

Akin House Curriculum Development & Living History Programming

Community Partner: Dartmouth Heritage Preservation Trust, Dartmouth, MA

Academic Partner: School of Education

Fall 2013



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EDU 370 | Professor Alan Canestrari

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The Roger Williams University Community Partnerships Center

The Roger Williams University (RWU) Community Partnerships Center (CPC) provides project-based assistance to non-profit organizations, government agencies and low- and moderate-income communities in Rhode Island and southeastern Massachusetts. Our mission is to undertake and complete projects that will benefit the local community while providing RWU students with experience in real-world projects that deepen their academic experiences.

CPC projects draw upon the skills and experience of students and faculty from RWU programs in areas such as:

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- Historic Preservation
- Law
- Justice Studies
- Business
- Education
- Engineering and Construction Management
- Environmental Science and Sustainability
- Community Development
- Visual Arts and Digital Media
- Marketing and Communications
- Graphic Design
- Political Science
- Psychology
- History
- American Studies
- Finance
- Public Administration
- Public Relations
- Writing Studies
- Sustainable Studies

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2. The deliverables generated hereunder are intended to provide conceptual information only to assist design and planning and such are not intended, nor should they be used, for construction or other project implementation. Furthermore, professional and/or other services may be needed to ultimately implement the desired goals of the public in ownership of the project served.
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Introduction

The mission and purpose of the Dartmouth Heritage Preservation Trust, located in Dartmouth, MA, is to protect and preserve architecturally and historically significant structures by providing financial and technical assistance in connection with the preservation and restoration of such structures and sites, and through education and advocacy.

In the fall of 2013, The Dartmouth Heritage Preservation Trust contacted the Community Partnerships Center for assistance on creating education curriculum for the 1762 Akin House, one of the Trust's most important properties. The Akin House is a 251 year old pre-Revolutionary homestead which embodies the plentiful and vibrant cultural, anthropological, archaeological, economic and social history of Old Dartmouth.

The Trust feels there is no better use for the Akin House than to be permanently protected and transformed into a Study House and working classroom, offering public space for hands-on learning and living history programming on the historic property. The Trust has already laid the groundwork for curriculum development and living history programming over the past several years by conducting tours and offering a variety of programs and events at the Akin House site.

While the Trust aspires to work toward education planning and development to benefit various constituents, interests, and age groups throughout the region, the primary focus of the work conducted by RWU students in Education 370: Social Studies in Elementary School, under the guidance of professor Alan Canestrari, was to focus on Massachusetts students in 5th grade, where a focus on local history makes up the core Social Studies curriculum.

Methodology

The Akin House Preservation Curriculum Development Project afforded a group of eight beginning teachers enrolled in Professor Canestrari's fall 2013 Social Studies in the Elementary School course the opportunity to gain valuable experience in the design and development of powerful social studies instruction for young learners.

Inspired by the Akin House Preservation Project, and with the support of Diane Gilbert and the Dartmouth Heritage Preservation Trust, each student engaged in an authentic curriculum building opportunity; an experience which can often elude most veteran teachers. The group first visited the Akin House early in the fall semester to gain a firsthand look at the preservation project and to gather valuable perspectives and resources that would be critical to the units of study that they were required to develop and submit.

Constructivist learning theory and inquiry-based teaching and learning strategies that the students have embraced underpin the curriculum and instruction that the students designed. Eight different themes emerged, including the significance of the Native Americans that populated the area before the white settlers arrived, to a variety of perspectives inspired by the Akin family historical narrative that extended well beyond the 18th century. Students were required to submit the front matter of their units to Professor Canestrari for approval and feedback. Diane Gilbert also provided the students with needed suggestions on how the students could move forward with their ideas. As part of the weekly course activities, the students were required to bring materials and resources and their works in progress to class for regularly scheduled collaborative unit plan workshops. Students were responsible for considering and reconsidering all feedback to help ensure that all elements of their units were combined for a cohesive and meaningful document. The units were submitted to the Trust to be shared with area teachers.

Constructivist Learning Defined:

Learning through constructing, creating, inventing and developing our own knowledge. Constructivism is about thinking and analyzing, not accumulating and memorizing information. Constructivism focuses on in-depth understanding, not regurgitating and repeating information back. It is about the student being active in learning, not passive.

~ *Creating and Sustaining the Constructivist Classroom*, Bruce A. Marlowe & Marilyn L. Page

Inquiry Based Teaching and Learning Defined:

The process of asking meaningful questions, finding information, drawing conclusions, and reflecting on possible solutions.

~ *Doing History*, Linda S. Levstik & Keith C. Barton

Massachusetts History and Social Science Curriculum Framework

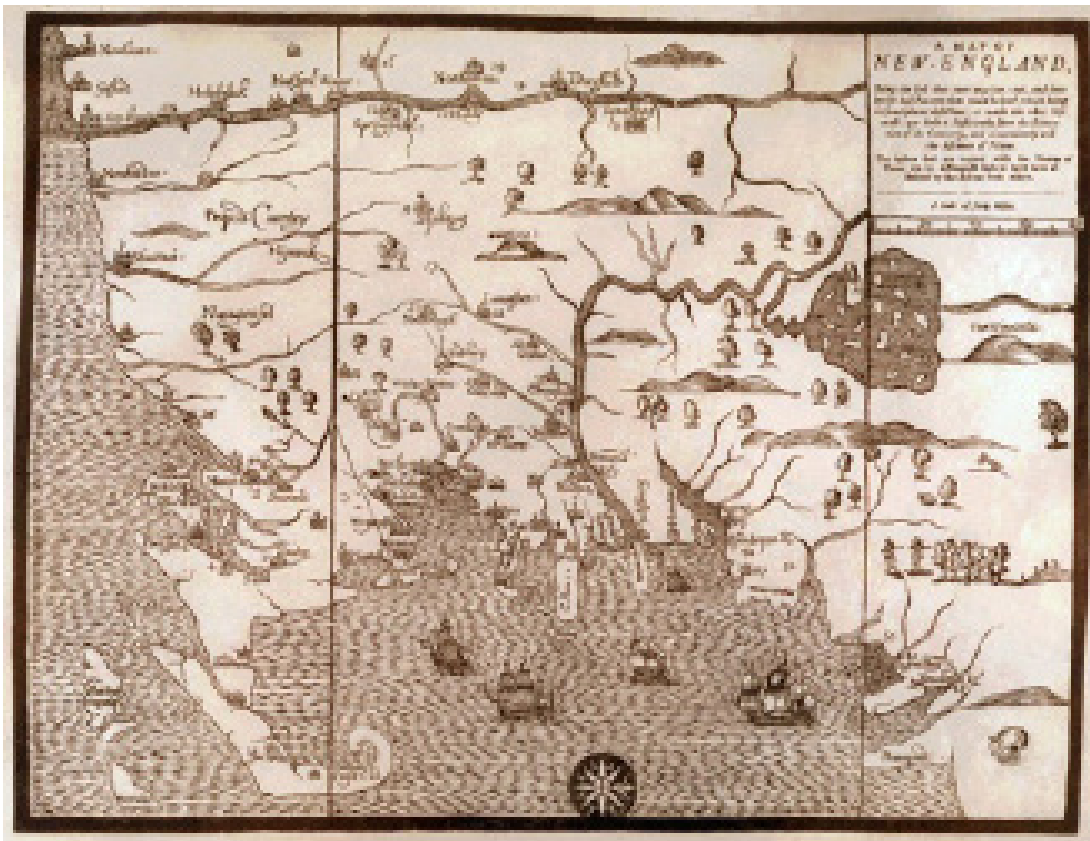
When developing curriculum for the Akin House, it was important for students to following the Massachusetts History and Social Science Curriculum Framework which was developed by the Massachusetts Department of Education in August 2003.

“Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original 13 colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.”

Curriculum Guide

Americans: First on the Moon, but Last on the Land

Amanda Brown



Foster, John. Map of New England [woodcut.] In *The Present State of New-England. Being A Narrative of the Troubles With the Indians In New-England, from the First Planting Thereof in the Year 1607, to this Present Year 1677. But Chiefly of the Late Troubles in the Two Last Years 1675 and 1676. To Which is Added a Discourse About the War with the Pequods in the Year 1637.* William Hubbard. London: Printed for Tho. Parkhurst; Boston: John Foster, 1677.

Curriculum Abstract

This unit plan is comprised of a variety of inquiry-based lessons that explore the culture and way of life of the Native Americans who occupied New England. After studying the Akin house documents, materials, and narratives, I chose to focus my unit on the land and the people who came before the Akin family so that students will learn the long-view of our rich New England history.

For my individualized reading plan I chose *First Peoples: A Documentary Survey of American Indian History* by Colin G. Calloway, *American Indians* by Nancy Shoemaker, *American Indians and the Law* by N. Bruce Duthu, and of course, the Akin house documents. These texts were chosen because the Native American experience is a complex one, and to teach students about their parallel world I must first learn and become aware of their way of life then and now, their struggles, and their history in the United States. The national standards this unit meets are the NCSS: Thematic Standards, Learner Expectations, and Massachusetts History and Social Science Curriculum Framework (Grade 3) standards 3.2 and 3.11. The Common Core Standards (Massachusetts) this unit meets is, Social Studies, History, and Geography: Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

There are five lessons in the unit titled: The First People, The Three Villages, The Storytellers, Pottery and Paint, and The Discovery Zone. The lessons are thematically organized so that the students' learning begins with the traditions, origin myths or beliefs, and locations, then progresses into the Native American's way of life and the importance of their land, and after studying, exploring, and creating narratives and artifacts, the students will then learn about the impact of the English settlers and the differences between our cultures, our economy, and our community. This entire unit is the foundation for the Akin house "Living History" project, and it is meant to explain and emphasize the country's transition from living off of the natural world to our society and entrepreneurship today.

Summary

This unit plan is comprised of a variety of inquiry-based lessons that explore the culture and way of life of the Native Americans who occupied New England. After studying the Akin house documents, materials, and narratives, I chose to focus my unit on the land and the people who came before the Akin family so that students will learn the long-view of our rich New England history.

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Enduring Understandings

- > Students understand the environment and resources of the region in which Native Americans lived influenced their way of life.
- > Students understand the Native American culture and location was impacted by the arrival of the European settlers.
- > Students understand that Native Americans passed their traditions and beliefs on through word of mouth.

Essential Question

Are territorial disputes worth the wars?

Individualized Reading Plan

1. Book: *First Peoples: A Documentary Survey of American Indian History* (4th edition) by Colin G. Calloway

This text is a scholarly source that provides the narratives largely untold to students. The book also includes written and visual documents from Natives and non-Natives. The information in this text will incorporate a balance of the narratives and visuals within the lessons because it is a more diverse and distinct picture of Native Americans' history.

2. Book: *American Indians* by Nancy Shoemaker

This book is a compilation of essays that cover over five hundred years of American Indian history. It includes primary documents that explore the survival and adaptation of the American Indian experiences. This source to emphasize the complexity of the resistance and accommodation of the American Indians then and now.

3. Book: *American Indians and the Law* by N. Bruce Duthu

This text is an introduction into the constitutional status of American Indians and the legal struggles they have endured in the past in order to maintain that unique states today.

4. Documents: *The Akin house documents and materials*

These resources provide rich narratives of the Akin family.

Social Studies Content Standards

NCSS National Standards for Social Studies Teachers-Thematic Standards: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations: The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Massachusetts History and Social Science Curriculum Framework (Grade 3):

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.

Massachusetts History and Social Science Curriculum Framework (Grade 3):

3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.

Common Core Standards (Massachusetts) Social Studies, History, and Geography

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Description of learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individual Lessons

- 1. The First People:** Introduction to unit. Students will watch the National Geographic short film on Native Americans, learn various oral traditions and origin myths through WebQuest, and complete a journal entry (from Native American perspective) for one of each of the traditions, myths, and locations studied.
- 2. The Three Villages:** Students will research the locations of the three villages: Cushena, Ponagansett, and Cooksett. They will learn about the resources of the surrounding area (the river and agriculture), their diet, and why it was a successful land to inhabit. They will complete another journal entry from the Native American perspective.
- 3. The Storytellers:** Students will imagine themselves as Wampanoags and they will create their own “day in the life” narrative using their own journals from a Native American perspective, the narratives studied, the secondary sources, and the artifacts. They will then record and preserve their own family stories.
- 4. Pottery and Paints:** Students will create their own artifacts using clay, paint, and beads. They will then actively participate in a classroom trade, where they discover the value of their pieces in relation to the community’s needs. Journal Entry.
- 5. The Discovery Zone:** Students will learn about the English settlers and their impact on the Native American community and culture (primary source journals, computers, graphs, and charts). They will take on the roles of either English settlers or Native Americans and through the use of stations, the students will create artifacts/tools, and then barter and negotiate for property. Emphasis is on the differences between the bartering and money/economics.

Student Assessment Activities

The assessment activities for lessons one through four are comprised of four components: the completion and sharing of Native American perspective journals, the completion of WebQuests, the completion of narratives, and the completion of the potlatch and artifact making. These assessment activities are formative, and will allow educators to identify their strengths and weaknesses throughout the lessons. The last lesson, “The Discovery Zone” will complete the unit. The students will compile all of their materials and artifacts and create an exhibit, timeline or historical walk through time within the classroom to show other classes and to explain and demonstrate their own journey through their learning.

Individual Lessons

Lesson 1: The First People

Social Studies Content Standard/Indicator

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Common Core Standards

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Enduring Understanding

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Students understand that Native Americans passed their traditions and beliefs on through word of mouth.

Essential Question

Are territorial disputes worth the wars?

Topical Questions

- > Where in America were the Native Americans located and why?
- > What were the various cultures like?
- > How did the location affect the culture and traditions?

Lesson Objectives/Outcomes

Students will identify the various traditions and myths and make sense of their meanings.

Students will articulate the differences between the traditions and myths and construct their own graphic organizer to provide them with a reusable visual.

Resources and Materials

- Computer lab
- <http://video.nationalgeographic.com/video/kids/history-kids/native-americans-kids/>
- <http://webquest.org/>
- <http://www.edhelperclipart.com/clipart/teachers/org-mainidea3details.pdf>
- Student journals
- Maps

Instructional Procedure

1. Play National Geographic film
2. Discuss the idea of “The First People”
3. Ask is this a new concept? Misconceptions? Stereotypes?
4. Define tradition and myth
5. Whole-class instruction for WebQuests
6. WebQuests in small groups
7. Individually create graphic organizers
8. Whole-class discussion of WebQuest findings
9. Individual journals through that perspective

Lesson Assessment

The assessment for this lesson is the completion of the graphic organizer based on the information from the film, WebQuests, and class discussion. The other form of assessment is the journal entry that must be completed by the end of class. At the end of the unit the journals will come together in the form of a narrative and be displayed within the class’ exhibit.

Lesson 2: The Three Villages

Social Studies Content Standard/Indicator

NCSS National Standards for Social Studies Teachers-Thematic Standards: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations: The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Massachusetts History and Social Science Curriculum Framework (Grade 3): 3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding.

Common Core Standards

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Enduring Understanding

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Essential Question

Are territorial disputes worth the wars?

Topical Questions

- > Where and what are the differences between the area then and now?
- > What resources did the Native Americans use that we still use today?

Lesson Objectives/Outcomes

Students will compare and contrast to analyze the history of land.

Students recognize the relationship between the habitat the Native Americans lived in and their traditions and myths.

Resources and Materials

- Computer lab
- <http://plymoutharch.tripod.com/id155.html>
- http://www.johnsmith400.org/Native_Americans_Primary_and_Secondary_Sources.pdf
(pictures and handouts)
- Maps
- <http://www.asdk12.org/depts/IndEd/Wampanoag.pdf>
- Student journals

Instructional Procedure

1. Show class two maps (pre and post Dartmouth)
2. Explain the three Indian Villages and their names' meaning
3. Small group research online about the Apponagansett River, the surrounding area, and its resources
4. Research and discuss the importance of the following areas: forest and clearings; sea and seashore; river, lakes, and swamps; and farmed land
5. Handout on the correlation between the seasons and their diet
6. Compare and contrast the food then and now
7. Individual journal entries

Lesson Assessment

The assessment for this lesson is comprised of the completed handouts and the journal entries.

The class discussion and participation is more important here than a rubric because the content is lighter than the other lessons and it will carry through to the other lessons.

Lesson 3: The Storytellers

Social Studies Content Standard/Indicator

NCSS National Standards for Social Studies Teachers-Thematic Standards: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations: The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Massachusetts History and Social Science Curriculum Framework (Grade 3):

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.

Common Core Standards

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Enduring Understanding

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Students understand that Native Americans passed their traditions and beliefs on through word of mouth.

Essential Question

Are territorial disputes worth the wars?

Topical Questions

- > Is oral storytelling something we still do?
- > What are some of the word of mouth ways we pass information today?
- > Do our families have a narrative we hear through storytelling?

Lesson Objectives/Outcomes

Students generate their own sense of the life of a Native American

Students learn the importance of family history and preservation through oral storytelling

Resources and Materials

- Computer lab
- <http://www.pbs.org/circleofstories/voices/index.html>
- (handouts) http://www.johnsmith400.org/Native_Americans_Primary_and_Secondary_Sources.pdf
- Voice Recorder

Instructional Procedure

1. Students take what they have learned to imagine themselves as Native Americans
2. Whole class discussion about oral storytelling
3. Teacher gives handout
4. Using their journals and the primary source journals, students create a new narrative about family history, traditions, or beliefs.
5. Time given for research of sources and writing
6. Students share what they have in small groups
7. Students each receive voice recorder to take home and record their own family stories
8. Students bring recordings back to include in final exhibit

Lesson Assessment

The assessment in the lesson is based on the handouts, journals, and small group participation. The voice recorder portion of this lesson will be used as a form of assessment partially here and partially in the final exhibit.

Lesson 4: Pottery and Paints

Social Studies Content Standard/Indicator

NCSS National Standards for Social Studies Teachers-Thematic Standards: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations: The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Common Core Standards

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Enduring Understanding

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Essential Question

Are territorial disputes worth the wars?

Topical Questions

- > How does the potlatch festival benefit the community?
- > How does creating artifacts benefit the community?
- > Do we or should we partake in potlatch activities today?

Lesson Objectives/Outcomes

Students reconstruct the traditional potlatch and clay-making activities.

Students provide communal support through gift-giving and understand the deeper meanings behind it.

Resources and Materials

- Clay
- Paint
- Beads
- (Pictures of art)
- Student journals

Instructional Procedure

1. Students gather in small groups to begin planning for potlatch
2. Students draw what they plan on creating first
3. Students go to stations to begin artifact making
4. Step-by-step procedure in the application of paint and beadwork
5. Students share their creations
6. Students lay out their creations according to the potlatch tradition and begin gift-giving
7. Students conclude lesson through journal entries

Lesson Assessment

I will assess the students based on their group planning, individual planning, and craft making. They will be assessed on their cooperation with each other and, with my guidance, their understanding of the purpose of potlatch. The completion of their journal entries will also be considered in my assessment.

Potlatch Defined:

A ceremonial feast of the American Indians [of the northwest coast] marked by the host's lavish distribution of gifts or sometimes destruction of property to demonstrate wealth and generosity with the expectation of eventual reciprocation.

(Merriam-Webster.com)

Lesson 5: The Discovery Zone

Social Studies Content Standard/Indicator

NCSS National Standards for Social Studies Teachers-Thematic Standards: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Learner Expectations: The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners' capabilities to make informed and critical decisions about the relationships between human beings and their environment.

Massachusetts History and Social Science Curriculum Framework (Grade 3):

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life.

Common Core Standards

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Enduring Understanding

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Students understand the Native American's culture and location was impacted by the arrival of the European settlers.

Essential Question

Are territorial disputes worth the wars?

Topical Questions

- > How did the Native Americans handle the English, and vice versa?
- > What are some compromises that could have made the situation better?
- > Is bartering better than money?

Lesson Objectives/Outcomes

Students discriminate between the typical Columbus story and the story of the Native Americans.

Students evaluate both sides and empathize with the culture they believe was just.

Students prioritize and evaluate what they would be willing to part with or negotiate on as if they were Native Americans.

Resources and Materials

- Paper and markers/crayons/etc.
- Clay
- Beads
- Paint
- (Primary sources) http://www.johnsmith400.org/Native_Americans_Primary_and_Secondary_Sources.pdf
- Student journals
- Box of materials used throughout unit

Instructional Procedure

1. Students will have time to research online and examine the maps and charts about the area that the English settlers came to conquer.
2. Students use primary source journal as well as their own to empathize with the Native Americans.
3. Students separate into English settlers or Native Americans
4. Students move through stations where they prioritize and either sell or barter their artifacts.
5. Students learn the difference between bartering and money first hand.
6. Whole class discussion about the positives and negatives of each.
7. Students complete final journal entry and prepare all materials thus far for final exhibit.

Lesson Assessment

The final assessment will take place after this lesson. It will include the journals, artifacts, participation, discussion cooperation, planning, presenting, recordings, drawings, and ultimately, the exhibit. The exhibit will be a showcase for other classes to take a tour through the history of their land and the culture of the local Native Americans who lived on it. While there will be no final grades, the assessment will be based on authenticity quality indicators. The students will be given feedback from the other classmates, other classes, teachers, and parents.

Unit Summary

Enduring Understandings

Students understand that the environment and resources of the region in which Native Americans lived influenced their way of life.

Students understand the Native American's culture and location was impacted by the arrival of the European settlers.

Students understand that Native Americans passed their traditions and beliefs on through word of mouth.

Essential Question

Are territorial disputes worth the wars?

Lesson 1

The First People

1. Introduce concept of Native Americans and what “native” means
2. Play National Geographic video
3. Ask about students’ experiences (Powwows, stories, family, etc.)
4. Organize students into several small groups
5. Guide students as they learn the various oral traditions and origin myths through WebQuest
6. Each student is provided with a journal to write anything they are learning about during the WebQuest small group learning
7. Ask students to think about life without technology and how communication works in their community
8. Ask students “Now that you know what “native” means, do you think it was right to push people off of their land so that we could live here?”
9. Instruct students to, using anything they have learned thus far, complete a journal entry from the Native American perspective (pictures, stories, dialogue, etc.)
10. Allow time for students to share if they choose to, either individually to the class or with peers around them

Lesson 2

The Three Villages

1. With primary sources provided, the use of Google Maps and historical maps, allow students to explore the land previously occupied by the Native Americans
2. Whole class discussion about the land and its importance, and about the changes to the maps over time
3. Discuss the three villages: Cushena, Ponagansett, and Cooksett using the maps and Native American narratives
4. Discuss the surrounding resources, the river, agriculture, diet, and why it was a successful land to inhabit
5. Ask students “Would you want to stay on this land with your family and community?”
6. Ask students about the resources they rely on today and connect those to the original sources of survival (river, land, etc.)
7. Instruct students to complete another journal entry, from the Native American perspective, on the land and its resources (pictures, story, dialogue, etc.)
8. Allow time for students to share if they choose to, either individually to the class or with peers around them

Lesson 3

The Storytellers

1. Share the Wampanoags narratives as an example of a real community that occupied the area
2. Ask students “Do the Wampanoags value their lifestyle as much as we value ours?”
3. Show students artifacts from the Wampanoags and discuss their uses
4. Ask students to imagine themselves as Wampanoags; discuss the daily life and importance of land and community
5. Provide all resources and primary sources used throughout unit including the narratives, secondary sources, and artifacts so that the students can do research for their journal entry in the classroom
6. Ask students to create their own “day in the life” narrative using their own journals from a Native American perspective
7. Provide each student with a recording device
8. Ask students to record and preserve their own family stories throughout the week

Lesson 4

Pottery and Paints

1. Provide ample materials, including clay, paint, and tools, for whole-class activity
2. Instruct students to individually create their own Native American artifact using the information learned thus far
3. Students may discuss with peers, confer with teacher, and practice or brainstorm if necessary
4. Help struggling students with ideas and offer creative advice and appropriate resources to guide students
5. Fire or let dry, the students' creations
6. Students will then actively engage in a classroom trade
7. Based on the value they have ascribed to their individual artifact, students will trade with peers to gain new resources for the daily life of Native Americans
8. Discuss the value of their pieces in relation to the community's needs
9. Discuss how the Native Americans must have valued their way of life and ask, "Would you fight for your right to maintain this lifestyle?"
10. Ask students to complete another journal entry from a Native American perspective about their role in the community

Lesson 5

The Discovery Zone

1. Share Native American perspective narratives discussing the English settlers
2. Discuss the impact settlers had on the Native American community and culture
3. In stations, instruct students to create another artifact or tool
4. Allow students to refer to any of the sources that have been provided before role-play
5. Allow students to choose which side, either the Native American or English, they would like to take on for classroom living history
6. Initiate living history role-play and allow students to read to English settlers from their personal journals, trade or barter their artifacts, and negotiate for "land" within the classroom
7. While students are learning, emphasize the differences between the trade/bartering community and our money/economical society
8. Whole class discussion over which is the preferred way of life
9. Ask, "Are these territorial disputes worth going to war?"

Exhibit

Students examine all of their completed assignments (journals, artifacts, WebQuests, recordings, etc.) and decide which materials they will use to create an exhibit or timeline/historical walk through time within the classroom. The display will be done individually and shared with classmates, other classes, teachers, and parents. Feedback will be given from the school community and it will be assessed based on authenticity quality indicators.

Curriculum Guide

The Brothers Who Survived
Charlotte Fitts-Sprague



George Washington at Monmouth, June 28, 1778. Engraving by G.R. Hall, 1858.
148-GW-95. Courtesy of archives.gov.

Curriculum Abstract

This, and other units that are to accompany this one, are intended to introduce students in grades 3-5, in Dartmouth and surrounding districts, to the concepts of participating in “Living History” through the lens of the Akin House in Dartmouth, Massachusetts. We hope to engage students in these enriching and valuable learning experiences to encourage them to feel passionately and participate in the protection and preservation of historically important buildings such as the Akin House. By introducing such topics to students we hope that they are able to grasp a greater understanding of the history around them and participate in learning experiences that contain the ability to teach us as citizens in the 21st century more than is possible in the traditional and ever so popular classroom environment.

This particular unit plan specifically introduces students to the history the people that make up the genealogy of the Akin family that once lived in Dartmouth, Massachusetts. Specifically in this unit “The Brothers Who Survived”, students will be introduced to Jonathan and Joseph Akin, both whom lived vastly different lives during the Revolutionary War period in our country. This unit lessons will also introduce students to basic knowledge about the Revolutionary War. Giving students the ability to learn about the brothers and debate, which they will learn how to do throughout the unit, will inform them of the conflicting ways that colonists felt during the Revolution. This process will allow students to personally connect with history and engage in authentic experiences.

Enduring Understandings

1. Students will understand the different ways in which both Jonathan and Joseph Akin were involved in Revolutionary War events, enabling them to view first hand that family member had different points of view about the War of Independence.
2. Students will understand that not all colonists felt positively towards the American Revolution and will explore the reasons behind differing points of view.
3. Students will understand that an authentic debate follows a certain process.

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Individualized Reading Plan

Prior to teaching this lesson it is critical that teachers obtain concrete and deep content knowledge about both life in the United States during Revolutionary War times and the lives of Joseph and Jonathan Akin during this time in history. Teachers should consult the packet provided to them from The Dartmouth Heritage Preservation Trust, Inc. titled “Preserving Our Heritage from the Foundation Up”. This packet provides an adequate synopsis about both Akin brothers, especially Jonathan Akin, and provides enough information for any teacher to feel confident when discussing both Akin brothers. A teacher would also need to refer to a source in which they can find sufficient information about life prior and during the Revolutionary War in America to better understand each situation that the two brothers were placed in. The NCSS, or The National Council for the Social Studies, website can be a valuable resource for educators. The books teachers may find beneficial are listed below:

1. *Countdown to Independence: A Revolution of Ideas in England and Her American Colonies: 1760-1776*

An illustrated narrative book. Describes in details the events that led up to the Revolutionary War, including the signing of the Declaration of Independence, and the events that led the colonists to desire independence. Also highlights the lives of patriots such as Sam Adams and other famous men. This book would be beneficial for teachers when accumulating background knowledge about the events that led up to the war, specifically the ways in which the British mistreated the colonists leading to their desire for independence.

2. *American Revolution* by Stuart Murray

Collection of photographs and guide of the people, places, battles, and events during the Revolutionary War. Gripping collection of photos, maps, and art provide a deeper understanding of the finer details of life during the Revolutionary War. This book could be used both for teachers to accumulate background knowledge but to also use the photographs and maps as teaching tools, artifacts and evidence to show students throughout lessons.

3. *Growing Up in Revolution and the New Nation 1775 to 1800* by Brandon Marie Miller

This book details the daily life of children and adults during the Revolutionary War time and will be helpful to teachers while they build their content knowledge about life the United States for the colonists during the war.

4. *Elihu Akin and Joseph Akin- Last Wills and Testaments*

This source can be found in the Akin House Files. This specific source, provided by The Dartmouth Heritage Preservation Trust, Inc. This document provides information about Elihu’s will, in which he mentions his sons Joseph and Jonathan, as well as his other children. Joseph Akin’s will is also included in this document and can be used by the teacher to form background knowledge to use in lessons or as artifacts to show students.

5. *April Morning* by Howard Fast

A People’s History of the United States by Howard Zinn

Social Studies Content Standards

NCSS

Power, Authority and Governance

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

UCLA National History Standards

Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

Standard 4: How Democratic Values came to be, and How People, Events, and Symbols have exemplified them.

Massachusetts Frameworks

Grade 3:

Explain important political, economic, and military developments leading to and during the American Revolution.

A. The growth of towns and cities in Massachusetts before the Revolution

Common Core Standards

Comprehension Collaboration

CCSS.ELA-Literacy. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy. SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Description of Learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individual Lessons

1. You Mean Everyone Thinks Differently?
 - a. Show students pictures and allow them to share how they feel about them, what they hypothesize is happening and what they observe.
 - b. Allow students to brainstorm about a topic the class feels differently about. Some examples:
 - i. Should people be treated differently because of the color of their skin?
 - ii. Should parents who can't afford to pay for their children's Christmas present get help from the government?
 - iii. Should homeless people be allowed to sleep outside?

Allow students to argue appropriately about these issues. Be sure to specify that to argue ones opinion is important but must remain respectful to others.
 - c. Brief introduction to Akin brothers
2. Debate. Debate What?
 - a. Next, introduce students to the concept of debating
 - i. Show video clips of sample debates
 - b. Show students The Lincoln-Douglas Debate Format
 - c. Allow them to form sides
 - i. Pro-slavery (Douglas)
 - ii. Anti-Slavery (Lincoln)
 - d. Work with students to create guidelines for how students should behave during a debate in school
 - e. Allow students adequate time to debate the issue
 - i. Following the format of the Lincoln-Douglas Debate
3. Who are These Brothers?
 - a. Introduction to Jonathan and Joseph Akin and the differences between the 2 brothers
 - b. Conduct a talk show to introduce the brothers to the students
 - c. Introduce to students the idea that many colonists, and these two brothers, felt differently about the American Revolution.
 - i. Pro-British- Tories
 - ii. Revolutionary
4. Whose Side Are You on Anyway?
 - a. Have students choose how they would have felt, as a colonist, about becoming free from Britain.
 - i. Would students have been a Revolutionist, a Tory, or a colonist that would have felt indifferent?
 - b. Allow them to freely decide how they will express their understanding
 - i. Examples: rap, play, poster, essay, poem, etc.
5. Show us Whatcha Got!
 - a. Students will present their points of view in an exhibition model

Individual Lessons

Lesson 1: You Mean Everyone Thinks Differently?

Social Studies Content Standard/Indicator

NCSS

Power, Authority and Governance

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

Enduring Understanding

Students will understand that no two people think the same and that one's opinion about one topic may be very different from someone else's.

Students will understand that the Akin brothers, that once lived in the Akin house, will be their area of study during this unit plan.

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Topical Questions

- > How does a person's past experience effect how they feel about certain topics?
- > What causes people to have different opinions?
- > What's an effective way to present your point of view?
- > Are differences good or bad?
- > Can someone's opinion change overtime or is it part of who they are?

Learning Objectives/Outcomes

Students will be introduced to the essential question of the unit through constructive group discussion and authentic analysis.

Materials

Choose a few pictures of situations that your class will feel passionately about

- a. These photos can be from any book or website
 1. For example: pictures of students wearing school uniforms, pictures of someone giving a homeless man money, someone stealing food from a restaurant trash can, a student doing homework, bullying etc.
- b. Projector

Instructional Procedure

1. Have all students sit at their desks or in an area of the room in which they can see the overhead projector, Elmo, Smart Board, etc.
 - a. Make sure that all students have a pencil and notebook with them
2. Place the first picture on the projector
3. Ask students to take a few moments to write down their observations, hypothesis, and their opinions about what they see in the picture.
 - a. Give students about 1 minute to do this
4. Once students have written things down, have a few students share what they think the picture is showing and what they hypothesize is happening.
5. Then ask students what emotion they initially felt when they first saw the picture.
 - a. Be sure to point out to the class and notice that students feel different emotions when looking at these pictures.
 - i. Some may feel sad, worried, happy, conflicted
6. Tell students that you have another picture to show them
 - a. Explain that just as last time you want them to write down what they observe and hypothesize
 - i. Give students 1 minute to do so
7. This time explain to students that you want them to discuss with their partner what they noticed and what emotion they felt when they saw the picture.
 - a. Give students 2-3 minutes to share with one another
8. Have some pairs share
 - a. Chose a group that felt the **same** about the picture
 - b. Chose a group that felt **differently** about the picture
9. Do steps 6-8 with another picture
10. Discuss with students why people have different opinions or feelings about the same topic or picture.
11. Ask them if they were reminded of a memory or previous experience when they first saw any of the pictures.
 - a. Did that effect how they felt about the picture?
 - b. Ask students how they think these previous experiences change the way people think about various topics.
12. Have students return to their seats
13. Next, write down a question on the board for students to discuss
 - a. For example:
 - i. Should homeless people be allowed to sleep outside?
 - ii. Should parents who can't afford to buy their children Christmas gifts receive help from the government?
 - iii. Should people be treated differently because of the color of their skin?
 - iv. Should women be allowed to marry women? And men be allowed to marry men?
 - b. Have students write down their opinions and feelings about the topic
 - i. Give students 3-5 minutes to do this

14. Have students share, discuss and appropriately argue their viewpoint about the question/issue on the board.
15. Point out to students that even though they're similar in many ways they feel differently about this particular issue.
16. Introduce students to Jonathan and Joseph Akin
 - a. Place the pictures of them on the Elmo
 - b. Explain to students that these are two brothers you will be studying
 - i. They lived in a colony called Padanaram, which is now called Dartmouth, Massachusetts.
 - ii. They lived during the time our country was being created called the American Revolution.
 - iii. Explain that they felt differently about how to run our country
 - > Ask students how they feel this difference between the two brothers would affect their relationship.
 - Would this make their relationship stronger or weaker?
 - > Take the picture of the brothers off the Elmo and place it on the board (keep it there throughout the unit).
17. End the lesson by explaining that having different opinions is not a bad thing and makes things, like their school, classroom, and the United States operate smoothly.

Lesson 2: Debate. Debate What?

Social Studies Content Standard/Indicator

Comprehension Collaboration

CCSS.ELA-Literacy. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy. SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Enduring Understanding

Students will understand that debates are organized and presented in ways that follow a particular format.

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Topical Questions

- > What format does a debate follow?
- > What rules are important to follow when conducting a debate with peers?
- > What is the purpose for a debate?

Learning Objectives/Outcomes

Students will be able to recognize the key features in a proper debate. Students will also be able to form their own stances on a given topic and construct a proper opinion, using a commonly used debate model.

Materials

PBS Arthur Episode: The Big Blowup

- <https://www.youtube.com/watch?v=xe74Tv-v98E>

- Begin playing at the 1:00 minute mark.

Elmo or projector

Laptop

Lincoln-Douglas Debate Format

Chart paper

Guide lines for students to follow

Instructional Procedure

1. First, reintroduce the Akin brothers
 - a. Remind them that they felt differently about the American Revolution.
2. Explain to students that when people have a difference of opinion they tend to have arguments.
 - a. However, explain to students that the proper way for someone to present their different opinion is through a constructive and conversational argument called a debate.
3. Ask students if they've ever heard of the term before or think they've seen a debate.
4. Show the Arthur clip to the class
 - a. Explain that this quick clip is an example of a debate/argument that occurs in everyday life.
5. Ask students what they noticed about the clip
 - a. What was each character doing?
 - b. How did the Brain react to Francine when she claimed she was the best athlete in school?
 - c. How did Francine react when Brain disagreed with her and said he was the best athlete?
6. Explain to students that debates are used throughout our daily lives and have been used throughout history to make important decisions and come to agreements on difficult issues.
7. Tell students that one important historical debate was between Abraham Lincoln, a past U.S. president, and Stephen Douglas, a past U.S. Senator, regarding their feelings on slavery during an election.
 - a. Explain to students that there were 7 debates that these men participated in until they had reached a mutual understanding.
8. Explain to students that most debates follow a model or outline that these men are credited for creating.
9. Show the students the debate format and define each term on a piece chart paper or the white board.
 - a. Ask students if they think the Akin brothers ever had debates with one another
10. Explain to students that you will be splitting them up into two groups and they will be arguing/debating their viewpoints of slavery.
 - a. Explain to students that they will only be using the prior knowledge they have about slavery in the United States
 - b. They will be following the Lincoln-Douglas debate format and taking on the viewpoint of either the negative or the affirmative side.
 - i. Split students up and place them on two separate sides of the room
 - ii. Give each group their assignments and resources
 - > Allow students to have a few minutes to create their argument
11. To present an authentic experience pretend you, as the teacher, are the debate facilitator and announce the subject matter to the debaters.
12. Instruct the affirmative group to present their argument first and then facilitate the debate.
 - a. Students will require support during this activity as most won't have seen this format or debated before in this manner.
13. End the debate by clapping and complimenting the students on their bravery to undergo a difficult task.

Resources

Arthur Video Link: <https://www.youtube.com/watch?v=xe74Tv-v98E>

The Lincoln-Douglas Debate Format

In 1859, Senator Stephen A. Douglas was up for re-election for his Illinois Senate seat. His opponent was Abraham Lincoln. During the campaign, the two men faced off in a series of seven debates on the issue of slavery. On Election Day, Douglas was re-elected, but Lincoln's position on the issue and his inspiring eloquence had earned him wide recognition that would aid his eventual bid for the presidency in the Election of 1860.

The basic format of the Lincoln- Douglas debates has long been used as a debate format in competition and in classrooms. The Lincoln-Douglas Debate format is a one –to-one debate, in which two sides of an issue are debated. It starts with a statement of purpose/policy. The debater who agrees with the statement (the Affirmative) begins the debate, which is structured in this way:

- Affirmative position debater presents constructive debate points. (6 minutes)
- Negative position debater cross-examines affirmative points. (3 minutes)
- Negative position presents constructive debate points. (7 minutes)
- Affirmative positions cross-examines negative points. (3 minutes)
- Affirmative position offers first rebuttal (4 minutes)
- Negative position offers first rebuttal (6 minutes)
- Affirmative position offers second rebuttal (3 minutes)

Definitions

Affirmative: the side that **agrees** with the statement that has been presented

Negative: the side that **disagrees** with the statement that has been presented

Rebuttal: a statement a side presents to disagree or contradict the other

Cross-Examine: the analysis or the interrogation of the information or the point of view just presented

Statement of Purpose

Slavery should remain legal in the United States

Affirmative Viewpoint

Your group believes that slavery should stay legal in the United States because African Americans like to work and that they don't mind not being paid for the hard labor they suffer through.

Also, if other government officials thought slavery was wrong you'd be willing to compromise and create a law that protects slaves from the mistreatment their owners may subject them to.

First point:

White slave owners could not be able to do the work they do without their slaves.

Negative Viewpoint:

Your group believes that slavery should be banned throughout the United States and should no longer be allowed. Your group believes the treatment of slaves by their owners and by the government is wrong and that they deserve to be free.

First point:

We agree that slave owners would not be able to do the work they do without their slaves help. However, no human as the right to own another human and use them for free labor.

Lesson 3: Who Are These Brothers?

Social Studies Content Standards

UCLA National History Standards

Topic 3: The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures
Who Contributed to Its Cultural, Economic and Political Heritage

Enduring Understanding

Students will understand that Joseph and Jonathan Akin had different levels of involvement and feelings about the Revolutionary War.

Students will understand that a difference in opinion between people in a community played a large role in the history and construction of our country.

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Topical Questions

- > What happened to Jonathan Akin during the Revolutionary War?
- > How was Joseph's experience vastly different than Jonathan's?

Learning Objectives/Outcomes

Students will be reintroduced to two brothers who lived during this time and be able to identify the differences and similarities between the Akin brothers and how they equally participated in the Revolutionary War.

Materials

Play microphone or handmade

Timer

Prepared Questions for each brother based on their biography

Biography of each brother for the adults playing them to use

Before the Lesson

1. Prior to this lesson insure that you have 2 teachers or aides available to help with your lesson.
2. Retrieve enough background knowledge on both Jonathan and Joseph Akin. Create information notecards for the two adults helping you with the lesson.
3. Once you've chosen adults for these two roles, provide them with the information about each brother so they can review the information and the character they will portray in order to ensure that your lesson is authentic.
4. Create a name for your interview/game show so you can place it on the board before the lesson.
5. Generate questions to ask both Jonathan and Joseph during the interview. Choose both questions that can be answered by the information on the sheet and those that can't be answered by facts.
6. Find a place to conduct the interview in your classroom. For example, in the front where three chairs are arranged or a small stage in the auditorium.

Instructional Procedure

1. Begin by discussing how your class has been learning about debates and different viewpoints. Discuss how the Akin brothers, like all colonist, felt differently about the American Revolution.
2. Discuss how prior to the Akin brothers, Puritans emigrated from Britain to the New World and founded colonies.
 - a. Colonies: New land that colonists from the same country travel to and settle in, however the newfound land is still governed and owned by the country in which the colonists originated from.
 - b. Discuss that many colonists traveled from Britain to the colonies in the “New World” because they were punished for their religious beliefs in England.
3. Discuss with students that this is the source of the Colonist’s feelings, wanting to be free from Britain.
4. Explain to your class that they will be doing something that’s very important today and that will give them a deeper understanding of how colonists felt when they came to the New World to settle.
5. Communicate to your students that they will interview two colonists today. Specify to them that they will be interviewing Jonathan and Joseph Akin, the two sons’ of Elihu Akin who owned the Akin house they have been discussing in the last few lessons.
 - a. Make sure to use authentic terminology, explicitly state that you will be the interviewer, as you are the one conducting the interview, and the colonists will be the interviewees because they will be the ones being interviewed.
 - b. Voice to the students that they will be the audience
 - i. Briefly discuss what type of behavior an audience should have during a performance/interview
 - > Looking/ listening at the interviewees
 - > Face towards where they are sitting/standing
 - > Raise your hands to answer questions when the interviewer asks
 - ii. However, allow the students to have fun during this lesson so encourage them to get into the interview, for example, oos and aws, clapping, and booing, are all acceptable as long as they are done in an appropriate manner.
 - c. Explain to students that at the conclusion of the interview you as the interviewer will allow the audience to ask questions to the colonists so students should be thinking of questions to ask.
6. Work with your class to come up with a quick and fun theme song to sing as the interviewees enter the classroom. Make sure to practice a few times!
 - a. Ensure that the adults who are playing Jonathan and Joseph are outside of your classroom waiting for their cues.
7. Have 1 student go retrieve the adults in the hallway who are playing Jonathan and Joseph Akin.
 - a. As they enter the classroom have students sing the theme song you have chosen.
8. As the interviewer, welcome the Akin brothers into the classroom and begin asking them questions.
 - a. Encourage audience participation and behave as authentically as possible. You want this to look like a real interview would and for your students to really view the adults playing the Akin brothers as the real people.
 - b. Use the homemade microphone as you would a real one
9. After all the questions have been answered allow the audience to ask questions of the Akin brothers.
 - a. Approach each student as they have a question, continue to use the microphone

10. At the conclusion of the lesson sing the theme song as Jonathan and Joseph exit the room.
11. Allow students a quick 2-minute free writing about the differences and similarities that they noticed throughout the interview. (Set a timer)
 - a. Once students have finished their free writing, allow students to share
12. Explain that not all colonists, nor the brothers, felt the same way about the American Revolution and becoming free from the British.
13. Discuss with students why colonist may have felt differently
 - a. Middle class colonists were Patriots and were the main reason that the Revolution occurred.
 - i. This occurred when colonist were transforming from being farmers and laborers to entrepreneurs and business men
 - ii. Their wanted freedom from the British to begin growing as a country, governing themselves, and growing the U.S. economy.
 - iii. They were also angered by the mistreatment of the colonists by the British Crown.
 - b. Torys were colonists who wanted to stay governed by the British crown.
 - i. It was safe and easier to continue as they were
 - ii. These men were mostly farmers and laborers who were worried more about providing for their families and growing crops than becoming free from the British.
 - iii. Didn't mind the mistreatment from the British as they mainly lived off the land and had little to do with the colonies.
14. Explain to students that during the next lesson they will be taking on the viewpoint of one of the brothers and form how they would have felt as a colonist.

Questions for Interview, Jonathan

1. How did you feel about the American Revolution?
2. Jonathan, what happened to you specifically during this time?
3. Were you afraid?
4. How were you able to escape?
5. How did you find yourself captured?
6. How many times were you captured?
7. How were you able to return to Dartmouth?
8. How did you feel about your brother being a Tory?

Questions for Interview, Joseph

1. Joseph, how was your experience during the American Revolution different than your brothers?
2. What was the mistreatment like from the British?
3. How did you feel during the American Revolution?
4. Did you agree with the colonists who wanted to become free from England?
5. How did you feel when the British captured your brother?
6. How did you feel that your brother was a Patriot?

Jonathan Akin Biography:

- One of 4 sons of Padanaram shipbuilder and tavern keeper Elihu Akin
- Most likely was a Patriot- a colonist who wanted freedom from Britain at any cost
- 1777- was captured by the British Army off the American Coast
- After being captured by the British he was able to escape from an English prison and signed on as a British merchantman bound for Brazil the royal navy
- Not long after setting sail as a British merchant he was again captured for a second time, the time by the French.
- Didn't have his seaman's paperwork to prove he was an American citizen so he must appeal to the American "commissioner" who represented the colonies in Britain.
- One commissioner just so happened to be Benjamin Franklin, a founding father of the original 13 colonies.
- Wrote a letter to Benjamin Franklin for help
- Examples from his letter
 - "About Eighteen months ago, I was taken is a Ship from Bedford in Dartmouth Bound to Bourdaux by an English frigit and Carred into porchmouth where I was put in prision. I Staid there Six weeks and then I made my Escape to London."
 - "I Beg the Liberty of going home, to Show that I Belonged to American! When we was taken By a English all my papers was taken from me."
 - "I Dare Say you know Benjamin akin, one of the Congress for Boston—I am nephew to him; Elihu Akin Living in Dartmouth is my Father--, I Beg the favor of you to Let them know here that I belong to America So that I may git home."
- After a few months he is freed along with 6 other American soldiers as a result of the efforts of Franklin and John Adams
- Finally returns home to Dartmouth and returns to Akin House.
- Inherited the land his father owned when he passed away.

Joseph Akin Biography:

- One of 4 sons of Padanaram shipbuilder and tavern keeper Elihu Akin
- Was most likely Tory, a colonist who didn't want separation from Britain as their main concern was farming their land and providing for their families.
- Inherited his father's clothes when he passed away
- Married to Hannah H. Akin, the daughter of a wealthy Howland whaling family of New Bedford, Ma.
- Had a son named Joseph Akin Jr.
- Suffered hardships at home in Padanaram when Jonathan was captured by the British and was unable to get home
 - British Crowns mistreatment:
 - » The Molasses Act: large sales tax on rum, molasses, and sugar on the colonists
 - » Didn't allow colonists to move west and take over Native American land
 - » The Sugar Act: Taxes on foreign wine, coffee, textiles, and indigo.
 - » Prevented colonists from using paper money
 - » The Stamp Act: taxes on stamps on legal documents, newspapers, fliers, stamps, and playing cards.
 - » Required colonist to give British Soldiers shelter in his or her own homes and provide them with food and water.
 - » Taxes placed on glass, lead, paint, paper, and tea on colonies
- Lived at the Akin House in 1856

Lesson 4: Whose Side Are You on Anyway?

Social Studies Content Standards

Common Core Literacy Standards

Comprehension Collaboration

CCSS.ELA-Literacy. SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy. SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy. SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Enduring Understanding

Students will understand that the colonists felt differently during the Revolution, largely based on their social class, and be able to apply this understanding to their own values.

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Topical Questions

> If you had been a colonist during the Revolutionary War period which side would you have been on?

