

## 2008 History Works II Lesson Plan Template

<b>Team Member(s):</b>	Heather Thompson
<b>Instructional Unit:</b>	Standard 6: People in Societies
<b>Title of Lesson:</b>	Comparing Our Community to the Amish Community
<b>Subject:</b>	The Amish
<b>Grade Level:</b>	2nd
<b>Description/ Objective:</b>	Students will be able to describe similarities and differences in the ways that the Amish live and the way that they live.
<b>Standards:</b> Include Standard, Benchmark Letters, and GLI numbers	Ohio Dept. of Education Benchmark-Standard 6 People in Societies: a. Identify practices and products of diverse cultures. GLI 1- Students will be able to describe the similarities and differences in the ways different cultures meet common human needs including: food, clothing, shelter, language, and artistic expressions.
<b>Duration:</b>	3 days (with lesson, re-teaching lesson, and extension lesson)

## **Materials and Resources:**

Ammon, Richard.(2000) *An Amish Year*. New York,New York: Atheneum Books for Young Readers.

Ammon, Richard.(2001) *An Amish Horse*. New York,New York: Atheneum Books for Young Readers.

## **Primary Source Materials:**

Past Amish Photographs:

<http://ohsweb.ohiohistory.org/ohiopix>

Modern Day Amish Photographs:

<http://www.pbase.com/terry434/amish>

## **Warm Up:**

First I would introduce my lesson by showing my students pictures from Ohio Pix, which display past pictures of Amish families, and we would discuss what we see in the pictures. Second, I would show my students modern day pictures of Amish children from the Internet. We would discuss what my students know about these children. We would also talk about what can they infer about these children. Lastly, I would also ask them what would they like to know about these children.



**Title:**  
*Amish Buggy at Market*

**Description:**  
Amish buggy parked among automobiles outside the Wholesale Terminal Market on East 40th Street in Cleveland, Ohio, 1940. This photograph was to be included in the Cleveland Guide, one of several guides on selected American cities to be published by the Federal Writers Project. The Federal Writers Program was a depression era program created to employ writers. Most of the work for the Cleveland Guide was complete when the program was abolished in 1943. The Cleveland Guide was not published.

**Creation Date:**  
1940

**Image Number:**  
AL02711



**Title:**  
**Auction at Berlin, Ohio**

**Description:**  
Farmers arriving in horses and wagons and trucks for an auction held in Berlin, Ohio, ca. 1930-1939. Some people pictured are members of the Amish religious order.

**Creation Date:**  
ca. 1930-1939

**Image Number:**  
AL03302



**Title:**  
**Auction at Berlin, Ohio**

**Description:**  
Farmers buying and selling produce and household goods at an auction in Berlin, Ohio, ca. 1930-1939. Some people pictured are members of the Amish religious order.

**Creation Date:**  
ca. 1930-1939

**Image Number:**  
AL03303

**Instructional Strategies:** I will read my students *An Amish Year* and we will complete a large class size Venn diagram together comparing our lives to the lives of the Amish. We will discuss the type of chores that we do and the type of chores that Amish children are expected to complete. Also, we will talk about the type of games that we play and compare them to the type of games that the Amish play. Our discussion will also cover what type of games the Amish children play compared to the games that we play and the difference between the foods that we eat. We will complete our lesson by writing a quick write in our journal about the similarities and differences between the way that we live and the way that the Amish live.

**Homework and Practice:**

Students will write a story about Jonah, an Amish boy. In their story the must be sure to include where Jonah lives (the setting), the names of Jonah's family (the characters), and Jonah's problem and solution. FCA(focus correction areas)-include at least 10 facts about the Amish culture

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

*Compare the way that you live to the way that the Amish live. Tell me two ways that you are similar to the Amish and two ways that you are different.*

**4 Point Rubric**

- *4 Points* = The student has 2 similarities and 2 differences in his/her response. The student must have a total of 4 differences/similarities.
- *3 Points* = The student has only three similarities/differences in total.
- *2 Points* = The student has only two similarities/differences in total.
- *1 Point* = The student has no concept of the similarities/differences between their lives and the lives of the Amish.

**Re-teach Activity:**

We will read *Amish Horses*, which is a book about the Amish way of life and what an important role horses play in the lives of Amish. After reading

and discussing Amish Horses, we will make a class ABC book. Each child will be assigned a different letter in the alphabet. Each student will write his/her letter on a piece of paper and then they will draw a picture of something that starts with that letter and has to do with the Amish culture, for example, A=Amish children (the student would draw pictures of Amish children) or B=Beans (the student would draw a picture of a garden of beans, because Amish grow their own gardens and can their own beans). At the bottom of each page the students will be required to write at least three sentences describing his/her picture. All pages will be laminated, bound together, and placed in the class library for the whole class to read.

**Extension Activity:**

We would take a field trip to Holmes County to see first hand how Amish families live. We will visit Schrock's Amish Farm & Village. At Schrock's Amish Farm we will tour a real Amish home, and my students will see first hand how the Amish live. Then we will visit the barn, where we will find many animals that the Amish raise.