



**2009 *Back to History* Lesson Plan
Immigration/Migration**

Team Members:	Marci Hay, Debbie Haycox, Brandon Haycox, Wendy Shaffer, Beth Chetty
Instructional Unit:	Culture of the Amish in Ohio
Title of Lesson:	The Ohio Amish
Grade Level:	4 -5
Description:	Students will have a better understanding of the Amish community and their immigrant experience.
Standards: Include Standard, Benchmark Letters, and GLI numbers	Grade 4 -Benchmark: People in Societies 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: d. Amish and Appalachian populations 2. Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining, and manufacturing b. Freedom from religious and political oppression Grade 5 – Benchmark: People in Societies 1. Compare the cultural practices and products of diverse groups in North America including: b. Religion c. Language d. Food e. Clothing
Duration:	1 2-3 days

Materials and Resources:

- Two Column Chart
- Map A: Amish Communities in Ohio
- Worksheet A – Amish in Ohio
- Worksheet B – Get to the Source with Music
- Worksheet B – Get to the Source with Photographs
- “The Amish Immigrant Experience in Ohio.”
- Think TV Resources

<http://www.thinktv.org/education/downloads/TheOhioAmish.pdf>

Primary Source Materials:

- Amish Song – Ausbund (Amish hymn book) – Worksheet B – Get to the Source with Music. http://www.thinktv.org/education/educ_k12_ouohio_heritage.html
- Amish Pictures – Get to the Source with Photographs (Library of Congress *American Memory* “America from the Great Depression to World War II: Black and White Photographs from the FSA_OWI, 1935-1945,” http://memory.loc.gov/cgi-bin/query/f?fsa:0:./temp/~ammem_zkse:)
- The Amish Immigrant Experience in Ohio – Created by Marci Hay, Debbie Haycox, Brandon Haycox, Beth Chetty, and Wendy Shaffer

Warm Up:

- 1) Write the word “Amish” on the board. Ask students what images come into their mind when they read the word Amish. Write these ideas or images on a concept map.
- 2) Write the word “immigrant” on the board; explain to the class that immigrants are people who come to a new country to live. Ask students what reasons people might have for leaving their home to travel hundreds or even thousands of miles to come and live in a totally new place. (Exploring Our Heritage: The Ohio Amish)
- 3) Make sure students know the Amish came to America to find religious freedom and for the opportunity to farm land.
- 4) Show the teacher created DVD – “The Amish Immigrant Experience in Ohio.”

Instructional Strategies:

Day One – Get to the Source with Music

- 1) Ask students how immigrants preserve their heritage from their homeland. Write

their responses on the board. The Amish have preserved their culture by isolating themselves from others.

2) One way the Amish preserve their heritage is by handing down hymns or religious music from their homeland. Pass out Worksheet B – Get to the Source with Music. Students will read the hymn aloud as a class. After reading the song, have the students chant the song and then try to sing it to the tune of “Mary had a Little Lamb.”

3) Discuss how the mood of the song changed from the first reading to the second.

4) Students will answer the questions at the bottom of Worksheet B.

Day Two – Get to the Source with Photographs.

1) Remind students how primary source photographs can provide information about the past. Review beliefs from yesterday’s discussion.

2) Pass out primary source photographs. Divide students into groups of 2 or 3 to analyze the photographs.

3) Students will answer the questions on Worksheet B regarding the photographs.

Homework / Practice:

1) Students will use Map A to identify Amish communities in Ohio and be able to use the map to answer questions on Worksheet A.

Assessment Question:

After watching “The Amish Immigrant Experience in Ohio”, students should realize that Amish communities differ from their own. Explain to students that they, too, live in a community, and that all communities are special in their own way. Distribute the Two Column Chart, and students will make 2 comparisons and 2 contrasts between the Amish communities and their own.

4 – Students will correctly identify 2 similarities and 2 differences between the Amish community and their own.

3 – Students will correctly have a combination of 3 similarities and/or differences between the Amish community and their own.

2 - Students will correctly have a combination of 2 similarities and/or differences between the Amish community and their own.

1 – Students will correctly have 1 similarities and/or differences between the Amish community and their own.

0 – The response does not meet the criteria required to earn one point. The response indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item. It may only repeat information given in the test item. The response may provide an incorrect consequence. The student may have written on a different topic or written, “I don’t know.”

Extension Activity: (Choose 1)

Option 1:

Pass out a different piece of quilting material to each student. Each student will create a quilt section relating to the Amish lifestyle. As a class we will recreate a quilting bee to sew our class quilt. Upon completion of the quilt, the students will share what their quilt section depicts, and how it relates to the Amish lifestyle. The quilt will be displayed in the hallway.

Option 2:

Students will create a PowerPoint presentation which reflects their knowledge regarding the Amish immigrant experience. Upon completion students will share their presentations with the class.

Name: _____

Two-Column Chart

Directions: When comparing our community to the Amish community, identify at least 2 similarities and 2 differences between the two communities.

Our Community	Amish Community
1) _____ _____ _____	1) _____ _____ _____
2) _____ _____ _____ _____	2) _____ _____ _____ _____
3) _____ _____ _____ _____	3) _____ _____ _____ _____

Bibliography

Beachy, Leroy, and Stanley Kaufman. *Amish in Eastern Ohio*. Walnut Creek: German Culture Museum, 1991.

Library of Congress. 2009. "Amish Photographs."
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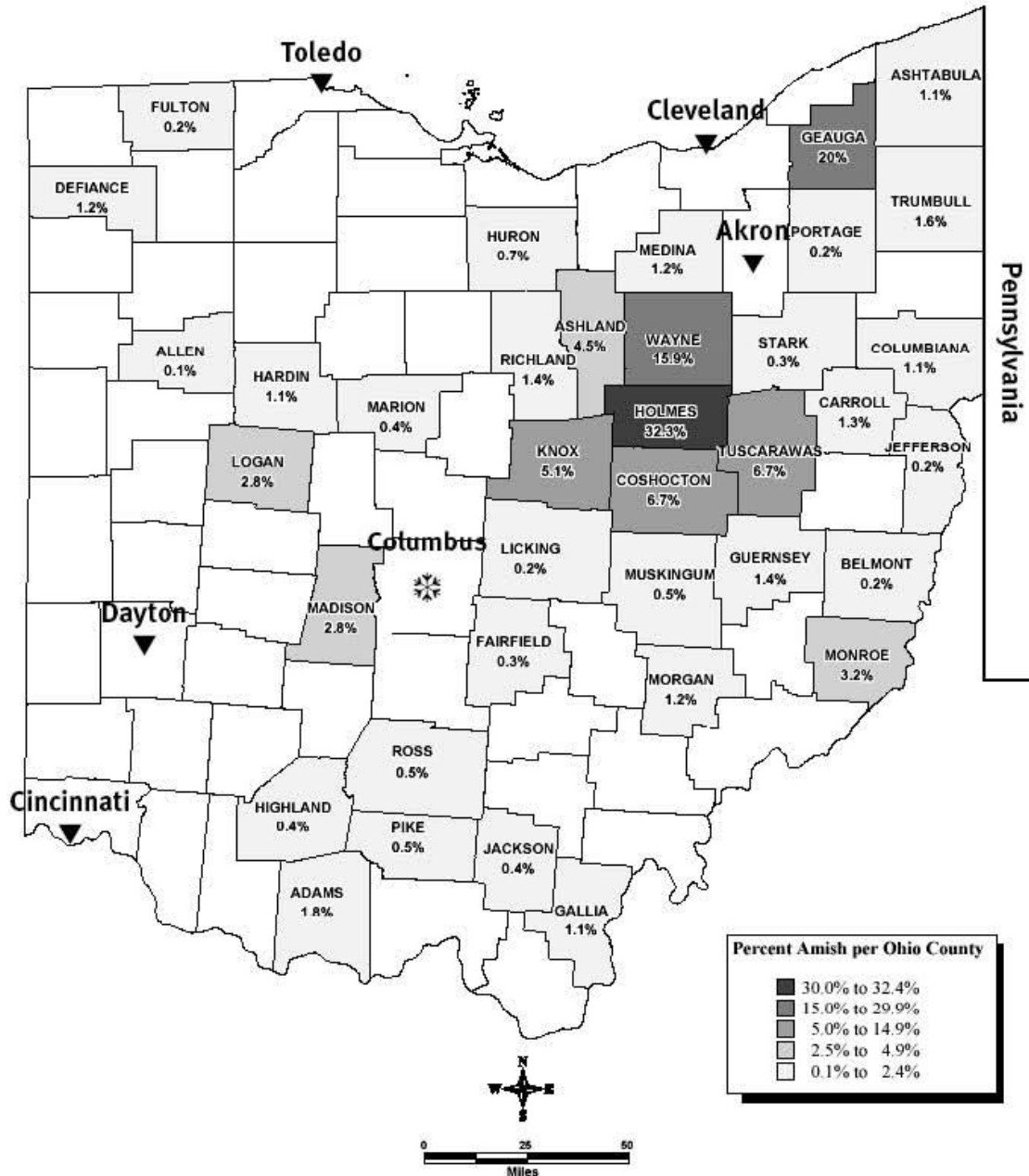
THE OHIO AMISH



