

Lesson Title: Unlikely Communicators: Carrier Pigeons
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Social Studies, Second Grade
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Teaching Traditional American History Program

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<http://www.chillhistoryproject.com/>

Lesson Overview:

This lesson will introduce students to the carrier pigeon and the contributions it has made to history. Working with partners, students will explore a variety of resources to gather information about carrier pigeons and other means of communication. Working in partners, the students will develop a Communication Study Sheet to compile their research material.

Essential Question:

How did being able to communicate and send a message affect the lives of the people of one Italian village?

Objectives:

After completing this lesson the student will be able to:

- Describe different types of communication and transportation and identify their advantages and disadvantages

Missouri Social Studies Grade-Level Expectations

5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) a relationship to changes in society and the environment

E (5) Relationships between and among places

- Develop and apply pre-reading strategies to aid comprehension
 - Access prior knowledge
 - Preview
 - Predict and confirm or reject
 - Set a purpose for reading

Comment [PAP1]: seems as though something is missing here? word? pharas?

Missouri Communication Arts Grade Level Expectations
Develop and apply skills and strategies to the reading process
F Pre-Reading

Materials:

- 1 copy of resource book entitled: Pigeon Hero!-Based on the True Story by Shirley Raye Redmond ISBN: 0689854862, 2003
- 1 computer per two students with Internet access
- 1 notebook and pencil per student for taking notes
- 1 Communication Study Sheet per student
- 1 set of encyclopedias
- Non-fiction books gathered from the library on this topic

Class Time:

Two 30-minute Social Studies class periods

Teacher Input:

- 1) Prior to the lesson the word “communication” will be discussed with the correct definition being presented by the instructor to the students (Day 1).
- 2) Prior to the lesson the word “transportation” will be discussed with the correct definition being presented by the instructor to the students (Day 1).
- 3) The teacher will model how to complete the Communication Methods Study Sheet (this will take place after reading the book and before the students start their research (a copy of this sheet can be found at the end of his lesson plan-Day 1).

Activities:

- Students will be introduced to the book by taking them on a picture walk and make predictions about what they think will take place. The picture walk will allow the student to better understand what is being read (this book is a Ready-To-Read Level 2 story so it will be one most students will be able to read on their own at a later time) (Day 1).
- The teacher will read, Pigeon Hero!-Based on the True Story by Shirley Raye Redmond (Day 1).

- After the story has been read the following questions will be asked and discussed (Day 1):
 - Q.** Which type of communication was more affective in this situation?
A. Carrier pigeon
 - Q.** What types of communication were mentioned in the story?
A. Telegraph, and carrier pigeon were talked about.
 - Q.** What means of transportation was illustrated?
A. An airplane with propellers was shown.
- Communication Methods Study Sheets will be given out to each student (Day 2).
- The teacher will model how to get on the Internet and where to look for information needed on the Communication Methods Study Sheet (Day 2).
- Students will work in pairs at the computers as they take note of their research. The teacher will roam about the room giving assistance if needed (Day 2).

Questions for review:

- Q.** What would have happened if the pigeon called G. I. Joe hadn't made it back to the American air base?
A. People could have been hurt.
- Q.** Why wouldn't carrier pigeons be used to carry messages today?
A. We have better methods of communicating such as: cell phones, computers, and walkie talkies.

Closure:

- Time will be set aside for each student to present their findings to the class. The teacher will also remind students that G. I. Joe and other carrier pigeons were true heroes during a very difficult time in history. Their ability to deliver communiqués

from one place to another was of significant importance to the war effort, especially for a small village in Italy (Day 2).

Assessment:

The completed Communication Methods Study Sheet will be used to determine the strengths and weaknesses of the student (An assessment scoring guide can be found at the end of this lesson plan) (Day 2).

Extension:

- Students will work independently to collect information about carrier pigeons and their importance to the war effort. A one page informational paper will complete this assignment.

Name _____

Date _____

Communication Methods Study Sheet

Directions: Fill in the chart after researching the Internet or other non-fiction material that has been provided.

Method of communication	Describe an interesting fact and give one advantage and one disadvantage.	Draw a picture of this item.	Where was this information found?
Carrier Pigeon			
Telegraph			
Signal Flags			
Pony Express			

Name _____

Date _____

Communication Methods Study Sheet Assessment Guide

Research Skills	1	2	3	4
Is able to locate information from a variety of sources				
Is able to interpret and talk about information found in sources in their own words				
Purpose				
Described an interesting fact				
Listed one advantage				
Listed one disadvantage				
Drew a picture of the item				
Mechanics				
Handwriting was neat and legible				
Used correct punctuation				
Used correct spelling				

Total Points _____