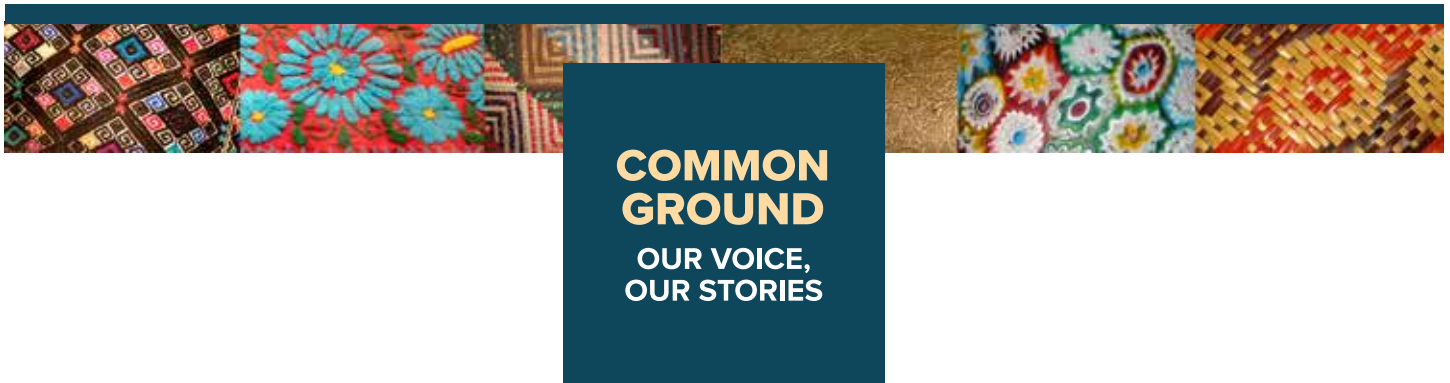




COMMON GROUND TEACHING RESOURCES

The following activities are for educators to use with their classrooms to enhance their visit to Common Ground: Our Voice, Our Stories exhibit at the Putnam Museum and Science Center. In Common Ground: Our Voice, Our Stories, the past and present come alive as visitors surround themselves with the rich history of the Quad Cities. The activities below are recommended for Upper Elementary (4-6) through High School. Each activity has an extension to further engage students. Also included is a list of Social and Emotional Learning (SEL) activities that can be used to promote positive identity, belongingness and appreciation of differences with your students.

To help the Putnam assess how Common Ground: Our Voice, Our Stories has enhanced youth feelings of pride, belongingness & being valued, and an increase a desire to play a positive role in the larger community, we will have a survey for students to fill out at the conclusion of their visit. Admission to the Putnam Museum and Science Center is free for teachers during the day of their classroom visit and for any visits needed for preparation of their visit. Teachers can also request that any of the following activities be led by a Putnam Educator during their visit. The fee for one of these activities is \$75. The duration of the activity, not including time for students to visit Common Ground, is 45 to 60 minutes. The maximum number of students for each activity is 25.

ACTIVITY-HEADLINES

Pre-Visit:

Classroom teacher hands each student a notecard with one of the headlines listed below based on information from the Common Ground exhibit. The teacher creates a place in the room to post the Headlines (wall space, chart paper, or dry erase board). Note-headlines are often created from the perspective of the writer or those who own the media organization. Some headlines are found in the news section, while others are found in the editorial section. The job of the class is to determine if the headline is factual or not by reporting/sharing their findings to the class.

Visit:

Each student finds the area of Common Ground that correlates to their headline. Students write one or two concepts from their segment of the exhibit. In their written explanation, students are to explain their concept and why it is important (this can be done in a who, what, when, where, and why format to differentiate the activity) and correct it if they find it is not true. The teacher collects the cards at the museum.

Post Visit:

The day after the Putnam visit, the teacher passes out the notecards to the class randomly. Students read the cards and if they do not understand the concept or disagree with what was written they place the notecard in the designated Headlines area. At that point, the teacher can clarify the misconception/confusion, or the class or members of the class can be assigned the task of clarifying the misconception/confusion.

Extension Activities:

Have students find headlines in print and/or electronic media to determine if the headlines found reflect the facts in the articles. Have students report their findings to the class and create alternative headlines for their articles. Have students create future headlines about themselves and the impact they will have on their community.

POSSIBLE HEADLINES

- Only European Americans have created neighborhoods in the Quad Cities.
- The Sauk and Fox tribes cheated out of their lands.
- Dred Scott sues the US government for his freedom.
- Several modes of transportation move people and goods through the Quad Cities.
- Well-known celebrities visit the Quad Cities.
- Steel plows prove to be better than Iron plows.
- Settlers come to the Quad Cities area because of fertile lands on either side of the Mississippi.
- Iron Yokes made work easier for enslaved individuals.
- Women's role in Civil War considered not important.
- Letter writing; an important form of communication?
- Quad Cities area; a great place to harvest trees!
- Most coal used in the Quad Cities is used for businesses.
- Gilbert changes its name to Bettendorf.
- Cook's Point is a popular Chinese neighborhood in the Quad Cities.
- The manufacture and sale of alcoholic beverages banned (1920-1933).
- QC unions remain strong in the Quad Cities.
- The Quad Cities lack professional sports teams.
- There are many clubs to join in the Quad Cities.
- Davenport school opens for African American students only.
- Quad City Citizens join the US military in multiple wars.
- Faith groups are diverse in the Quad Cities.
- Many popular musicians, artists, and authors come from the Quad Cities.
- The practice of Red Lining helped minority groups purchase houses.
- Women have always had the right to vote.
- People from around the world come to the Quad Cities to live.
- The Mississippi River hardly ever floods in the Quad Cities.
- 2018- not much happening in the Quad Cities.
- The first residents of the Quad Cities arrived 1000 years ago.
- Iowa is named after the Sauk Indians.

ACTIVITY- WHO TRAVELS?

Pre-Visit: Classroom teacher visits the Putnam's Common Ground exhibit. Below is a list of the sections of Common Ground. The teacher decides which sections of the exhibit the students will focus on during their visit. The teacher divides the classroom into 4-5 groups with up to 4 members and assigns which area of Common Ground the group will be assigned. Note- depending on the make-up of the class, group assignments can be modified.

Visit: The teacher explains the purpose of the visit. The pre-determined groups meet in their designated section of Common Ground and re-view the information becoming experts on that area of Common Ground. As a group, the students determine what is important to share taking notes, pictures, etc.

Post visit: The following day, groups get back together to review the information they collected knowing that they all might be responsible for sharing the information they gathered. Students are then assigned a number from 1-4. To start the activity, the teacher randomly calls a number, 1-4, and says "Travel." The students who have that number leave their group and move to another group to gather information. The teacher then uses the Call and Response "Go/Home," and the travelers go back to their original group and share the information they received. The teacher repeats this process with another number.

Extension Activities: Use the Who Travels activity to jigsaw articles, sections of text, or sections of a chapter. Assign groups of students a different math problem. The group solves their problem. When the teacher gives a signal, the traveling student goes to a new group and explains how to solve the problem assigned to the traveling student's group.

COMMON GROUND EXHIBIT AREAS:

Section 1- Who are We?

Section 2- Whose History is This?

Section 3- Prehistory/First Quad Citizens/From the Beginning

Section 4- Pioneers and Blackhawk War/Newcomers

Section 5- Transportation and Education/Where the West Begins

Section 6- Agriculture/...and the Tall Corn Grows

Section 7- Civil War/Turning Point

Section 8- Commerce and Business/Land of Opportunity

Section 9- Intro Civil Rights/But not for All

Section 10- Civil Life, Family Life

Section 11- Faith and Sacrifice

Section 12- Arts and Culture

Section 13- Reimagining our Community

Section 14- Resilience

Section 15- The Modern Era

ACTIVITY- IN ALL CORNERS

Pre-Visit:

The classroom teacher visits the Common Ground exhibit and decides which area of the exhibit will be the focus of the In All Corners activity. The teacher creates a question based on that area of the exhibit with 4 answers to the question. These 4 answers create the "corners" for the activity. Example: Area of Exhibit- Intro to Civil Rights/But not for All. Question- What has been the most influential practice that has caused inequality in the Quad Cities? Corner 1- Redlining prevented minorities from owning homes; Corner 2- Women and minorities make less money in their jobs; Corner 3- Women and minorities have not always been allowed to vote, Corner 4- Restrictions have been placed upon people based on race, ethnicity, or sex.

Visit:

Classroom students visit the Putnam Museum's Common Ground with a focus on the area chosen by the teacher. The classroom teacher shares the question with the students as a prompt for the In All Corners activity. Students should be reminded to take detailed notes from the area of Common Ground chosen by the teacher.

Post-Visit:

Following the visit, the teacher places chart paper in the four corners of the classroom. Each sheet of chart paper has an answer to the question the teacher has posed to the class. The teacher reads the question and the 4 answers. On the teacher's signal, the students choose a corner to report to that reflects what they feel is the best answer. Once students are in their corners, a recorder is chosen and students discuss and explain why they chose that corner. The recorder takes the group's notes on the chart paper. The teacher decides how much time to give groups to discuss and record their answers. The teacher then has each group share their thoughts. The whole group listens, asks questions, and debates ideas and opinions.

Extension Activities:

Use the In All Corners activity in Math/Algebra class to explore more complex mathematical problems. Use In All Corners in Science or Physics classes to explore scientific laws and principles. Put these four statements on four pieces of chart paper: I am going to college; I am going to go to work; I am going into one of the branches of the military; I am undecided. Have the students report to one of the corners and discuss their choice. After 10 minutes, students move to a new corner if they have changed their minds.

ACTIVITY- GRAFFITI RESPONSE

Pre-Visit:

The classroom teacher visits the Common Ground exhibit at the Putnam Museum and develops six to ten questions based on the areas of the exhibit. She posts these questions on Chart paper in advance of the activity. Students are given the questions and told that they are to find the answers to the questions and take any notes that will help them explain their answers.

Visit:

The students visit Common Ground and find answers to the questions the teacher created. Students are also recommended to take notes to validate their answers to the teacher's questions.

Post-Visit:

The classroom teacher posts chart paper with the questions around the room. Option 1-The teacher goes to each question and asks for volunteers to come up and write or draw their responses or questions to the questions. The volunteers can do this quietly or talk quietly when responding to the question. When all the questions have been answered the teacher leads the whole class in a review or discussion of the question, the answers, or additional questions. Option 2- Teacher divides the class into groups (i.e., six questions, six groups). Each group is assigned a question. Students spend several minutes recording their answers or posing questions and then the teacher directs the groups to move to a new question. After all groups answer each question, they return to their seats. The teacher or a student assigned to each question leads a classroom discussion of the questions and answers.

Extension Activity:

Invite a few members of the community to speak with the class. Take a large piece of butcher paper and label each piece of butcher paper with the name of the classroom visitor. After all visitors speak, students choose which speaker they want to further explore by going to the piece of butcher paper with the speaker's name. Students then write questions or comments on the butcher paper. The visitor then leads a discussion with the class addressing the questions or comments written on the butcher paper.

ACTIVITY- THE WHEELS ARE TURNING

Pre-Visit:

The Classroom teacher visits the Common Ground exhibit at the Putnam Museum. The teacher creates 4 to 12 questions based on the exhibit. The teacher shares the questions with the students in advance of the visit.

Visit:

Students are directed to walk through the Common Ground exhibit and find the answers to the questions given to them by their teacher prior to the visit and take any additional notes to help them remember information from the exhibit.

Post-Visit:

In the classroom, the teacher creates two circles, the wheels, out of chairs. The inner wheel should have 4-12 chairs facing out. The outer wheel has one chair facing each inner-wheel chair. Students in the classroom fill each of the chairs. The teacher gives each student in the outer wheel a different question from the visit and the student from the inner wheel a clipboard/notebook and pen/pencil to take notes. The student in the outer wheel asks the student directly across from them in the inner wheel their question. The student in the inner wheel answers their question and the two discuss the question as needed. After 3-5 minutes the teacher has the students in the outer wheel rotate to the next student in the inner wheel. The students continue to rotate until they get back to their original partner. Finally, the students share and discuss their notes, questions, and comments with the whole classroom.

THE WHEELS ARE TURNING COMMON GROUND QUESTIONS:

- Who were the first Quad Citizens?
- Who are some musical artists from the Quad Cities?
- Is business and industry important to the Quad Cities? Explain.
- Why did the Black Hawk war begin?
- Why are the Quad Cities called a Crossroads in the Heartland?