> If the British had changed their regulations and actions towards the colonists would your mind have been changed?

Learning Objectives/Outcomes

Students will be given the opportunity to create, in anyway they feel they can best present their point of view, a presentation about which side they would have chosen to be in if they had been a colonist during the Revolutionary War.

Materials

Description/outline of the different perspectives the colonists represented

Pro-Revolution

Tory

Directions written on the board for students to follow

Prior to the Lesson

Take on one viewpoint of how students feel about wearing uniforms, they like them, they hate them, or they wouldn't mind wearing them, and create a presentation to use as evidence when you model the exhibition to your students. Copy the descriptions of each viewpoint on the white board for students to see.

Procedure

1. Explain to students that they have now learned the different ways that the colonists felt about separating from the British during the Revolutionary War in the United States.
 - a. Explain to students that they have also learned how specifically Joseph and Jonathan Akin participated in the war efforts and how they felt about becoming free from England.
2. Tell students that it's their turns to step into the shoes of a colonist during this period in History.
3. Explain that they will each decide for themselves if they would have been pro-revolution or a Tory.
4. Inform students that they may represent their viewpoint in any way they feel is the best way to showcase their feelings about the topic.
 - a. However, specify that students will be responsible for including some factual information and evidence from what we learned through this unit to support their claim.
 - b. Reinforce that even though this is different than the debates they created throughout the unit, it is similar because it requires evidence and facts to make it a strong argument as you are arguing how you would have felt if you had been a colonist.
 - c. Ask students if their minds would have been changed if the British changed how they were acting towards the Colonists.
 - d. Ask students to give you some examples if they feel there was anyway their mind could have been changed.
5. Communicate to students that they will be displaying their projects in an exhibition model for the rest of the class and other classes at another time.
6. Describe to students that an exhibition is similar to what happens in a museum.
 - a. People come to the museum, look at the pieces of art or the artifacts, ask questions to the tour guide or to each other, and then sometimes leave feedback or comments to the museum in containers located throughout the exhibits.
7. Show students your presentation of your opinion if you were a student and what's your viewpoint about wearing school uniforms.
 - a. Have students walk around your exhibit and ask questions as if they were the guests.
 - b. Have students return to their seats to debrief the exhibit model
8. Discuss with students what they noticed about your exhibit behavior
 - a. Ask them what they noticed about your body language?
 - b. How did you behave?
 - c. How did they behave?
9. Explain to students that this is the type of behavior that is expected from them during the exhibition so that guests feel as if they're in a real museum when they step into the classroom.
10. Give students at least 2 class periods or a few homework assignments to complete this part of the unit.

Lesson 5: Show Us Whatcha Got!

Social Studies Content Standards

NCSS

Power, Authority and Governance

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

Enduring Understanding

Students will be able to understand that their fellow classmates all felt a variety of ways about as colonists about the American Revolution

Essential Questions

History has been shaped through personal narratives, therefore is it fair to only value one viewpoint?

Topical Questions

- > What are some of the reasons that Colonists chose to be pro-Revolution?
- > What would cause a Colonist to become a Tory?
- > How did different Colonists decide how they felt?

Learning Objectives/Outcomes

Students will be able to present their feelings about the Revolutionary War.

Materials

Paper for feedback forms
Prepared feedback forms for guests to fill out during exhibition
Cardboard paper to use as name cards

Prior to the Exhibition

- Make enough copies of the feedback form so that each guest can take a few as they enter the exhibition.
 - Place a basket at the entrance of the classroom door to explain to guests the purpose of the forms.
 - » Welcome to our classroom exhibition of the Revolutionary War! We have been learning about how people feel differently about various topics and situations. Each student has chosen to represent one viewpoint that the colonist's felt during the Revolutionary War. Please take a few feedback forms and fill them out for students as you walk around and view their exhibits. Thanks for coming!
- A few days before the exhibit invite parents, other teachers in the building, the principal, and other classrooms in to your room during your exhibit.
 - Buy a few simple refreshments, ex. Coffee, cookies, donuts etc. for the exhibition or ask parents to bring them in.
- Place any evidence or any parts of the unit around them room for parents and other guests to see.

Instructional Procedure

1. Have students set up their presentations all around the room.
2. Encourage students to write their names on cardboard papers, that they fold in half, to use as name tags for their guests to look at.
3. Remind students of how students should act during the exhibit
 - a. Stand with what they are showing to the audience
 - b. Speak loudly and slowly if they need to answer a question that a guest has
 - c. Show pride in your work
4. Once all students are set up allow guests to enter the classroom and let the show begin!

Resources

Students Feedback Form

Students Name: _____ Point of View Displayed _____

Warm Feedback for Student:

Suggestions for Student:

Unit Summary

Specific Lessons:

1. You Mean Everyone Thinks Differently?
 - a. Introduce students to Jonathan and Joseph Akin
 - b. Introduce students to the idea that people have different opinions about different issues
 - c. Familiarizes students with what elements help someone form an opinion
 - i. Emotional or physical factors
2. Debate. Debate What?
 - a. Introduce students to Franklin-Douglas Debate Model
3. Who are These Brothers?
 - a. Interviews with each Akin brother
4. Whose Side Are You on Anyway?
 - a. Students present their own opinion as a colonist during the Revolutionary War period in the U.S.
5. Show us Whatcha Got!
 - a. Students display their presentations in an exhibition model

Bibliography

Dartmouth Heritage Preservation Trust. Elihu Akin and Joseph Akin- Last Wills and Testaments. Akin House Files.

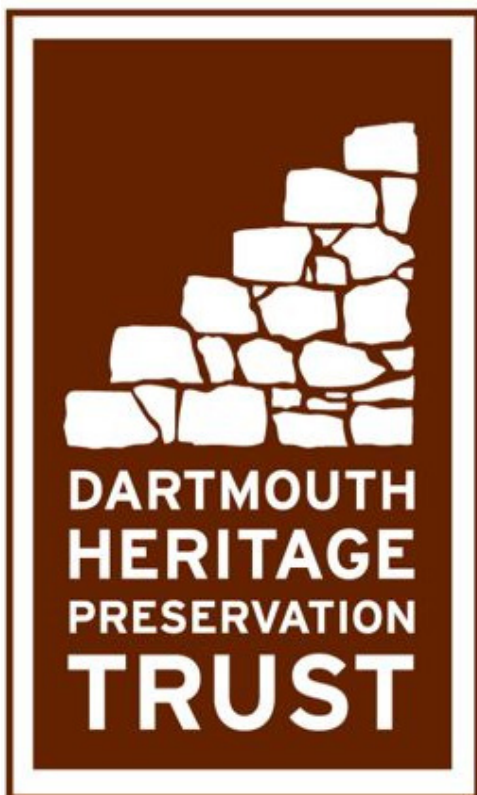
Dartmouth Heritage Preservation Trust. (2008). Imprisoned in France, dreaming of Dartmouth. In *Application3. For CPC Project Assistance*. N.p.: Robert Barboza.

University of Huston. (2013). Why did the American Revolution Take Place?. In *Digital History*. Retrieved December 7, 2013, from Google.com.

Curriculum Guide

Elihu Akin - an Entrepreneur Extraordinaire

Andrew Gray



saveitfirst.wordpress.com/



An Abridged History of the Akin House Coming Alive as Told Through Photos and Captions (2006).

Curriculum Summary

This unit will focus on Elihu Akin as an entrepreneur. Students will learn about Elihu Akin by imagining they are Elihu Akin the entrepreneur. During this process, the students will be able to see what Elihu Akin did as an entrepreneurial boat maker, land owner, and tavern owner. Students will investigate the different styles of boats through boat building arts and crafts activities. The students will also investigate what it means to be a land owner by creating their own plots of land with many of the features that would be found on the Akin land. This work will teach students about the lifestyle of a middle class working entrepreneur succeeding in many different trades.

Enduring Understandings

Students understand that Elihu Akin was a successful entrepreneur in many different trades.

Essential Questions

What is an entrepreneur?
Was Elihu Akin a successful entrepreneur?
Is it easy being an entrepreneur of 3 different trades?

Individualized Reading Plan

- Chapelle, H. I. (1951). *American small sailing craft, their design, development, and construction*. New York: Norton.
This book shows the different types of boats that were crafted in America during the early part of the 1900's with detailed descriptions of the many boats that were built during the time.
- Bray, M. (1997). *100 boat designs reviewed: Design commentaries by the experts*. Brooklin, Me.: WoodenBoat Books.
This book talks about boat designs that were created in America. It provides descriptions of different boats but from the eyes of experts, giving their opinions and criticism of the various boats.
- <http://gbr.pepperdine.edu/2010/08/2009-student-paper-winner/>
This article talks about important aspects in running a successful restaurant. This will help to understand what person needs to have in order to have a restaurant and run it successfully.
- D:\Files for RWU Ed Dept Social Studies Students\The Akin Saga by Robert Larry Akin.pdf
This book goes into great detail about the lives of each of the Akin descendants including Elihu. It talks about family life, land ownership, farming and ship building.

Social Studies Content Standards

Massachusetts History and Social Science Curriculum Framework

Economics

- 11.** Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E) **12.** Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E) **13.** Define profit and describe how profit is an incentive for entrepreneurs. (E)

The political, intellectual, and economic growth of the colonies 1700-1775

- 5.11.** Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. (H, E)

- A. the fishing and shipbuilding industries
- B. trans-Atlantic trade
- C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

Description of Learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individualized Lesson Plan

1. **Elihu Akin: a Man of Many Trades:** This lesson will be used to help the students learn who Elihu Akin was. They'll focus on his life as an entrepreneurial shipbuilder, land, and tavern owner.
2. **An Entrepreneur's Boat Building Festival:** Here the students will investigate the different types of boats that are commonly found in New England during the 1700's. After, the students will make drawing of the boat of their choice and explain what their type of boat was used for.
3. **Land Plotters Elite:** During this lesson, students will be taking the role of a land owner in colonial times. Specifically, a land owner that makes use of his plot of land. The students will be given a plot of land of their own, and they will be responsible for creating a plot of land that is suitable for living.
4. **"Choose a Name" Tavern:** During this activity students will explore the aspects of what it takes to run a restaurant/tavern. After exploring, students will create their very own restaurant, including a small menu and logo that will be used to promote the restaurant.
5. **Entrepreneur Showcase:** The final lesson within this unit will conclude by presenting 1 aspect of either lesson 2-4. The students will pick one of the projects from the boat building, land plotting or tavern owning lessons by either trying to sell their boat, land, or entice people to come to their restaurant.

Student Assessment activities

The students will be assessed on the presentation that they will be making during the 5th lesson of the unit. During the presentation, the students will be responsible for picking 1 of the projects they created and either sell their boat or land to Elihu Akin, or entice customers to come to their restaurant.

Lesson Plan One - Elihu Akin: a Man of Many Trades

Content Standards

Grade 3

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

Economics

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

Cities and towns of Massachusetts

- 3.13 Give examples of goods and services provided by their local businesses and industries. (E)

Grade 4

Economics

8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

Grade 5

Economics

12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)

The political, intellectual, and economic growth of the colonies 1700-1755

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Enduring Understanding

Students understand that Elihu Akin was an important person in Dartmouth, Massachusetts history.

Essential Questions

What role did entrepreneurs (business men) play in our colonial past?

Topical Questions

Who is Elihu Akin?

What occupations did Elihu Akin have?

Who were Elihu siblings?

Which sibling did he most associate with

Lesson Objectives/Outcomes

Students will describe the family dynamics of the second generation of the Akin Family

Discuss within the class who Elihu Akin was and what he and his family did within the community of Dartmouth.

Resource Materials

Microphone

Biography of Elihu akin

Index cards for reference during the interview

Instructional Procedure

1. Use pictures provided below to make observations about Akin house and Elihu himself
2. Then ask students to share their observations
3. Tell students that this person is a dear friend of yours and that they are going to have the chance to meet and interview him today.
4. Explain that you are going to be having an interview with a dear friend of yours and he is related to the Akin family. His name is Elihu Akin.
5. Give students some time to come up with questions to ask Mr. Akin during the interview.
6. Model questions for students such as:
 - a. How old are you?
 - b. Where do you live?
7. After giving students time to gather questions. Write the questions on a sheet of paper. Start the interview
8. If students run out of questions and they have not asked the essential questions, provide more information about Elihu and students may come up with other questions.
9. Once all the questions have been answered, students should come back as a class to discuss the interview.
10. When back as a class, ask the students what happened during the interview and what they learned from Elihu Akin.

Lesson Assessment

The student will be assessed through discussion and the content that is revealed during the interview. The goal of this discussion is to see what information students pulled out from the interview with Elihu in hopes to tie the information to future lessons.

Lesson Two: An Entrepreneur's Boat Building Festival

Content Standards

Grade 3

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

Economics

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Grade 5

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The political, intellectual, and economic growth of the colonies 1700-1755

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Enduring Understanding

Students understand that boat build was a valued trade within the Dartmouth community.

Essential Questions

What roles did ship builders play within the whaling community?

Topical Questions

Why were ships used during the 1700's?

Lesson Objectives/Outcomes

Investigate and different boat types used during the time of Elihu Akin.

Create a drawing of a boat used in the 1700's and investigate the uses for that particular boat model.

Resource Materials

100 boat designs reviewed: Design commentaries by the experts.

American small sailing craft, their design, development, and construction

Computer paper

Color pencils/crayons

Computers with internet access

Instructional Procedure

1. Start by showing the students pictures to pique their interest in the topic
 - a. Google Image Search: Old Whaling Ships
 - b. http://img.bhs4.com/2C/F/2CFE647A0174457A246812296DF8C154ED250484_large.jpg
2. Ask the students to make observations about the pictures.
3. After making observations, see if the students can figure out why you showed them the pictures. It should represent the whaling community of Dartmouth Massachusetts.
4. Explain to the students that they will become a boat builder themselves.
5. They are going to be responsible for researching a type of boat used during the 1700's. Sources students can use include: the internet or the book *American Small Sailing Craft, Their Design, Development, and Construction*, chapter 1.
6. First, the student will draw a picture of the boat of their choice. The students should use pictures found on the internet and within other sources as a guide to draw their picture.
7. The students will be provided with computer paper in which they can draw their picture.
8. Students are encouraged to use scrap paper to draw a rough draft to make the final draft as neat as possible.
9. Next, the student will use the internet and other sources to explore what their specific boat was used for.
10. For this, students should come up with at least 5-10 facts about their particular boat they chose to design.

Lesson Assessment

The students will be monitored as the teacher keeps track of the progress the students are making during the activity. Also there will be a discussion about the relationship between the students creating their boats and Elihu Akin.

Lesson 3: Land Plotters Elite

Content Standards

Grade 3

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

Economics

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

Cities and towns of Massachusetts

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Enduring Understanding

Students will understand that there is a lot of time and effort that goes into owning a plot of land.

Essential Questions

Why is land important to own?

Topical Questions

How does a person acquire land?

What did land owners do with their land?

Lesson Objectives/Outcomes

Understand what land was used for in the 1700's.

Students will create a land plot for themselves using the aspects that will be discussed

Resource Materials

<http://www.prepper-resources.com/wp-content/uploads/2012/10/outhouse-moon.jpg>

http://www.landisvalleymuseum.org/images/seed1_big.jpg

http://www.howellfarm.com/calendar/wheat/sickle_harvest.jpg

<http://static.panoramio.com/photos/large/55178965.jpg>

http://4.bp.blogspot.com/_pofpa7CZ-Vg/SrAyC0J-uRI/AAAAAAAAAHnA/3PThzXHxrig/s400/DSCN0849.JPG
Elmo

Instructional Procedure

1. Show the students the pictures from the materials section.
2. Ask them to make observations about each picture and think about what they all might be related too.
3. Then start to show the students the pictures 1 at a time and give the students some time in between pictures to write down their observations.
4. After showing a couple of pictures see if any of the students have any predictions about what the pictures are connected too.
5. Then show the rest of the pictures and again see if anyone knows how they are connected.
6. If the students aren't able to make connections between the pictures and Elihu, explain to them that they have had an interview with this person and these pictures relate to him.
7. Once the students have figured out that these pictures are related to Elihu and what was included on his land.
8. Ask students how they think that Elihu acquired his land?
9. Explain to the students that they are going to be plotting their own piece of land using the same aspects that Elihu Akin had on his land and the pictures shown at the beginning of the lesson.
10. Tell students they can represent each aspect of the land with a different symbol but they must have a key within the drawing telling what each symbol means.
11. Use this guide to have the students plot their land. [land plotters elite land plots.docx](#)
12. Give the following directions. "You are each going to be given a plot of land that you own. On your land you must have the necessities that Elihu Akin had on his farm. This includes an outhouse, a barn to store animals, a pen for animals to exercise, a garden, and water well. In plotting the land make sure you use symbols to show where each will go. Remember to make a key for people to know what each symbol stands for."
13. Have students use color within the map to promote creativity.