MAP A: Amish Communities in Ohio

NAME: _____

DATE: _____



(Ohio Department of Job and Family Services)



WORKSHEET B: Get to the Source with Photographs

NAME: _____ DATE: _____

The Amish believe in a simple way of life and do not use electricity, watch television, or drive automobiles. They also dress in plain, simple, clothes and do not approve of having their photographs taken for religious reasons, especially their faces. However, some Amish are stricter than others. Different groups of Amish differ slightly in their beliefs.

Pictures and photographs can tell us many things about the past and the world around us. Below are two pictures of Amish people taken fifty years ago. Look closely at both pictures to answer the questions on page 11.



(Photos Courtesy of The Library of Congress)

THE OHIO AMISH



WORKSHEET B: Get to the Source with Photographs continued

NAME: _____ DATE: _____

1. Look at the photo on the left. What does the Amish man in the photo appear to be doing?

2. Is there anything in the photo you would not expect to find in an Amish home or building?
What reason might there be for its presence?

3. Based on your knowledge of Amish beliefs, is there something that surprised you about the man in the picture?

4. Look at the photo on the right. What types of stores can you identify from the picture?

5. Based on what you see in the photo, how did most people travel to these stores?

6. Find the Amish man and woman in the photo. How do you think they traveled to the store?

7. To which store would the man and woman likely NOT be going?

8. What might be a good reason for the photographer taking the photo of the Amish man and woman from behind?

9. This photograph was taken in 1944. Do you think the Amish man and woman would be dressed any differently in 2006?

10. Why do you think the man and woman have come to the town?



Find the original document at: <http://memory.loc.gov/ammem/fsowhome.html>

Exploring Our Heritage

THE OHIO AMISH



WORKSHEET B

Get to the Source with Music

NAME: _____

DATE: _____

Music and songs are another type of primary source. They can tell us many things about a culture. Singing songs is one way Amish parents teach their children their beliefs. From nursery rhymes to religious hymns, music is important to Amish life.

Religious music is very important to the Amish. The Amish still sing songs from a hymn book called the *Ausbund* which is over five hundred years old. Below is a song from the *Ausbund* that is still sung by the Amish today. Think about the meaning of the song, and also use your knowledge about the Amish to help answer the questions.

"Es sind zween Weg"

**Es sind zween weg in dieser Zeit,
Der ein ist schmal, der ander welt,
Wer Jetzt will gehn die schmale Bahn,
Der wird veracht von jeder mann.**

(Phonetic pronunciation)

**S zint zween veg in deez air Zite
Dair ine ist shmall dair on-dair velt
vair yetst vill gain dee schmalla Bon,
Dair veert fair-ahcht fon yay-dair mon**

"There are Two Ways"

**There are two ways in this our day,
One narrow, and the other broad,
Who will go the narrow path,
Will be despised by all aboard.**

1. Think about Amish beliefs. What do you think the song means by "there are two ways?"

2. Do you think the Amish follow the "narrow" way, or the "broad" way?

3. This song is in German. What can this tell you about the Amish?

4. Songs can be used for many reasons such as entertainment, to tell stories, to teach lessons, or religious beliefs. What type of song do you think this is?

- a. A lullaby to make babies sleep
- b. A religious song that teaches a lesson
- c. A rock song for entertainment
- d. A song to dance to