- Why was the Rock Island Arsenal created?
- What brought Mexican refugees to Silvis, Illinois? How did these refugees end up living on Hero Street?
- What is Suffrage and how did it effect women and people of color in the Quad Cities?
- Was corn always in Iowa?
- What is the history of education in the Quad Cities?
- How did transportation change the Quad Cities?
- What were some good and bad things about fur trading?
- What was Cook's Point? Who lived there?
- Why do they say that John Deere brings diverse talent to the Quad Cities?
- Who are some sports icons from the Quad Cities?
- What did Black Americans contribute to the Civil War?

Extension Activity: Use the Wheels are Turning activity to promote discussion for the following questions: What are you going to do after High School Graduation? What are some things you do to help our community? Who is an important role model in your life? What makes you proud about the community you live in? What are some things that could change to make our community a better place to live? What is your life as an adult going to look like?

ACTIVITY- SILENT DIALOGUE

Pre-Visit:

The classroom teacher prepares 5-10 sheets of chart paper with at least 3 images, lines of text, quotes or questions related to specific areas of the Common Ground exhibit at the Putnam Museum. This information should be placed in the center of each chart paper. The teacher reviews good notetaking skills with the class and discusses the importance of taking notes during the visit to Common Ground.

Visit:

Students visit the areas of the Common Ground exhibit chosen by the teacher taking notes that will be used to complete the Silent Dialogue activity after their Putnam Museum visit.

Post-Visit:

The classroom teacher divides the class into groups of 4-5 students. Each group receives one of the prepared chart papers. The teacher instructs the group to silently read or look at the information in the center of the chart paper. The students will then find a space on the chart paper to respond to the image, the question, or the text in writing or through a drawing. After a few minutes, the group rotates the chart paper so group members can respond to what their group members wrote or drew. Students continue to rotate the paper until it returns to their response. Once that happens, the group discusses the ideas on their paper. Finally, the teacher chooses one member of the group to share the most important ideas with the entire class.

Extension Activity:

Place 5 different sheets around the room, each with a math problem on it. Assign a group to each math problem. Have each group solve the math problem. Have the groups rotate to a new sheet. That group will check the previous group's work, correct any mistakes, and/or write comments on the sheet. Keep rotating until the original group returns to their problem. Give the group several minutes to digest what was written on their sheet. Then, allow each group to respond to what was written on their sheet by the other groups.

ACTIVITY- AQUARIUM

Pre-Visit:

The Classroom teacher visits the Common Ground exhibit at the Putnam Museum. The teacher divides the class into 4-6 groups. The teacher creates 4 to 5 questions/statements based on the exhibit and assigns each group a question. Here is a list of potential questions/statements based on the Common Ground exhibit:

- What was the name of the Hispanic neighborhood in the Quad Cities? How was it created?
- What were the roles of African Americans and women in the Civil War?

- How did the practice of Redlining impact minorities?
- Discuss how women and minorities earn less pay in the work they do.
- How does the flooding of the Mississippi affect the Quad Cities?
- What were the benefits and conflicts of the railroad crossing the Mississippi River?
- What is suffrage and who were some of the people/groups who fought for suffrage?
- What was John Deere's contribution to agriculture in the Quad Cities?

Visit:

Clipboards and notebooks will be necessary for students to take notes. Students take the time to visit all areas of the Common Ground exhibit, starting with the area of the exhibit that will help them address the question/statement assigned to them by their teacher. After visiting the area of Common Ground that addresses their question/statement students should visit other areas of the exhibit to see if there are any connections that will be important to report out.

Post-Visit:

For the Aquarium activity, the classroom teacher will arrange chairs so that there are two concentric circles. The teacher assigns one group to the inner circle and a second group to the outer circle. The group in the inner circle will be the ones discussing the question/statement assigned to them by the teacher. The teacher will decide what discussion protocol the inner group will use to make sure all students are heard. The outer group will listen silently and take notes based on what they hear or observe. The teacher can decide if the outer group can freeze the inner group's discussion to ask questions or make comments. The teacher may also have students in the outer group assigned to specific students in the inner group to take notes on what they say or do during the discussion. Next, the teacher will then have the outer group exchange places with the inner group and the outer group will continue the discussion based on their notes and observations of the inner group. After each student has had an opportunity to share and discuss the outer and inner group will have 3-5 minutes to interact, ask questions for clarifications, and/or to summarize the main points.

