Title: How did the Vanderbilts influence western North Carolina?

Content Area:
Social Studies, Information and Technology, English Language Arts

NC SCOS Objective(s):

Social Studies
5.G.1 Understand how human activity has and continues to shape the United States
   5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
   5.G.1.3 Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations.

5.C.1 Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.
   5.C.1.3 Explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the United States.

Information and Technology
5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.
   5.SI.1.1 Use various types of resources to gather information (including print and online media).
   5.SI.1.2 Use relevant sources of information for an assigned task.
   5.SI.1.3 Use reliable sources of information.

5.TT.1 Use technology tools and skills to reinforce and extend classroom concepts and activities.
   5.TT.1.1 Use a variety of technology tools to gather data and information.
   5.TT.1.2 Use a variety of technology tools to organize data and information.
   5.TT.1.3 Use a variety of technology tools to present data and information.

5.RP.1 Apply a research process as part of collaborative research.
   5.RP.1.1 Implement a research process by collaborating effectively with other students.

English Language Arts -- Reading Informational Text
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Rationale/Relationship to the Text:
Students will research the various impacts, past and present, of Biltmore House construction on western North Carolina.

Instructions/Procedures:
Students will engage in collaborative research in order to answer the question: *How did the Vanderbilts influence western North Carolina?* Students will explore how construction of the Biltmore Estate influenced the physical environment, communication, technology, and cultural diversity of the region and how the Biltmore Estate continues to influence the region. Students will use digital and print resources to gather information related to the project question. Student groups will use Padlet.com to compile their research and brainstorm project ideas. *(See a sample wall.)* Students will create a digital representation and present their findings to their peers. Possible tools for creating the presentation include: Google Slides, Piktochart (infographic tool), iMovie, PowerPoint, Touchcast app, and other digital tools. Student presentations should answer the question, *How did the Vanderbilts influence western North Carolina?* Use or adapt the attached rubric to evaluate student presentations.

It may be helpful to assign a role to each group member to ensure that every member contributes in a meaningful way. Possible student roles include: project manager, note-taker, designer, and technician.

Possible project timeline:
- **Day 1:** Introduce project; form student groups; allow groups to meet and select roles
- **Days 2-4:** Research using digital and print resources; add notes to Padlet wall
- **Days 5-7:** Create presentation of research findings
- **Day 8:** Group presentations

Materials:
- **Sources for Research:**
  - [http://www.ncpedia.org/biography/vanderbilt-george](http://www.ncpedia.org/biography/vanderbilt-george)
  - NC WiseOwl
- **Padlet.com** *(See sample wall)*
- Print materials about the Vanderbilts, Biltmore Estate, and Asheville
- Digital tools for presentation (Google Slides, Piktochart, iMovie, PowerPoint, Touchcast app, and other digital tools)
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
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<tbody>
<tr>
<td>5.G.1 Understand how human activity has and continues to shape the United States.</td>
<td>Does not explain positive effects of Biltmore construction on the region or how technology helped overcome geographic limitations</td>
<td>Explains positive and negative effects of Biltmore construction on the region OR how technology helped overcome geographic limitations</td>
<td>Explains positive and negative effects of Biltmore construction on the region and how technology helped overcome geographic limitations</td>
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<tr>
<td>5.C.1 Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.</td>
<td>Does not explain how Biltmore construction influenced diversity or development of the Southeast region of the U.S.</td>
<td>Explains how Biltmore construction influenced diversity or development of the Southeast region of the U.S.</td>
<td>Explains how Biltmore construction influenced diversity and development of the Southeast region of the U.S.</td>
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<tr>
<td>5.SI.1 Use relevant and reliable sources of information.</td>
<td>Does not use reliable of relevant sources of information</td>
<td>Uses reliable and relevant sources of information</td>
<td>Uses and cites multiple reliable and relevant sources of information</td>
</tr>
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<td>5.TT.1 Use technology tools to gather, organize, and present information.</td>
<td>Does not use technology tools to gather, organize, or present information</td>
<td>Uses technology tools to gather, organize, or present information</td>
<td>Uses technology tools to gather, organize, and present information</td>
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<tr>
<td>5.RP.1 Implement a research process by collaborating effectively with other students.</td>
<td>Does not collaborate effectively with group members</td>
<td>Collaborates effectively with group members</td>
<td>Collaborates effectively with group members and helps other students implement a research process</td>
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<td>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Does not speak or write knowledgeably about the topic</td>
<td>Speaks and writes knowledgeably about the topic</td>
<td>Speaks and writes knowledgeably about the topic, integrating and citing information from several sources</td>
</tr>
<tr>
<td>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly.</td>
<td>Does not respond to questions from the audience</td>
<td>Responds to questions from the audience</td>
<td>Responds to questions from the audience, drawing on information from multiple sources</td>
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