**2008 Back to History Lesson Plan Template**

**Ohio Frontier**  
**Due: July 25, 2008**

<table>
<thead>
<tr>
<th><strong>Team Members:</strong></th>
<th>Jennifer Damon, Tammy Ganter, Constance Matuke, Ron Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Unit:</strong></td>
<td>Settlement Patterns in Early Ohio</td>
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<tr>
<td><strong>Title of Lesson:</strong></td>
<td>Ohio Dreamers: Important Ethnic and Religious Settlements in Early Statehood</td>
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<tr>
<td><strong>Grade Level:</strong></td>
<td>5th</td>
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<tr>
<td><strong>Description:</strong></td>
<td>Research and Discussion of Zoar Settlement, Quakers, Free African Americans in Ohio and their lasting impact</td>
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</tbody>
</table>
| **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 365/117, 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


Wikipedia Online Encyclopedia


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
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

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

Comments:

Built at www.iRubric.com
Rubric Code: YXC6B5