Extension Activities:

Have students in the class identify issues at school that are problematic (student attendance, low test scores, classroom behavior, etc.) Invite members of the building administration to address issues using the Aquarium activity. The adults start in the middle of the Aquarium. Repeat this activity with members of the community to address issues in neighborhoods (crime, traffic, poor roads and sidewalks, safety issues, etc.)

SOCIAL AND EMOTIONAL LEARNING (SEL) ACTIVITIES

Used to extend and enhance the learning from the visit to Common Ground at the Putnam

The following activities have been developed to promote a positive identity, belongingness & appreciation of differences with your students. Our goal is to have the Common Ground experience enlighten our visitors to the rich history of the Quad Cities. The content in Common Ground may elicit strong feelings in students to their sense of pride and belonging in their community.

1. After your visit to Common Ground and the activity you completed with your classmates, write a letter to someone you know to tell them how much you appreciate them. You may want to write a letter to a historical figure to let them know how their actions have impacted you.
2. After your visit, read a book based on a person or event you saw in Common Ground. As you read, keep a journal of your feelings or thoughts about the person or your subject. Ask a friend or a group of friends to read the same book and react to/discuss together.
3. Based on your visit today, make a list of 3 things you can do to help someone in your neighborhood or community.
4. After visiting Common Ground, write or draw about something you can't do YET, but want to get better at, or do in the future.
5. What is respect? What does respect look like? What did you see in the Common Ground that would be an example of respect?
6. Based on what you have seen in Common Ground, draw or make a list of things that you are thankful for or that are important to you.
7. Draw an outline of your body. Mark the parts of your body that reacted to what you saw in Common Ground (example- ears for QC music connection). Idea- do this in pairs or groups of 4.
8. Make a poster to promote kindness.
9. Make a list of ways you can be kind to others.
10. Make a list of things you can do when you are happy or when you are upset. What are some things in the Common Ground exhibit that

made you happy or made you upset.

11. Make a list of all the feelings you had while you visited Common Ground.
12. Mindful Minute- Have the class close their eyes and sit silently for one minute. During that minute, students visualize their visit to Common Ground. Have students open their eyes and write down what they visualized and how it made them feel. Have students share with a partner, a small group, or with the class.
13. What do you want to be when you grow up? Draw a picture of yourself doing that job. Ask a classmate(s) what they know about that job. Did the visit to Common Ground influence your career choice?
14. How do you feel after visiting Common Ground? Write or draw about those feelings.
15. Fold a piece of paper in half two times. Write one of these emotions in each square: happy, sad, confused, upset. Draw or write something from the Common Ground exhibit that made you feel those emotions.
16. Write I statements based on what was observed in the Putnam's Common Ground exhibit. Example: I felt proud when I saw a picture of my grandmother in the Common Ground exhibit.

TIMELINE ACTIVITY-

Directions- Using the dates below, walk through Common Ground: Our Voice, Our Stories and find the event that happened on that date.

1619
1804
1812
1815
1816
1832
1836
1837
1856
1859
1862
1864
1874
1908
1911
1913
1914
1917
1920-1933
1922
1941
1942
1945
1971
1993
2019
2021

TIMELINE KEY:

1619- First enslaved Africans arrive in the territory that will become the United States
1804- The Quashquamme Treaty
1812- The Black Hawk War
1815- Albert "Prince Albert" Nuckols is born
1816- Fort Armstrong built
1832- Black Hawk treaty

1836- The City of Davenport is founded
1837- Davis Sears builds the first dam on the Mississippi River
1856- First railroad bridge across the Mississippi River is completed
1859- Court rules against citizenship for Dred and Harriet Scott
1862- Rock Island Arsenal is established
1864- 108th Colored Infantry guards Confederate prisoners
1874- Phebe Sudlow becomes the first female superintendent in the United States
1908- La Yorda Barrio in Silvis, Illinois is founded
1911- Germania Auers is promoted to supervise "girl coremakers" at the John Deere Malleable Works
1913- Women in Illinois are granted the right to vote for president of the United States
1914- Macias brothers establish the Corporacion Musical Miguel Hidalgo
1917- The United States enters the Great War (WWI)
1920-1933- Volstead Act (Prohibition)
1922- The Davenport Natatorium public swimming pool opens
1941- Japan attacks Pearl Harbor
1942- Louie Bellson graduates from Moline High School
1945- Iowa Civil Rights Act is passed
1971- Kathryn Kirschbaum becomes Davenport's first female mayor
1993- Mississippi River flood level reaches 22.63 feet in Davenport
2019- Mississippi River flood level reaches 22.7 feet in Davenport
2021- John Deere laborers go on strike to protest low wages and long hours

MATCHING ACTIVITY

Directions- Match the person on the left with the description on the right.

