

2008 *Back to History* Lesson Plan Template

Ohio Frontier Due: July 25, 2008

Team Members:	Jennifer Damon, Tammy Ganter, Constance Matuke, Ron Wood
Instructional Unit:	Settlement Patterns in Early Ohio
Title of Lesson:	Ohio Dreamers: Important Ethnic and Religious Settlements in Early Statehood
Grade Level:	5th
Description:	Research and Discussion of Zoar Settlement, Quakers, Free African Americans in Ohio and their lasting impact
Standards: Include Standard, Benchmark Letters, and GLI numbers	History 6 People in Societies 1b, 3,4,5 Geography 7c
Duration:	5 days

Materials and Resources (List all books, attached worksheets, website resources, texts)

1. Blank Ohio Maps for each students
- 2., **Where the Sidewalk Ends** by Shel Silverstein
3. **Ohio Experience- 5th Grade Student Workbook**
4. **Origin and Distribution of Settlement Groups in Ohio** by HGH Wilhelm

Primary Source Materials: (Include attachments or link to online sources)

- African American Family Photograph, photograph, McCord Photographs, Smith Library of Regional History, Ohio Memory Website
- Friends Yearly Meeting House, Mount Pleasant, Ohio, photograph, author/creator unknown, Call Number P 365/11/7, Ohio Historical Society, Columbus
- John Parker Historical Site, Ripley, Ohio, photographs, Original photographs taken by Ron Wood, June 2008
- Quaker Free Labor Store Photograph, Mt. Pleasant, Ohio, photograph, Benjamin Lundy, photographer, found at <http://drwilliams.org>
- Zoar Band Photograph, photograph, author/creator unknown, Collection Number AV 9, Image Number AL00839
<http://ohsweb.ohiohistory.org/ohiopix/Image>
- Zoar Village Flower Gardens Photograph, photograph, author/creator, Ohio Department of Transportation, Collection Name, Sites and Scenes Around Ohio Collection, Call Number State Archives Series 1016,
<http://www.ohiohistory.org/resource/archlib/>

Warm Up:

- Shel Silverstein; **If You're a Dreamer** on a blank map of Ohio
- Discuss poem
- Brainstorm ideas of being a dreamer
- John Collins writing (students will complete a writing assignment on their dreams, and apply to the dreams of the early settlers)

Instructional Strategies:

- Group work in research (technology)
- Independent extensions
- Teacher Read Aloud- Multi-sensory Presentations (Multiple Intelligence)

Homework and Practice:

- Note taking
- Comprehension questions- Chapter 7 Culture is Important (**Ohio Experience workbook**)
- Illustrate writing

Assessment Question: (This should be a 4pt Extended Response type question based on the content of your lesson. Include rubric.)

Choose one group presentation to compare with the group you researched. Compare and contrast the two settlement groups. What evidence exists today of these groups impact on society?

Rubric for Assessment Question

* See attached rubric or go to www.rcampus.com/rubric and click on Rubrics at the top of the page. Select Gallery. When the Public Gallery page comes up, type in **Compare and Contrast Early Settlement Groups of Ohio** where it says Find Rubric. The next page will say Rubric Search Results. Click on **Compare and Contrast Early Settlement Groups of Ohio**.

Reteach Activity:

Provide a blank map of Ohio. Identify various areas of settlements on the map. Write a descriptive sentence about each group.

Extension Activity:

1. Research and learn a song, dance or celebration connected to a settlement group.

References

Anderson, Timothy, C. (2008, June). **The Creation of an Ethnic Culture Complex Region: Pennsylvania Germans in Central Ohio, 1790-1850.** Paper presented at Back to History Summer Institute Seminar- Ohio Frontier, Springfield, Ohio.

Anderson, Timothy, C. (2008, June). Seminar, **Settlement Patterns.** Presented at Back to History Summer Institute Seminar- Ohio Frontier, Springfield, Ohio.

Marsh, Carole. **Ohio Experience- 5th Grade.** Gallopade International Publishing, 2004.

Ohio Frontier Compact Disk, Back to History Summer Institute, June 2008.

Ohio Historical Society Audiovisual Collections, #MSS 110AV, **Society of Separatists-Zoar Records.**

Silverstein, Shel. **Where The Sidewalk Ends.** Harper Collins Publishers, 1974.

Wikipedia Online Encyclopedia

Wilhelm, Hubert, G.H. **Origin and Distribution of Settlement Groups in Ohio.** Athens, Ohio; H.G.H Wilhelm, 1982.

Williams, D.R. **Quaker Origins, Quaker Settlements and Quaker Free Labor Store Photograph (with information).** Go to <http://drwilliams.org> , June 2008.

Lesson Plans

Day One:

- Read "If You're a Dreamer", aloud
- Students reread , teacher poses these questions:
What is a dream you have?
What would you be willing to risk to achieve your dream?
- John Collins Type 3 Writing Assignment
- Did you ever think about the dreams of the first non-natives who settled here?
- Pass out synopsis of early settlers in Ohio (center of the presentation board) and additional paragraphs on Quakers, African Americans and Zoar groups.
- Homework- Comprehension questions

Day Two:

- Divide students into groups of 3-4 to research these religious and ethnic groups:
Quakers, Zoars, African Americans, German, Amish and Irish
- These questions will be asked:
Who?
Where?
When?
Why?
Impact?
- Introduce Rubric
- Model research with one group- assign roles, recorder, taskmaster, etc.

Days Three and Four:

- Provide resources
Computers with websites

Images from Ohio Frontier disk

Images and maps from our presentation board

Wikipedia articles on groups that are printed out

School Media Center

Day Five:

- Introduce 4 point assessment question before presentations, so students will know what they are need to listen and look for.
- Group presentations

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Student: _____

Rubric: Compare and Contrast Early Settlement Groups of Ohio

Choose one group presentation to compare with the group you researched. Compare and contrast the two settlement groups. What evidence exists today of these groups impact on society?

Enter rubric title

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Grammar/Construction	<p>Poor Has several grammatical and spelling errors, and includes run-on sentences and poor paragraph construction.</p>	<p>Fair Has few grammatical and spelling errors and has minor sentence construction errors.</p>	<p>Good Contains only minor grammatical and spelling errors and is composed of complete, well-constructed sentences and paragraphs.</p>	<p>Excellent Has no grammatical and spelling errors and is composed of well-constructed sentences and paragraphs.</p>
Content	<p>Poor Shows no understanding of the content that is to be compared and contrasted.</p>	<p>Fair Shows moderate understanding of content, and uses material to compare and contrast presentations.</p>	<p>Good Shows consistent and complete understanding of content, and correctly compares and contrasts two settlement group presentations.</p>	<p>Excellent Complete understanding of content, thorough comparison/contrast of two settlement group presentations. Information from presentations cited to support response.</p>
Group Work (Research)	<p>Poor No involvement in group research. No work completed on project, and no involvement in presentation</p>	<p>Fair Little involvement in group research. Minimal work completed on project, and minimal involvement in presentation.</p>	<p>Good Completed his/her share of group research. Completed required amount of work on project and shared in presentation.</p>	<p>Excellent Completed his/her share of group research, and missing research from group. Presented insightful research accurately, and well thought out.</p>

Comments: