Education

www.bie.org/pbl/
Publishes a Project Based Learning Handbook that offers a comprehensive overview of PBL and a detailed planning model for teachers.

Houghton Mifflin's Project-Based Learning Space

www.college.hmco.com/education/pbl/
Provides sections for teachers on Goal Setting, Motivation, Cognitive Strategy, Cooperative Learning, and Assessment.

Discovery School's Science Fair Central

school.discovery.com/sciencefaircentral/
A comprehensive guide to creating your own science fair project.

Native Americans**Traditiona Shield****Web Resources:**

Prairie Edge Galleries – search under "shields"
www.prairieedge.com/

Native Arts Trading
www.nativeartstrading.com/Shields.html

Model Homes**Web Resources:**

Native American Homes
www.aaanativearts.com/article1156.html

Kid Info – Native Americans
www.kidinfo.com/American_History/Native_Americans.html

Native Languages of the Americas: Facts for Kids (Resources on American Indians for Children and Teachers)
www.native-languages.org/kids.htm

The American Indians
www.americanindians.com/

Native Americans
www.americanwest.com/pages/indians.htm

Library of Congress – Culture areas
memory.loc.gov/ammem/award98/ienhtml/tribes.html#es

Print Resources:

Native Homes (Native Nations of North America) by Bobbie Kalman

Encyclopedia of Native American Tribes (Facts on File Lib of American History) by Carl Waldman

Atlas of the North American Indian by Carl Waldman

Aztec and Mayan Cultures**Codex****Web Resources:**

AncientScripts.com
www.ancientscripts.com/aztec.html

Answers.com – All about Aztec codices
www.answers.com/topic/aztec-codices

Mayan Codices
www.mayadiscovery.com/ing/history/default.htm

Ancient Egypt**Mummy in a Sarcophagus****Web Resources:**

Museum of Science – Mummification
www.mos.org/quest/mummymain.php
Learn all about how mummies were made, and explore a 3-D mummy online.

The Smithsonian Institution – Egyptian Mummies
www.si.edu/resource/faq/nmnh/mummies.htm

The British Museum – Mummification
www.ancientegypt.co.uk/mummies/home.html

Make-your-own Pyramids**Web Resources:**

www.discoverychannel.co.uk/egypt/index.shtml
Interactive site offers features on a range of topics on Ancient Egypt.

"Build a Pyramid" online game from Discovery.com
http://www.discovery.com/games/pyramid/pyramid.html

Print Resources:

Pyramid by David Macaulay

Pyramid (DK Eyewitness Books)

Ancient Egypt Revealed (DK Books) – Cross-sections examine artifacts and architecture, and transparent cutaways are used to view Tutankhamen's mummy, the interior of his tomb and other wonders.

Westward Expansion/ Transportation**Go West! Board Game****Web Resources:**

www.americanwest.com
The American West website — See "Expansion" for printable maps of the Lewis & Clark Expedition, the Santa Fe Trail, the Oregon Trail, and the Pony Express route; and "Transportation" for features on Horses, Stagecoaches and Railroads

cpr.org/Museum/Maps/index.html
Historical railroad maps from the Central Pacific Railroad Photographic History Museum website

www.over-land.com/
The Overland Trail website also includes maps and history of the Overland Trail, as well as several others.

americanhistory.si.edu/ONTHEMOVE/exhibition/exhibition_1_3.html
National Museum of American History website – contains printable map of the Transcontinental Railroad

school.discovery.com/clipart/
DiscoverySchool.com's Clip Art file. Look under "Social Studies" for locomotive, ships, and Old West style illustrations.

members.memlane.com/gromboug/
Old West Clip Art Parlour includes a Font Gallery with a range of downloadable Western style typefaces.

Transportation Timeline**Web Resources:**

americanhistory.si.edu/onthemove/
"America on the Move" – the Smithsonian National Museum of History

Underground Railroad**Integrated Book Display****Web Resources:**

"Follow the Drinking Gourd" Teacher's Guide
www.northern-stars.com/Follow_theDrinking_Gourd.pdf
Northern Stars Planetarium (originally produced for New Jersey State Museum Planetarium) – includes music, lyrics, and maps

"Skywatch" – DiscoverySchool.com
school.discovery.com/schooladventures/skywatch/
Learn about stars, constellations, and celestial navigation. Includes printable star charts.

Print Resources:

Get on Board: The Story of the Underground Railroad by James Haskins

... If You Traveled on the Underground Railroad by Ellen Levine

Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad by Jacqueline L. Tobin, Raymond G. Dobard