Dred Scott	Davenport's Founding Mother
Harry Burris	Stewardess for TWA Airlines
Arnold "Red" Auerback	Opened the first jewelry store in Davenport
Joe Witty	First female member of the Davenport Academy of Sciences
Bix Beiderbecke	Built the first dam on the Mississippi River
Madison Keys	First Latin American woman to represent the United Auto Workers
Moses Ginsburg	Two-time world middleweight boxing champion
Elmer Layden	Founded the Rock Island News newspaper
Phebe Sudlow	First female mayor of Davenport
Dave Terronez	Acclaimed jazz drummer and musician
Francis Clay	Sued the United States for his and his family's freedom
John Looney	Founder of Happy Joe's Pizza
Alfred Billon	Famous professional tennis player from Rock Island
Joe Terronez	First female to become a superintendent of school in the U.S.
Davis Sears	One of Notre Dame's famed Four Horsemen
Louie Bellson	Three-time NCAA Division III All-American in cross country
Annie Wittenmyer	Owner of Rock Island kosher butcher shop in 1902
Kathryn Kirschbaum	Writer of a cookbook for the Union Army hospital diet kitchens
Mary Louisa Duncan Putnam	One of the first African Americans to work for the U.S. Postal Service
Jack Fleck	Winner of a Pulitzer Prize
Margherita Roberti	Led the Boston Celtics to nine NBA titles
Michael Nunn	Was a back-up band member for Muddy Waters
Marguerite LePage LeClaire	Famous jazz cornet player
Mary Ann Schulz Schmidt	Winner of the 1955 U.S. Open
Susan Glaspell	Winner of more games than any other coach in NBA history
Don Nelson	First Hispanic mayor in Illinois
Eva Savala	Famous opera singer who started her singing career in Muscatine

MATCHING KEY

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Eva Savala	First Latin American woman to represent the United Auto Workers

SCAVENGER HUNT ACTIVITY

Directions- Walk about the Common Ground exhibit and hunt for the answers to the following questions.

Hint- there may be more answers to some of the questions than are asked for.

1. Name 4 things American Indians traded pelts for with the settlers.
2. When the cities in our region were founded, who was prohibited from voting?
3. What famous "heartthrob" actor died of a massive stroke in Davenport?
4. Which 2 native tribes fought in the battle of Campbell Island?
5. Name 2 Pulitzer Prize winners from the Quad Cities.
6. Name 4 famous musicians from the Quad Cities area.
7. The Quad Cities had two firsts as mayors. Who were they and what cities were they mayors?
8. What colors were used by realtors, banks, and insurers to describe neighborhoods in the 1930s?
9. Who was the first female school Superintendent in the United States?

10. Who was the former enslaved man who worked for John Deere from 1899 to 1919?
11. What did the Rock Island Arsenal supply the US military for 150 years?
12. Who was the young attorney that represented the bridge company in the Effie Afton Affair?
13. What Quad Cities town was famous for growing onions for 150 years?
14. Name 4 wars or conflicts that Quad Cities residents fought in.
15. Name 5 famous Quad Cities sports icons.

SCAVENGER HUNT KEY

1. Tobacco, Guns, Blankets, Metal
2. African American men and women and white women
3. Cary Grant
4. Sauk and Fox
5. Susan Glaspell and Charles Edward Russell
6. Louie Bellson, Bix Beiderbecke, Francis Clay, Pete, Macias, Bill Bell, Margherita Roberti
7. Joe Terronez- Mayor of Silvis, Illinois and Kathryn Kirschbaum- Mayor of Davenport, Iowa
8. Green, Blue, Yellow, Red
9. Phebe Sudlow
10. Milton Richie
11. Equipment, Support, Training
12. Abraham Lincoln
13. Pleasant Valley
14. WWI (Great War), WWII, Korean War, Viet Nam war, Operation Iraqi Freedom
15. Elmer Layden, Don Nelson, Dave Terronez, Jack Fleck, Arnold "Red" Auerbach, Michael Nunn, Acie Earl, Ron Hallstrom, Roger Craig



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