Lesson Assessment

The teacher will walk around the classroom to make sure the students are creating their plots of land and also to make sure the students don't have any questions regarding the assignment.

Lesson 4: Choose a Name Tavern

Content Standards

Grade 3

History and Geography

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

Economics

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

Cities and towns of Massachusetts

- 3.13 Give examples of goods and services provided by their local businesses and industries. (E)

Grade 4

Economics

8. Give examples of how the interaction of buyers and sellers influences the prices of goods and services in markets. (E)

Grade 5

Economics

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The political, intellectual, and economic growth of the colonies 1700-1755

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Enduring Understanding

Students understand that owning and running a restaurant takes a lot of effort and skill

Essential Questions

What are the characteristics of a good restaurant?

Topical Questions

What does it take to run a restaurant?

Lesson Objectives/Outcomes

The students will create a logo that is fitting for their restaurant as well as a menu that will

Resource Materials

<http://gbr.pepperdine.edu/2010/08/2009-student-paper-winner/>

<http://www.landofthebrave.info/colonial-food.htm>

Computer

Computer paper

Colored pencils

Instructional Procedure

1. Ask students to think of their favorite restaurant.
2. Ask the students what makes them like that restaurant so much.
3. How does a restaurant become successful?
4. Remind students about Elihu Akin and how he owned a restaurant in Dartmouth.
5. Ask the students if they think Elihu Akin's restaurant became successful by the same means as previously explained.
6. Tell students that they are going to own their own restaurant, just as Elihu did, and their restaurant is going to be located right in Dartmouth, Massachusetts.
7. Explain that they are going to be making a logo for their restaurant along with 5 menu items of their choice.
8. Encourage students to be creative with the logo because they want to attract customers to their restaurant.
9. Give student time to create their logo for their restaurant
10. Once the students have created their logo. Ask the student to create 5 menu items that they will be serving at their restaurant.
11. Explain that these menu items can be breakfast, lunch, and dinner items which could include some of their favorite meals that they like to eat. But also make sure the students are giving menu items that would be served in the 1700's to make sure the lesson has as much authenticity as possible.
12. If the students are not sure about the authenticity of the meals they chose, use this source to spark students thinking about different foods in colonial times. <http://www.landofthebrave.info/colonial-food.htm>

Lesson Assessment

The teacher will walk around the classroom and observe what work students are doing. By doing this the teacher will be able to see students' progress and help them if they are having trouble or help students who are stuck at a certain place in the activity.

<http://gbr.pepperdine.edu/2010/08/2009-student-paper-winner/>

<http://www.landofthebrave.info/colonial-food.htm>

Lesson 5: Entrepreneur Showcase

Content Standards

Grade 3

History and Geography

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Cities and towns of Massachusetts

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 - C. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

Enduring Understanding

Students understand that Elihu Akin was a successful entrepreneur in many different trades

Essential Questions

What role did entrepreneurs (business men) play in our colonial past?

Topical Questions

Who is Elihu Akin?

What occupations did Elihu Akin have?

Who were Elihu siblings?

Which sibling did he most associate with?

Lesson Objectives/Outcomes

Present one of the entrepreneurial activities that they have done over the course of the unit

Resource Materials

Boat builders, land owner, or tavern activity which they did during class.

Instructional Procedure

1. Explain to the students that they are going to be making presentations about 1 of the activities they did throughout the unit.
2. The students have to pick one activity that they feel was of the best work they did throughout the unit.
3. Explain how the presentation will go.
 - a. Boat builders: The students are going to be selling the boat that they created to a man named Elihu Akin. In this process the students are going to give a brief description of the boat. Then the students will provide some details about their boat, more specifically, the research that they had done previously about the boat.
 - b. Land owner: The students are going to be selling the land plot that they created to a man named Elihu Akin. The students are going to show the plot of their land and how they organized their property.
 - c. Tavern owner: The students are going to be trying to attract customers to their restaurant, more specifically the student's peers within the classroom. They will explain why they chose to design their logo the way they did. Students will also explain why they chose the menu items that they did. In doing this they should have customers interested in coming to their restaurant.
4. Explain to the students that they will be assessed on how compelling they are at trying to sell their product or at marketing their restaurant.
5. At the end of their presentation, ask the student to bring up all three of their activities and hand them in to the teacher. This is to ensure that all the students did all of the tasks that were assigned to them during each lesson.

Lesson Assessment

The students will be assessed on how compelling they are at trying to sell their product or at marketing their restaurant during their presentation. Furthermore, the student will be assessed, making sure they completed all of the activities within the unit.

Curriculum Guide

Children are an Important Part of History

Maya Himmelsbach



<http://www.history.org/Foundation/journal/Christmas04/toys.cfm>

Summary and Rational

Through this unit plan, students will discover the daily life of children during the colonial times in the New England region, particularly in southeastern Massachusetts. Students will explore the daily chores, responsibilities and recreation that children used to experience each day. Students will have the opportunity to experience how children lived during colonial times by recreating games, crafts, candles, quill pens and churning butter. Students will also gain a deep understanding of how colonial times were very different for children compared to today. Students will inquire how challenging daily tasks were for children during this time in American history. They will observe assimilated artifacts and documentary photos of the Akin House property in order to make their own hypotheses. Students will take part in authentic learning by acting as a colonial child through each activity presented in this unit plan.

It is important for students to discover this content in order for them to truly understand how life was during colonial times. Children today should learn about American history including the people who lived during those times. By connecting history to children's everyday lives, students will discover that children are also an important part of history.

Enduring Understandings

- > Students understand that children of colonial times were also part of American history.
- > Students understand that daily children's chores were challenging during colonial times.
- > Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Questions

Should children be included in our study of the past?

Individualized Reading Plan

A People's History of the United States: 1492 to Present by Howard Zinn

This book will be used to explore America's history during colonial times through the eyes of a colonist living in the 18th and 19th century.

Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes by David C. King – Wiley

This is a narrative of a ten-year-old boy and his twelve-year-old sister who share their experiences while living with a family in Massachusetts in the year 1732. This book also contains over 40 different hands-on projects and activities such as games, arts and crafts, and preparing foods. This book can be used as a narrative to introduce colonial times. Some of the activities listed in this book can be incorporated in lesson plans, such as churning butter, creating a quill pen, and dipping candles.

Child Life in Colonial Days by Alice Morse Earle

This children's book can be used to explore colonial children's outfits, education, toys, and pastimes. This information contributed to designing the lesson plans regarding children's daily lives during this era.

Colonial Life (Historic Communities) by Bobbie Kalman

This book gives readers a closer look at how people lived their lives during colonial times. The author includes many colorful photographs that were taken throughout restored historic villages across the country.

If You Lived In Colonial Times by Ann McGovern

This book informs readers how children lived during colonial times by describing clothing, education and behavior/consequences in the New England colonies. This information contributed to designing the lesson plans by providing details on colonial life and daily experiences for children.

Letters From Colonial Children by Eva March Tappan

This source can be used to gain a deeper understanding of how children felt and lived during colonial times.

Scoop on Clothes, Homes, and Daily Life in Colonial America by Elizabeth Raum

This book gives readers the "scoop" on daily life in colonial America. This book can be used to develop how children dressed, spent their free time, and their daily experiences in their homes.

Akin House Materials

See resources of Akin House

Social Studies Content Standards

Social Studies Content Standards- Mass. Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Description of Learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individual Lessons

(Throughout this unit plan, the entire class will be keeping a journal recording student thoughts, ideas, questions, conclusions, and discoveries. Throughout each lesson, the class will be responsible to write in their journals.)

1. **Spending the day with Nathan and Sarah in 1732**

Students will read a narrative of a ten-year old and twelve-year old living in Massachusetts in 1732 and learn about the daily lives of colonial children living in Massachusetts during the 18th century. They will later make their own quill pen and practice using it the way colonial children would.

2. **Akin's Archaeologists**

Students will observe a clay marble that was found on an archaeological dig on the Akin House property. They will observe and hypothesize what this artifact was used for and create their very own clay marble. Later, the students will discover a common game which colonial children used to play with these clay marbles and play themselves.

3. **We Need Light Tonight**

Students will inquire how children navigated their way in darkness without electricity. Later, they will learn how to dip their own candles, the way children did during colonial times.

4. **I Can't Believe It's Butter**

Students will observe photos of a butter churner and research what this unknown device was used for. Later, students will have the opportunity to make their own butter.

5. **We Can't Buy Our Dolls?**

Students will research if colonial children played with dolls and share their findings with the class. Later, they will create their own cornhusk doll and complete a Venn Diagram which compares dolls today and dolls from colonial times.

6. **The Colonial Fair**

Students will reflect on their overall experience throughout this unit plan. Then, parents, teachers and the principal will be invited to stop by the scheduled "Colonial Fair" where students will be acting as typical colonial children churning butter, playing Ringer, dipping candles, making cornhusk dolls, and writing with quill pens.

Student Assessment Activities

This unit plan provides a wide range of student assessment. Throughout each lesson, students will be assessed on their learning. During class discussion, students will be contributing their thoughts and ideas, which will serve as a formative assessment. Students will also be making their own observations and forming hypotheses in many lessons. Each student will have a journal that will document his or her thoughts, discoveries, and experiences of each lesson. By having students write their own letters, narratives and create their own crafts, which will be on display for a colonial fair, teachers can evaluate students' learning using a summative approach.

Lesson 1: Spending the day with Nathan and Sarah in 1732

Social Studies Content Standards- Mass. Frameworks

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- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- What was everyday life like for children growing up during colonial times?
- What are some chores and activities children did each day?
- What is the importance of creating quill pens?
- How did colonial children create their own quill pens?

Lesson Objectives/Outcomes

- Students will identify common chores and other daily activities during the American colonial era.
- Students will discover and apply the process of creating their own quill pens.

Resources and Materials

- Large paper and marker
- Student journals
- The book: *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes* by David C. King – Wiley
- Feathers
- Blank sheets of white paper
- Hand wipes
- Four bottles of ink
- Newspaper
- Large calligraphy lettering chart
- Note: Before students participate in this lesson, prepare the pens by dipping them in hot water to soften the tip. Cut the tip at a slant and add a slit to the middle.

Instructional Procedure

1. First, open a class discussion by asking students the essential question, “Should children be included in our study of the past?”
2. Next, read the narrative *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes* by David C. King – Wiley as a class and discuss the daily chores/activities/dress of Nathan and Sarah
3. Based on the narrative, as a class, brainstorm to make a chart or list of ideas of daily chores for colonial children and the importance of these activities. Have students copy this list in their journals (this discussion and rough draft of a list will serve as the foundation for this unit plan)
4. Ask students what they believe the importance of quill pens were during colonial times.
5. Treat students as colonial children and explain how to make quill pen.
6. Students will dip their provided quills into the ink, shake off excess ink, and practice writing their names on the provided blank pieces of paper, using the calligraphy letter chart as a guide.
7. Come together as a class and discuss the importance of quill pens, the process, and students’ experience creating their own.

Assessment

Have students spend time writing in their journals about what they learned about colonial children. Journals can include drawings, thoughts, ideas, questions and their experiences making quill pens. Remind students they will need to remember how to make a quill pen in the future.

Akin's Archeologists

Lesson #2 of Unit Plan

Social Studies Content Standards - Mass Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- What is the Akin House?
- What were marbles used for during colonial times?
- How did colonial children make marbles?
- What game did children play with the marbles they made?

Lesson Objectives/Outcomes

- Students will read about the Akin House and observe an “artifact” from colonial times.
- Students will discover what marbles were used for during the 18th century and have the opportunity to create their own.
- Students will act as a colonial child and recreate a game using the marbles they made.

Resources and Materials

- Pictures/Summary of Akin House
- Marble “Artifact”
- ELMO
- Brainstorm list
- Student journals
- Oven bake clay & oven
- String, tape or paper to make circle on floor
- <http://www.homesteadtoys.com/OutdoorToys.html>
- <http://www.allthingsscouting.com/2007/11/haw-to-make-clay-marbls/>
- <http://www.landofmarbles.com/marbles-play.html>
- http://www.sar.org/history/KeyHoles/ColleenOWilson_SonsOfTheAmericanRevolutionActivityIdeas.pdf - Colleen Wilson’s lesson on “Signing George Washington’s Birthday Card”

Instructional Procedure-

1. Provide students with a picture and short summary about the Akin House located in Dartmouth, Massachusetts (attached to lesson). Have students make observations before handing out summary.
2. Show students the “Akin Marble”, an artifact found on the Akin House property on the ELMO (Make marble prior to teaching lesson and claim it is the actual Akin artifact)
3. Have students write down observations, questions, and predications they have about the marble. These ideas will be added to the brainstormed list and in student journals.
4. Read about “Ringer”, a game colonial children used to play – Teacher responsible to provide this reading-Land of Marbles website is a helpful resource.
5. Have students make their own marbles, which they will later use to play “Ringer”. Model the steps of creating a marble for students

Steps:

1. Roll two or three different colored pieces of clay into long, skinny (snake-shaped) pieces.
2. Twist the pieces together and roll the twisted rope of clay into one “snake.”
3. Break into chunks and roll into marble sized balls.
4. Bake clay according to the directions on the package and let them cool.
5. Break students into groups and have them write out the directions of “Ringer” and then recreate the game
6. Come together as a class and discuss the process and experience of creating marbles and the game “Ringer”.
7. Revisit the essential question, “Should children be included in our study of the past?”

Assessment

Remind students they will need to remember how to make marbles and play Ringer in the future. Have students write in their journals about what they learned from today’s lesson/activities and explain their experience.



Courtesy of Maya Himmelsbach.

The Elihu Akin House

“A little house with a big story to tell.”



An Abridged History of the Akin House Coming Alive as Told Through Photos and Captions (Nov. 2007).

The Akin House is one of the oldest houses in Dartmouth, which was originally built in 1762. There have been many families who have lived in this house throughout history. Elihu Akin lived in this house with his family until his death in 1794. However, the Akin House remained with the Akin family for over 200 years. Since this house has been preserved and protected for a long period of time, it stands to be a very important historic place in the community. Many artifacts from tokens, forks, and buttons have been found on the Akin House property, both inside and outside during archaeological digs. These artifacts help to reveal stories of the people who lived in the Akin house throughout history.

We Need Light Tonight

Lesson #3 of Unit Plan

Social Studies Content Standards - Mass Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- How did colonial children navigate their way through darkness?
- What is the procedure to dip a candle?

Lesson Objectives/Outcomes

- Students will inquire how children navigated their way in darkness without electricity.
- Students will dip candles the way children did during colonial times.
- Students will recognize the importance of candles in history.

Resources and Materials

- List generated from brainstorm session from lessons 1 and 2
- 8 metal cans (soup cans)
- Cold water
- String
- 4 pencils
- Scissors
- Melted paraffin wax
- Newspaper
- <http://www.education.com/activity/article/dipped-candles/>

Instructional Procedure

- Begin a discussion that causes students to inquire how people of colonial times navigated their way in darkness. Add ideas to the list from lesson 1 and 2. Have students copy these ideas in their journal.
- After students come to the conclusion that candles were used as a source of light during colonial times, introduce today's lesson of creating candles.
 - o Read: During colonial times, children were expected to help their parents collect and melt wax (from bee hives), and then use it to make candles as a source of light. Because candle molds were often expensive and hard to find, families commonly made "dipped" candles as a cheaper alternative. For these colonial Americans, dipping candles was important work. Without candles, they wouldn't have any light when the sun went down.
- Set up the eight cans around the classroom and fill four cans with cold water and four with melted wax.
- Have students measure and cut off one-foot of string and tie one end of the string to the center of the pencil so that the length of string hanging down is about the height of the can.
- Break the students up into four groups, having them stand in a line behind one pair of cans.
- Students will then dip the tips of their fingers in the wax and run their fingers along the string.
- Next, they will dip their string into the wax. After waiting a few seconds, they will remove the string by lifting the pencil and will dip the string into the cold water.
- Students will then alternately dip the growing candle in the wax and water until it is thick.
- As a class, discuss the students' findings and thoughts of dipping candles. Connect this conversation to the way colonial children lived in the past. These ideas can be written in student journals. Remind students they will need to remember how to dip candles and in the future.

Assessment

Have students complete the following writing prompt on loose-leaf: Write a letter to a friend from the perspective of a colonial child during the 18th century. In your letter, choose one activity and explain how to make a quill pen, create a marble/play Ringer, or dip candles. Use detail and include the way you feel about the task/activity you are writing about.

I Can't Believe It's Butter

Lesson #4 of Unit Plan

Social Studies Content Standards - Mass Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- What is a butter churner?
- Who used a butter churner and how did it work?
- Why was butter important to make/have during colonial times?
- How can you make butter without a churner?

Lesson Objectives/Outcomes

- Students will identify what a butter churner is.
- Students will research and understand how a butter churner works.
- Students will experience the process of making butter.

Resources and Materials

- Brainstorm list of ideas
- Student journals
- ELMO
- Pictures of butter churner
- Heavy whipping cream at room temperature (take it out about 1 hour before use)
- Salt
- Plastic cups
- Small spatulas
- Jars with a tight-fitting lid
- Strainers
- Small bowls
- Popsicle sticks
- Library, computers, or classroom library resources

Instructional Procedure

- Show students a few pictures of butter churners on the ELMO and open class discussion. Write down ideas and observations on the brainstorm list. Have students copy the added ideas in their journals.
- Using classroom or Internet resources, have students research what this device is called, used for, and how it operates. Share findings and discoveries as a class.
- Introduce activity. Have each student fill his or her jar halfway with heavy cream and tightly attach the lid.
- Shake the jar until the whey (liquid) and curd (solid) separate (provide enough time for shaking)
- Pour the whey into a cup. Students may drink this liquid—it's buttermilk.
- Pour the curd into a strainer and let it drain until all liquid is gone.
- Rinse the curd and place it in a bowl. Stir in salt to taste.
- Students may scoop a small piece of butter onto their popsicle sticks to taste the creation.
- Come together as a class and discuss the students' experiences of this activity/lesson.

Assessment

Have students exchange letters from lesson #3 and write a letter back from a colonial child's perspective. In these letters, students should share their thoughts on the letters they read and explain why they churn butter and the process of churning. Encourage students to draw pictures or extend their research of butter churning outside of the classroom.



"Leeds butter churn" by Musphot - Own work. Licensed under Creative Commons Attribution-Share Alike 3.0 via Wikimedia Commons

We Can't Buy Our Dolls?

Lesson #5 of Unit Plan

Social Studies Content Standards - Mass Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- Were dolls bought in stores in the 18th and 19th centuries?
- Did colonial children play with dolls?
- Why was cornhusk used to make dolls?
- How do you make a cornhusk doll?
- What are some similarities and differences between dolls found in stores today and dolls from colonial times?

Lesson Objectives/Outcomes-

- Were dolls bought in stores in the 18th and 19th centuries?
- Students will recognize that dolls could not be bought at stores during colonial times.
- Students will be able to create a cornhusk doll, similar to those made by children in colonial times.

Resources and Materials

- Brainstorm list
- Student journals
- Library, computer, or classroom resources to research
- Modern-day doll (American Girl Doll)
- Cornhusk Doll History reading
- String
- Scissors
- Bucket of water
- Corn husks (fresh or dried, cleaned, and or relatively same size)
- <http://www.teachersfirst.com/lessons/nativecrafts/cornhusk.cfm>
- <http://www.saugus.k12.ma.us/District/History%20Grant/PDF's/CornHuskDoll.pdf>
- http://colonialamerica-simulations.blogspot.com/2009_05_01_archive.html
- Downloaded PowerPoint found at: http://www.google.com/url?sa=t&rct=j&q=cornhusk%20doll%20colonial%20times&source=web&cd=7&ved=0CDoQFjAG&url=http%3A%2F%2Fwww.teachertube.com%2Fdownload_doc.php%3Fdownload%3DcvoxNjoiRDE5OUY5QUJEMjhFQQTQyNSI7&ei=8r-TUsGLIZHV0ASakoLIAQ&usq=AFQjCNH-3qifWA8yKHOpkBNWj3ElXj1dzg&sig2=HgA-3EqqauntD-JrEzFTHw&bvm=bv.57127890,d.cGU

Instructional Procedure

1. Bring in a doll and ask students where they could purchase it today.
2. Continue an open discussion having students inquire and hypothesize how colonial children may have played dolls. Add to brainstorm list and also in student journals.
3. Brainstorm a list of questions that need to be answered and have students research these questions. Read “Cornhusk Doll History” attached to lesson as a guide
4. Student research will be shared, discussed, and written down before introducing the lesson’s activity.
5. Print out instructions from Teachers First website (example attached to lesson plan) and follow each step with students. Remind students that they need to remember how to properly make a cornhusk doll the way colonial children used to.
6. After the dolls are made, discuss the students’ thoughts and experiences during the activity. Make sure to revisit the essential question, “Should children be included in our study of the past?”

Assessment

Have students write a journal entry about their thoughts, ideas, and experiences of today’s lesson.



"Corn husk doll" by John Morgan - Flickr: Palm Doll. Licensed under Creative Commons Attribution 2.0 via Wikimedia Commons

Cornhusk Doll History

American colonists learned to grow corn from the Indians and depended on corn as one their basic food staples during the 1600s and 1700s. The Indians also taught these early settlers how to make cornhusk dolls. The dolls could be made with cornhusk clothing or real fabric scraps; plus, other decorative ornaments could be added to the cornhusk doll to make it as beautiful as any little girl wanted. The general idea that a doll would be a lasting toy is not a belief of many Indian tribes. Even a very beautifully decorated cornhusk doll would be expected to fall apart. A cornhusk doll, like many playthings, would naturally disintegrate over time and as the child grew older, he or she would no longer need the toy anyway.

The Colonial Fair

Lesson #6 of Unit Plan

Social Studies Content Standards - Mass Frameworks

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
- Identify different ways of dating historical narratives (18th century, colonial period). (H)

Common Core Standards

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Enduring Understandings

- Students understand that children of colonial times were also part of American history.
- Students understand that daily children's chores were challenging during colonial times.
- Students understand that children created games and crafts for their own amusement and recreation during this time period.

Essential Question

- Should children be included in our study of the past?

Topical Questions

- What are some activities and chores colonial children would take part in?
- How do you make a quill pen?
- How do you make a marble?
- How do you play Ringer?
- Why were candles so important in history?
- How do you dip a candle?
- Why did children make cornhusk dolls?
- How do you make a cornhusk doll?
- What was butter used for during colonial times?
- What is a butter churner?
- How can you make butter without a churner?

Lesson Objectives/Outcomes-

- Students will be able to reflect on their experiences and describe their thoughts of the entire unit plan.
- Students will have the opportunity to demonstrate their creations and knowledge gained throughout this unit plan.
- Students will display their journals for visitors to read.

Resources and Materials

- Brainstorm list
- Student journals
- Materials from each lesson in unit plan
- Marbles, quill pens, and cornhusk dolls previously made by students

Instructional Procedure

7. First, as a class review and reflect upon the brainstorm list of ideas throughout unit plan. Then, revisit the essential question, “Should children be included in our study of the past?” Students are to write their opinion of the essential question by reflecting on the entire unit plan. Their journals will be on display at the “Colonial Fair”.
8. Next, write the directions of each activity, completed throughout the unit plan, on large pieces of paper with help from students.
9. Have students choose which activity they would like to recreate/demonstrate at the “Colonial Fair” (quill pens, marbles, butter churning, candle dipping, cornhusk dolls)
10. Gather the appropriate materials for each station –
 - Students at the quill pen station will be using the pens they originally made to write in calligraphy
 - Students at the marble station will be playing Ringer with marbles pre-made
 - Students at the butter churning, candle dipping, and cornhusk doll stations will follow written directions to recreate each product (examples of student work will be at each station)
11. Invite parents, teachers, and the principal to stop by the scheduled “Colonial Fair” where students will be acting as typical colonial children churning butter, playing Ringer, dipping candles, making cornhusk dolls, and writing with quill pens. Encourage visitors to ask the colonial children questions about the activity they are demonstrating.

Assessment

This final lesson of the unit plan will serve as an overall assessment of student learning that took place. Students’ journals will be read and on display for visitors at The Colonial Fair, students will demonstrate their understanding of the lessons by acting as a colonial child during the 18th century, taking part in each activity.

Curriculum Guide

Why Does Your House Look the Way it Does? Abbey Hood

Summary and Rationale

This unit is planned for Elementary School grades three through five and is intended to portray what “Living History” is all about. By providing teachers with inquiry based lesson plans, we hope to excite the students and bring a more powerful message back to social studies. The experiences the students will encounter are rich and valuable. The Akin family that we are examining lived in this house, located in Dartmouth, MA, 251 years ago.

In this Social Studies unit students will explore and discover what it means to live in the 18th century. Much different from our lives today, the children will step back in time and learn about various house structures and everyday routines and chores performed by adults and children their age. In particular, we will look at the Akin House as a springboard into our lessons on living in the past. The students will be able to grasp the concepts of living on a New England farm during the Revolutionary War through hands on lesson plans.

Enduring Understandings

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Individualized Reading Plan

In order to effectively deliver a good unit, the teacher will need to educate themselves and become more familiar with the material on the Akin house, and the architecture specifically of Colonial houses in that time period. By reading the packet called, “Preserving Our Heritage from the Foundation Up” the teacher will be able to gain a better understanding of the Akin house and the time period in which families lived their everyday lives in. With additional research on the interior design of the house and the reasoning behind it, the teacher will learn how it contributed to the everyday lives of people in the 18th century. Additional information on the day in the life of an 18th century family will give the teacher, as well as the students, a better understanding of the material. Other sources that a teacher may want to use to enhance the depth of this lesson would be information from the Coggeshall Farm Museum in addition to speaking with anyone in Architecture and Historic Preservation field (i.e Professors at RWU).

Social Studies Content Standards - Massachusetts Framework

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

Common Core Standards

- There are currently no common core standards.

Description of Learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individualized Reading Plan

- 1. Pre-Georgian Style:** Students will explore what a pre-Georgian style home looks like and figure out through artifacts (photos) that the house they are examining was the house that belonged to the Akin family. They will learn that this house is located right down the street from them in Dartmouth, MA. Students will study the architecture of the house - a visual post and beam cape structure built in 1762 by a yeoman. They will learn about the influences of methods which were passed down through generations. This will help us look at how to conserve a structure and how to look for the story of a house as it changes.
- 2. The Significance of the Interior:** Students will look at artifacts and pictures of the interior of the Akin house. The teacher will have the students observe what looks different in this house, in comparison to the homes they have seen today (such as their own). The students will examine different parts of the house and determine the usage of it. We will find out that this design is domestic daily living conditions. This lesson will include stations that have a different picture of the house. With their social studies notebook, the children will make predictions on what they believed the purpose was of the center chimney for example. After stations the students will come together as a whole as we debrief each picture together.
- 3. The War that brought Independence:** The class will learn what it was like to run and live on a farm in New England during this time period and the importance of their contribution to the family. As seasons change, so does the work that needs to be done in their everyday lives. The students can imagine what it may have been like to have family members that could have been in danger because of the wars that surrounded them. At this time they were approaching the Revolutionary War, which will later change agriculture and the world.
- 4. Coggeshall Farm Museum Field trip:** The class will be going on a field trip to the Coggeshall Farm Museum to gain a better understanding of the living conditions and daily lives of people in the 18th century. Through this living history, students can get the feel of going back in time and getting the full experience of every day routines and the living conditions of a house of that time. The essential features of the Coggeshall Farm are similar to the Akin house (just on a larger scale).
- 5. Chores:** Due to the structure and placement of everything inside of the house, this will help students to come up with some of the daily chores and things that needed to be done as daily living and what the conditions were like. We will take time in class to write down what kind of chores the parents and children have to do at home and compare them to families living in the 18th century.
- 6. Show us what you know:** This last lesson will be a wrap up of what we now know about living conditions in the 18th century and why it was that way. The students will present in front of the class their summative assessment, showing us what they took from this unit and what grabbed their interest most.

Student Assessment Activities

The formative assessment will help the teacher to be sure the students are on track and understanding the material. In order to do so the teacher will need to refer to the essential questions and have class discussions. The summative assessment will wrap up the unit and show the teacher what they learned and what they found most interesting. That might include something in the unit that the student was able to connect with, or something that intrigued them. This assessment is going to be creative and project based. Students should pull what they found most interesting in the living conditions of an 18th century family and have a visual representation to present to the class. This is a good way for the students to use their strengths to show what they have learned about architecture and living conditions. Some examples of this may be:

- Skit- getting together with a small group of students to perform a skit on how they imagined the Akin family living for a day
- Poster/Photographer - create a poster with pictures and descriptions
- Shoebox diorama-students may want to create their own recreation of the Akin house or 18th century cape house, showing what the outside as well as the inside might look like.
- Researcher-students may want to take a field trip to the Akin house in Dartmouth and write a 1-2 page write up on their experience stepping foot in the actual home they learned about in the unit. They also may just want to research a family or home that tells a story about the daily lives in the 18th century
- Come up with your own project and get it approved by the teacher!

Lesson One

Pre-Georgian Style

Content Standards - Massachusetts Framework

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topic Question

What is the job of an architect?

Lesson Objectives

- Students will understand that a house that looks like the one in the artifacts is a Pre-Georgian style home. A visual post and beam cape structure built in 1762 by a yeoman.
- Students will understand that this house was typical for a house at this time period and the amount of land around the house was used for everyday living chores.

Resources and Materials

Materials:

- Pictures (artifacts) of the Houses in the 18th century, specifically Pre-Georgian style
- Elmo
- Children's Social Studies notebooks

Resources:

- Akin House Packet
- Diane: President of Organization d.m.gilbert@comcast.net

Instructional Procedures

1. Show pictures under the Elmo one by one have the students use their history notebooks to record any observations or sketches.
2. Have the students brainstorm with the student next to them what they are looking at, how many people could live in that home, where was this home located?
3. Let the students share the narrative they have come up with based on the artifacts they have seen. (Class discussion)
4. After students have shared, talk about what the style of home is (Pre-Georgian Style).
5. Ask students where the home might be located and when they believe it was built.
6. After the students have observed and hypothesized, share with the class what they believe, then inform the class how this home is located in Dartmouth, MA and was built in 1762.
7. Have the students write a narrative on the day in the life of a person who lives in the Akin House. (Take ten-fifteen minutes). This is a creative piece based on their brainstorming observations.

Lesson Assessment

Most of the assessing will be on the student's participation on observations in their notebook. The teacher will walk around to see that the students are all working and participating when it's time to discuss and share. The students will then be assessed on their writing piece, making sure they have created a narrative. This will be informal. As the student's final assessment at the end of the unit will result in the summative assessment.



An Abridged History of the Akin House Coming Alive as Told Through Photos and Captions.

Lesson Two

The Significance of the Interior

Content Standards - Massachusetts Framework

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topical Questions

- What are the main rooms included in a home and what are their functions?
- For restoration purposes, what would an architect have to do or change to the house to keep it standing centuries later?

Lesson Objectives

- Students will understand that the Akin House was not adequate for the tenants to live in due to lack of heating and insulation.
- Students will learn the importance of an architect's job through examining blueprints.

Resources and Materials

Materials:

- Pictures for each of the five stations
- Students Social Studies notebooks
- Blank blue prints
- Students pictures from home

Resources:

- Photos taken from tour of the house
- Akin House files (photos)
- Akin PowerPoint- Dartmouth Heritage Preservation Trust

Instructional Procedure

(Prior to this lesson ask the students to go around their house and take a few pictures of rooms that they spend the most time in, or things in their home that are important in the functioning. For example the living room, the kitchen, a bedroom, the heat source-thermostat, etc. Then bring the photographs in to bring around to stations. Teacher should come prepared with some as well)

1. Arrange students into groups for stations. (Five different stations)
2. Have a photo at each station that the kids can look at and examine.
(These pictures will include different parts of the house)
3. Students will investigate and observe what they see in the picture and write in their notebooks which part of the house they think it is and what its purpose was.
4. Once the students have reached all five stations, get together as a whole class and debrief each of the rooms.
Allow students to share what they noticed.
5. Refer back to the essential questions, and ask the students whether they believe this home was adequate for the tenants based on what they have seen of the house thus far.
6. Have the students pull out the photos they have brought from home and allow them to share with their neighbor, what rooms they have brought in.
7. After about five minutes, bring the class back together and talk about some of the differences they found from their photos from home verses the photos of the Akin House.
8. Talk to the class about what they think would have had to be re-done in order to keep the house restored to its best quality (For example old wood may have rotted over time, new beams have been built to keep the basic structure of the house up).
9. Next, each student will receive a blank copy of a blue print. This will be of the interior of the house. Students will pretend to be the architect and fill in which rooms will be which. A list will be provided on the side (shown below)
10. Encourage the students to think critically about the practicality and why the rooms should be set up the way they are.
11. Students should finish up their blue prints and for homework, go home and draw a floor plan, or blue print, of their own home!

- Common room
- Parlor
- Sleeping quarters
- Kitchen
- Bathroom
- Heating
- Windows
- Dormers
- Buttery

(Background information- Over time there has been many architectural repairs done to the house to keep it standing today. However, 80% of the outside is the original and 60% of the inside is from the original time of build.)

Lesson Assessment

Students will be assessed informally by their participation and whether they are prepared with their pictures from home. The teacher will walk around and see that the students are productive and on the right track with the stations. The students will be more formally assessed by whether they do their homework of drawing their own homes blue prints/floor plans. Allow students to share their plans in the next class.

Lesson Three

The War the brought Independence

Content Standards - Massachusetts Framework

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3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topical Question

Which wars have you experienced during your lifetime? Did it change the way you or your family lived?

Lesson Objectives

Students will evaluate in research and writing what it was like for families to grow up during a time where war affected home life and daily living conditions.

Resources and Materials

Materials:

- Computer Lab
- Poster boards
- Markers/crayons

Resources:

- The book "Family Life in 17th and 18th century America" by James M. Volo, Dorothy Denneen Volo. (This book will help the teacher and the students gain a better knowledge of how life was for families of this time period. Some of this includes housework, death and dying, ceremonies and holidays, maintaining the household, etc.)
- <http://www.coggeshallfarm.org> This website provides enough information to touch upon the daily living conditions of families in the 18th century and what it was like to live through a War.

Instructional Procedure

1. Ask students what they can share about the living conditions of today.
2. Pair students up and bring them to the computer lab.
3. Students will be working together on computers to be researchers.
Give the students a few questions to look up and research, such as:
 - Were there any wars happening during the 18th century? If so, which one.
 - How did families live during the 18th century as far as everyday routines?
 - What was the importance of living on a farm at this time?
 - What were the dangers to living during a time where there was a war?
4. Allow the students to jot down bullets and information regarding these topics, as they will later be presenting it to the class.
5. The teacher should be walking around in the computer lab helping students out with the research (if needed) and asking more questions to help the students find the most information.
6. Once students have had enough time in the computer lab (about 20-30 min), give the students a poster board to create. This will be used to present to the class what they have learned from their research.
7. Give the students markers and crayons to make it creative. They can use words or pictures to explain their research.
8. Allow the students to use the book "Family Life in the 17th and 18th Century America", as another resource for finding information on the questions.
9. When the students have finished their posters, allow each pair to stand up in front of the class and show the poster they created, and explain what they learned through their research. This is a good way for students to be creative and learn from their classmates.
10. The teacher can clear up any miss-information at the end of the presentations to be sure all students have learned the correct facts.

Lesson Assessments

Students will be informally assessed during their research process, as the teacher can just walk around and be sure all students are on task. A checklist will be used to assess students on their presentation with their partner. This will be based on a check, check plus, or check minus due to how much the students put into their work.

Class Check List for Presentation

Student's Name _____

	Check off for overall	Comments
Check Plus: Student showed great effort in poster; a lot of information provided; stayed completely on task; fully complete and creative (Outstanding)		
Check: Student provided some good information; stayed mostly on task; mostly complete; somewhat creative (Satisfactory)		
Check minus: Student did not show that they understood assignment; wasn't on task; not creative; incomplete (Unsatisfactory)		

Lesson Four

Coggeshall Farm Museum Field Trip

Content Standards - Massachusetts Framework

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Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topical Questions

What is Living History?

What is the most important chore that is done at home for a family to live in the 18th century?

Lesson Objectives

Students will understand what it was like to live in a time period completely different from their own through living history

Resources and Materials

Materials:

- Notebooks to take with them on the field Trip
- Seeds from Coggeshall Museum (For planting in the next lesson)

Resources:

- Coggeshall Museum website: <http://www.coggeshallfarm.org>

Instructional Procedure

The Coggeshall Museum is an authentic way for students to learn and see for themselves what the lifestyles were like during the 17th and 18th century.

1. Before leaving for the field trip discuss with the students what living history is.
2. Ask if any of the students have been somewhere where there was living history.
3. Discuss with the class that the Coggeshall Museum is a larger scale version of living in the Akin House.
4. Have the students brainstorm questions they may have for the people at the Coggeshall Museum, based on what we have learned in this unit thus far. They can write their questions in the notebook they will be bringing with them.
5. When the students get to the museum they will explore the different places and activities they have to offer, as well as be sure to get their questions answered about living conditions in the 17th/18th century.
6. Encourage students to write observations, pictures, or descriptions as they go around to the different exhibits in the museum.
7. Students will be sure to visit the gardens set up at the museum and take home a packet of planting seeds that the museum provides (This will be used in the next lesson). By visiting the gardens, students can see the importance of the farm and growing crops that are used every day in the lives of families.
8. When the students get back from the field trip, share with the class what they feel would be the most important part of the day for families back then.
9. Allow students to share their questions and answers they wrote down in their notebooks. (And anything else they may have done or learned at the museum.)

Learning Assessment

There will be no formal or informal assessment for the field trip. However students should be practicing respectful behavior while on the field trip. The teacher should check the students' notebooks to see that they have written down questions and observations while there. This may count as a participation check.

Lesson Five

A Day in the life of...

Content Standards - Massachusetts Framework

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

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Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topical Question

Did families during the 18th century have more or less responsibilities in order to live every day?

Topical Question

Students will learn about the most important aspects of a day in the life of a family member during this time period.

Students will be able to understand the hard work it takes to maintain a farm or garden through “being a farmer”.

Materials and Resources

Materials:

- Social Studies Notebooks
- Lined paper for narrative
- Small planting pots
- Seeds from Coggeshall museum
- Dirt (planting soil)
- Water

Materials and Resources

Based on what the children have learned from their previous field trip to the Coggeshall Museum, they have seen the reconstructing of lives of people who lived two centuries ago and how it is not an easy task. Historians must study the remains to put together a narrative of what occurred long ago.

1. Ask students to think back to the first two lessons when they examined the outside and inside of the Akin House. Now that they have learned about everyday living during the Coggeshall field trip, ask the students to create a narrative based on the three exploring lessons (Examining the exterior of the Akin house and land, examining the interior of the house, and exploring the living history at the Coggeshall).
2. Give students time to write their narrative based on the three lessons explored. (About 20 minutes)
3. Next have the students pair up or talk to their neighbor about the narrative they have written.
4. Then have the students take out their Social Studies notebook and look back on the observations and notes they had taken in the first two lessons. (During that time they had predicted what the functioning of the house and land was, and now they have learned a great deal of the actual purpose)
5. With the entire class, allow people to share their comparisons from what they initially believed living conditions were like, versus what they have now learned from the various lessons.
6. Next, the class will become the people living in the 17th/18th century (Inquiry based lesson). Students will have to plant their seeds in a planting pot provided by the teacher and watch it over the course of two weeks.
7. Give students the materials needed- soil, pot, water and the seeds they brought back from the museum.
8. Have the students plant their seed and place them by the window to allow sunlight.
9. This activity will give students a glimpse of what it is like to plant a crop and take care of it every day. They may find that it is hard work to keep a garden and that families long ago had to take care of some acres of farmland every single day. If members of the family didn't pull their weight in taking care of a farm or the house, the daily chores would not get done and they would not be able to live every day.
10. As a closing discussion to this lesson, ask students to compare some of the chores that they are responsible for everyday with the ones that the Akin family had or a family of that time period.

Learning Assessment

Students should be showing their understanding of the daily living conditions through their writing in the short narrative they are asked to write. Students are encouraged to be creative with how they describe someone's daily routine, however still showing that they understand the differences in chores and routines in the 18th century versus today. The teacher may collect and read, and choose to revisit this topic again if the understanding is not there.

Lesson Six

Show Us What You Know

Content Standards - Massachusetts Framework

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Enduring Understanding

- Students will understand that the house was constructed the way it was for various reasons and how it affects their daily lives.
- Students will learn that daily chores the families need to do in order to survive may be different than what we do today in 21st century homes.

Essential Questions

1. Was the Akin House adequate for the tenants in the 18th century?
2. Do you think the lives of the people who lived in the seventeenth century were more or less challenging than they are today?

Topical Question

What is the importance of an architect? Specifically in regards to houses in the 18th century and the Akin house in particular.

Lesson Objectives

Students will evaluate through creative projects their understanding of the material from the unit. They should be showing that they understood the living conditions and architectural importance in the 18h century.

Materials and Resources

Materials:

- Art supplies: poster board, markers, colored pencils, glue, colored paper, cardboard, shoe boxes (for dioramas)

Resources:

- Akin Packet
- Akin CD
- Books or research used from previous lessons

Procedure

1. This is a wrap-up lesson for the unit, so the students should be sharing what they have learned over the course of the past five lessons.
2. Talk to the students as a whole about what they have learned about living conditions in the 18th century and why it was the way it was. At this point they have “been the architect” and learned about what it means to build a house in the 18th century as well as how its constructions plays a role in the everyday living conditions. They have also “been the historian” researching life in the 18th century, as well as lived a day in the life of.
3. Next, allow the students to choose a project for their formative assessment. This is a presentation of what they know and what they found to be most interesting from this unit. Allow them to be creative and think of something on their own, however some examples may be:
 - Skit- getting together with a small group of students to perform a skit on how they imagined the Akin family living for a day
 - Poster/Photographer- create a poster with pictures and descriptions
 - Shoebox diorama- students may want to create their own recreation of the Akin house or 18th century cape house, showing what the outside as well as the inside might look like.
 - Researcher- students may want to take a field trip to the Akin house in Dartmouth and write a 1-2 page write up on their experience stepping foot in the actual home they learned about in the unit. They also may just want to research a family or home that tells a story about the daily lives in the 18th century
 - Come up with your own project and get it approved by the teacher.
4. Give the students time to come up with their project and construct it. (This may take a whole class period, or a few class periods to complete.
5. When the projects are finished, they will present them to the class as an exhibit. If they are choosing to perform something, they may do that as well.

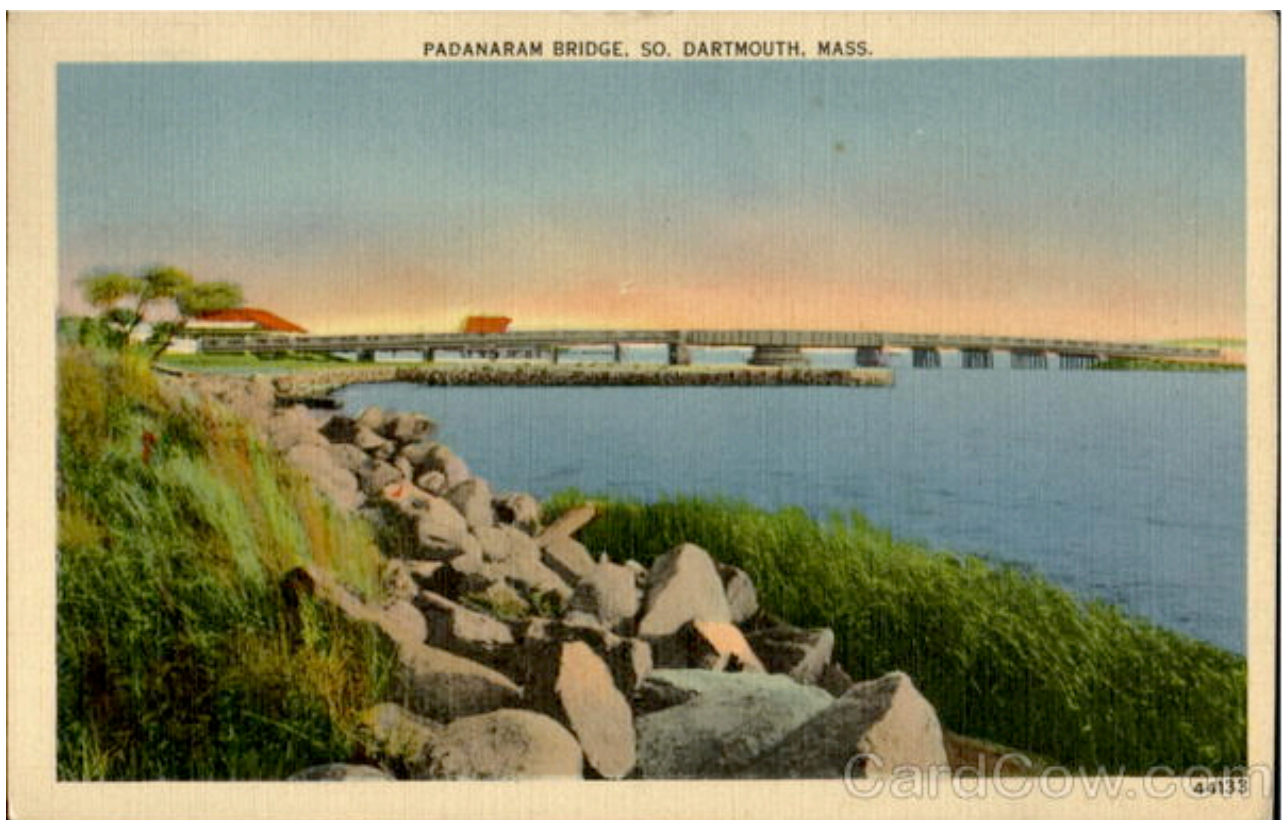
Learning Assessment

The formative assessment will help the teacher to be sure the students are on track and understanding the material. In order to do so, the teacher will need to refer to the essential questions and have class discussions. The summative assessment will wrap up the unit and show the teacher what they learned and what they found most interesting. That might include something in the unit that the student was able to connect with, or something that intrigued them. This assessment is going to be creative and project based. The students should pull what they found most interesting in the living conditions of an 18th century family and have a visual representation to present to the class. This is a good way for the students to use their strengths to show the teacher what they have learned about architecture and living conditions.

Curriculum Guide

Whose Village is it Anyways?

Meghan Richards



Rationale of the unit

In this unit, students will learn about village life in the colonial era. They will be focusing on Akin Village which is located in present day Dartmouth, Massachusetts. The students will explore the daily lives of the people who lived in the village. They will learn about this information through narratives and journal entries in the perspectives of people from that time period. It is important to give the students narratives in the beginning of the lesson so that they will be engaged right from the start. While reading the different narratives they will be inspired to learn more about the village and the people who lived in it. The students will be presented with documents and pictures that will give them insight on the village. The students will be able to identify the challenges the village people were faced with. They will also develop a sense of how a community is created by the people in a village. Students will understand why community is so important to people of a village.

The students will have the opportunity to visit the Akin house and see the area and house that these people once lived in. This allows opportunity for living history to be included in this unit plan. This will also allow them to imagine how the village was set up and visualize what the village would look like if it were still around. Through inquiry and exploration students will become engaged with their learning about village life. A field trip to the Akin house also creates authentic application of the topics they are learning about. Students will need to use their knowledge and imagination in order to complete the activities and assessments in the lesson. The final assessment of the lesson allows for students to use their creativity and apply all of their knowledge of village life into making a skit about their role in the village.

Enduring Understandings

- Students understand that community was built by people of the village
- Students understand that people within a community depend upon each other

Essential Questions

- Why is community so important to Village people?
- How is a community created?
- What features make up a community?

Individualized Reading Plan

- Exhibit E. PADAN ARAM HISTORY by Henry B. Worth
- Exhibit F. A Detailed Narrative of the Akin House and Akin Family by Peggi Medeiros
- *Colonial Life* by Bobbie Kalman
- *The Village (Adventures in Colonial America)* by James Knight

Social Studies Content Standards – Mass. Frameworks

- Students study the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries.
- Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur.
- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

Common Core Standards

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Conduct short research projects that build knowledge through investigation
- Draw evidence from literary or informational texts to support analysis, reflection

Description of learners

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individual Lessons

1. **The REAL village people**

Students will visit stations that have different narratives of people that lived in Akin Village. The stations will also have pictures and artifacts that relate to the narrative describing the role of that person in the village.

2. **Discovering Who You Were**

Students research in depth on the role they have chosen from the previous lesson. Students will be working with small groups based on which role they have chosen. The students will record their findings and discuss as a group what they discovered and things they found interesting about their role.

3. **Becoming a Village Member**

Students will use their research of their role and create journal entries in the perspective of that person. As the students are creating their journal entries, each student will come up to conference with the teacher about an artifact or document they will create.

4. **Connecting Akin**

Students will have the opportunity to experience living history by visiting the Akin House. This lesson will focus on Akin Village and how the roles they have been learning about were present in this village. Students will draw sketches or take pictures of what they see and will visualize what the village looked like back then.

5. **Village Simulation**

Students will simulate the classroom is a village and immerse themselves as if they were their specific role. Students will interact with one another and develop a deeper understanding for how village people depend on each other. A discussion of the simulation will be held once it has come to an end.

6. **Play by Play**

Students will apply their knowledge of storytelling and social studies to write a script which they will perform. The students will be split into groups and create their script which they will eventually perform. The groups will conference amongst themselves and then with the teacher about their ideas for a story.

7. **Lights, Camera, Action**

Students will perform their skits using the scripts they have written as a group.

Student Assessment Activities

The teacher will assess students both informally and formally throughout the unit. The teacher will informally assess students throughout the unit by monitoring their participation during class discussions and in their group work. There is a lot of space for discussion in the unit plan, which creates multiple opportunities to informally assess student's progress with the unit. Students will be formally assessed on the journal entries they complete, the artifact they create, the skit they perform and the reflection at the end of the lesson. By incorporating different assessments, it will set more students up to succeed. Another tool which will help students succeed is including cooperative grouping. Students have a chance to bounce ideas off of one another and gain deeper understanding of village life. There will also be time for students to conference with the teacher. This will be a beneficial time to assess where the students are with their research and understanding of the material. It will allow for the teacher to make changes to the unit, if necessary. The final assessment allows for students to apply their imaginations and creativity while incorporating their knowledge of village life.

Lesson 1: The Real Village People

Massachusetts Frameworks

- Students study the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries.
- Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur.
- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

Common Core Standards

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Conduct short research projects that build knowledge through investigation
- Draw evidence from literary or informational texts to support analysis, reflection

Enduring Understanding

- Students understand that community was created by people of the village
- Students understand that people within a community depend upon each other

Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- What were the different roles in the village?
- What were people in the village lives like?

Lesson Objectives/Outcomes

- Students will identify the different roles within a village
- Students will decide what role they want to research more about
- Students will have begun to generate ideas of what creates a community

Resources and Materials

- Fisherman
 - description of what a fisherman does
 - pictures of a fisherman's catch
 - any resources that will teacher will find beneficial for students
- Tavern Owner
 - description of what a tavern owner does
 - pictures/artifacts of tavern owner's menu, restaurant, etc.
 - any resources that will teacher will find beneficial for students
- Shipbuilder
 - description of what a shipbuilder does
 - pictures of shipbuilders at work and ships
 - any resources that will teacher will find beneficial for students
- Farmer
 - description of what a farmer does
 - pictures of a farmer and a farmer's land
 - any resources that will teacher will find beneficial for students
- Seamstress
 - description of what a seamstress is
 - pictures of a seamstress and her work and artifacts
 - any resources that will teacher will find beneficial for students
- Doctor
 - description of what a doctor does
 - pictures of a doctor at this time, patients, medicine, etc
 - any resources that will teacher will find beneficial for students
- Who makes up a village packet
- Paper
- Colored Pencils

Instructional Procedure

1. Ask students to draw a map of their neighborhood or town and certain places that are nearby (Such as doctors office, grocery store, school, guardian's office/job building, etc)
2. Discuss what features they have included on their map
3. Create a discussion on what important roles these features have on their lives and their community
4. After the discussion comes to an end, explain to the students that there are six stations they have to visit which pertain to different roles that people within a village had back in the early eighteenth century
5. Handout the packet before sending them to the stations and tell the students that they will have to take notes on each station. The notes should include what this person does, why they think they were important to the village, and any other questions, observations, or comments they may have
6. Assign students into groups of three and explain the rotation of the stations
7. Students may begin visiting the stations and taking notes
8. As the students are at the stations the teacher should actively monitor the stations ensuring all of the students are participating
9. After students have visited each station and has had time to discover what roles were present in the village, allow for discussion of what they have just learned and things they found interesting.
10. Explain to the students that this information is important because as the unit of study develops there will be more in depth research on these roles and village life
11. Allow students to choose which role they found most interesting - try to make each role have similar number of students (3 max. per role). This will be the role the student will focus on throughout the unit.
12. Leave the students thinking about the role they have chosen and introduce the next lesson which will be on learning and researching their role in depth

Lesson Assessment

Students will be assessed informally on their completion of the "Who makes up a village?" packet. They will also be assessed on their participation in the class discussions about community and about the roles they have just been introduced to.

Sample Description for Tavern Owner

A tavern was a place where people could gather to eat and drink. The tavern served food and drinks to locals or people visiting the town. The tavern also provided rooms for people to stay in. The tavern was a gathering place for many. People often gathered for business deals or committee meetings. The tavern was also a place of leisure. People would have a drink, play a game, or read the paper. (images of taverns)



Left: <http://www.pasthorizonspr.com>
Right: <http://relightthetavern.wordpress.com>

Lesson 2

Discovering Who You Were

Massachusetts Frameworks

- Students study the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries.
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Enduring Understanding

- Students understand that community was created by people of the village
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Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- What did the role you chose do for a living?
- What was their importance in the village?
- What was their daily routine like?
- What skills did they have?

Lesson Objectives/Outcomes

- Students will research more about the role they chose
- Students will discover what their role did for a living
- Students will demonstrate an understanding of the role they chose in the village

Resources and Materials

- Narratives of each role in the village
- Documents of the roles in the village
- Pictures of the roles at work, and things they created
- Artifacts of things they created
- Story which connects all of the roles in the village if teacher can find one suited for lesson
- Computers
- Social Studies Notebook

Instructional Procedure

1. Ask students what they remember about the village roles they learned about last lesson.
2. Introduce a menu which the tavern owner had used in the village. Tell the students it was handed down from family and needs to be investigated. Ask students what they think about it, where it might have come from, what it was used for, etc.
3. Split the students up into the roles that they chose.
4. Send students to different areas of the room where they can research more about their role with their group members.
5. Tell the students that when they receive the materials and begin researching their role they should be taking notes and recording everything they discover about their specific role.
6. Remind students that when they are researching and investigating their specific role they should be thinking about their contributions to the village.
7. Let the students research the documents, artifacts, and narratives that are in front of them. Ensure that students are recording the information they are collecting.
8. Students may research on the computer about their role at this time.
9. Once students have had time to go through their materials, and have been online, allow for the group members to discuss things they have discovered about their role.
10. Walk around asking each group about the information they have written down.
11. Have students think-pair-share something interesting they found about their specific role among their peers.

Lesson Assessment

Students will be assessed on the information they collect on their chosen role and their participation with their groups.

Sample Artifacts for a Tailor or Seamstress



D'SHIELDS TAILOR & DRESS SHOP
Pob. Duminesg, Zamboanga del Sur
ROBERT ADELAN - Prop.
TIN 920-908-471-376 Non Vat

OFFICIAL RECEIPT Date 11-02-09

Name Maribel Guinsayao

Address _____

.....Pants.....POLO.....Barong

Measurements: 2-pairs Ech-uniform-College Sample

Amount P200 -Deposit P Balance P Labor

Date to be finished _____

Manager/Person in charge _____

NOTE: It is understood that if the clothes as above order will not be taken within 30 day beginning this date advance payment will be forfeited



Top Left: history.org; Top Right: isisinitiative.wordpress.com; Bottom Left: elleohblog.blogspot.com; Bottom Right: isabeldelrio.es

Lesson 3

Becoming a Village Member

Massachusetts Frameworks

- Students study the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries.
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- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur.
- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

Common Core Standards

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Conduct short research projects that build knowledge through investigation
- Draw evidence from literary or informational texts to support analysis, reflection

Enduring Understanding

- Students understand that community was created by people of the village
- Students understand that people within a community depend upon each other

Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Question

- What is your role's purpose in the village?

Resources and Materials

- Social Studies Notebook
- Journal entries
- Journal booklet
- Journal entry expectation sheet

Instructional Procedure

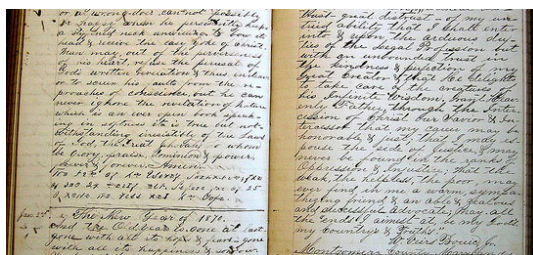
1. As students are coming in to class, put a journal entry on the ELMO projector.
2. Tell the students that this artifact was also found by family and there were many found that seemed relevant to the roles we have been researching.
3. Have students investigate journal entries.
4. After students seem to have had enough time reading the entries, tell students that they will be creating journal entries in the perspective of their chosen role.
5. Handout the journal booklet.
6. Explain that in the journal entries they should write as if it was a diary, similar to the ones they had seen today.
7. Explain to the students that they should have a few journal entries which should include, but are not limited to: who they are, what they do, their families, etc. Hand out the journal entry expectation sheet.
8. Students should create a person around the role they have chosen. This assignment is very open ended and involves a lot of creativity.
9. Tell the students that after they have written their journal entries they should create something that their role would have created for the village (Example: a tavern owner could make a menu and a shipbuilder could create a contract which he had with a local merchant).
10. As the students begin working on their journal entries, conference with each student about what their role is, what their journal entries are and what they want to create as an artifact.
11. Discuss with the students if they feel that their role might depend on someone else for something.
12. Introduce that students will be visiting New Bedford where there is still a house that used to be in the center of a real village called Akin's Village.

Lesson Assessment

Students will be assessed on their journal entries. They will also be assessed during their conference with the teacher. This assessment is to show that the students are on the right track for the artifact they will be creating.

Journal Entry Expectations

- Include your name and job
- Describe what you do and what skill sets you have
- Talk about your family, friends, and people you interact with on a daily basis
- At least one journal entry should include some kind of conflict or problem and resolution
- Journal entries should include correct spelling, punctuation and capitalization
- Journal entry should be organized and include sufficient detail



<http://www.asianefficiency.com/organization/journal-entries>

Lesson 4

Visiting “Akin’s Village” - Field Trip

Massachusetts Frameworks

- Students study the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries.
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- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur.
- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.

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- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Conduct short research projects that build knowledge through investigation
- Draw evidence from literary or informational texts to support analysis, reflection

Enduring Understanding

- Students understand that community was created by people of the village
- Students understand that people within a community depend upon each other

Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- Where is Padan Aram?
- Why was it called Akin’s Village?
- What does it look like there?
- How could you imagine the village in the 18th century?

Lesson Objectives/Outcomes

- Students will know who Elihu Akin was and why he was important
- Students will be able to correlate their role to Akin Village
- Students will visualize the old village

Resources and Materials

- Notebooks
- Camera
- Bus

Instructional Procedure

1. Prepare students for loading the busses.
2. Show pictures of the Akin House before leaving the room, give students insight and background on what the Akin House is and why it is important.
3. Students should have their notebook and a camera to take pictures or draw sketches.
4. Before students get off the bus remind them to think about their role within this village and thinking about how it looked before all of the roads, business, etc.
5. Introduce the town as Akin's Village. Explain when the Akin's lived in the village and what their role was.
6. Let students explore the house and outside.
7. Take a tour of the house as a whole. Discuss who lived there, how they used certain parts of the house, how they cooked, etc.
8. Once students have had a chance to see the property and have answered any questions they may have, take them to the water where the tavern may have been back in the day.
9. Head back to school once the trip is complete.
10. Once settled in, ask the students what they thought about the house, the village, or the trip in general.
11. Inform the students how the next lesson will be a village simulation. Discuss the expectations of the village simulation. Students should prepare accordingly.

Lesson Assessment

Students will be informally assessed on participation.

Lesson 5

Living History

Massachusetts Frameworks

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- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur.
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- Conduct short research projects that build knowledge through investigation
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Enduring Understanding

- Students understand that community was created by people of the village
- Students understand that people within a community depend upon each other

Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- How are you interacting with other people in the community?
- What do you need from other people? What do they need from you?

Lesson Objectives/Outcomes

- Students will pretend they are a member of the village
- Students will communicate with other village members
- Students will negotiate with their fellow village members depending on what they need

Resources and Materials

- Transform classroom into village
- Smart board
- <http://www.youtube.com/watch?v=u8YhJs00nX0>
- Props
- Set
- Village simulation expectation sheet

Instructional Procedure

1. Begin by bringing students to a meeting space.
2. Show the video (<http://www.youtube.com/watch?v=u8YhJs00nX0>) on the smart board. This video will give students an idea of how to create a simulation in the classroom.
3. Ask students what they thought of the video and how they plan to execute their simulation in the classroom.
4. Review the expectations of the village simulation.
5. Allow students to gather their materials and begin the village simulation.
6. Students have freedom to do what they want in the village.
7. Once students seem to be coming to an end with the simulation, ask students to return to the meeting area.
8. Discuss with the students what happened during the village simulation and things that they learned.
9. Specifically ask during the discussion “In what way did your role in the village rely on someone else?”
10. After the discussion, ask students to return to their desk and write in their social studies notebook things they learned during the simulation.

Lesson Assessment

Students will be assessed on their participation in the village simulation activity and their reflection of the village simulation

Village Simulation Expectations

- Students are expected to act as their person in the village according to their research on their role
- Students should communicate with at least 3 of their fellow village members. Creating a business deal, exchanging goods, helping each other in some way
- Students should have the artifact they created and discuss with a village member the importance of it
- Students should demonstrate knowledge of their role in the village
- Knowledge of the student's specific role is accurate

Lesson 6

Play by Play

Massachusetts Frameworks

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Enduring Understanding

- Students understand that community was created by people of the village
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Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- How are you going to incorporate a plot?
- What story is your group trying to tell?
- What challenges does your character face?
- What is the conflict of the story?
- What is the solution?

Lesson Objectives/Outcomes

- Students will prepare a script including all of their roles
- Students will incorporate a plot, challenge, and solution in their scripts

Resources and Materials

- How to make a story helpful hints worksheet
- Exemplary script
- *The Village* by James E. Knight
- Skit Expectation Sheet

Instructional Procedure

1. Invite students to meet at the appointed classroom meeting space.
2. Introduce the book *The Village* and read aloud to students.
3. Tell students that they will be split into groups and they will have to perform a skit of their roles in the village.
4. The skit should include a plot, conflict and resolution. Hand out the skit expectation sheet.
5. Go over the skit expectation sheet as a whole class.
6. Model an example dialect on the ELMO.
7. Split students up into groups of four (including different roles in every skit).
8. Let students discuss what they think they might do for their play.
9. Have students write an outline of their skit.
10. Conference with each group before allowing them to move on to writing their skit.
11. Once every group has been talked to, allow them to begin writing their skit.

Lesson Assessment

Students will be assessed on the outline that they create as a group. Students will be held individually accountable for their role in the skit. They will be assessed as a whole after the skit is complete and has been performed.

Skit Expectations

- Script should include a plot, conflict and resolution
- Script is entertaining and interesting
- Every role should have a significant part in the skit
- Costumes and props reflect creativity and enhance the performance
- Role play was clear and organized
- Use of artifacts/documents that students have created
- Performance demonstrates knowledge and understanding of the roles within a village and how they interact

Lesson 7

Lights, Camera, Action

Massachusetts Frameworks

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Enduring Understanding

- Students understand that community was created by people of the village
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Essential Questions

- Why is community so important to village people?
- How is a community created?
- What features make up a community?

Topical Questions

- What is your play about?
- What are the challenges?
- What are the solutions?

Lesson Objectives/Outcomes

- Students will perform their skits in an exhibition
- Students will utilize props, construct costumes, and plan the set of their play
- Students will support their peers and give them critique of their skit

Resources and Materials

- Set
- Props
- Costumes
- Artifacts students created
- Documents students created
- Feedback sheet

Instructional Procedure

1. Give students a few minutes to meet with their groups and tie up any loose ends of their skit. This may be used for practice, set up, prop use, or whatever the group sees fit.
2. Have students pick out of a hat which group will perform first.
3. The skits will perform in sequence of numbers drawn from the hat.
4. As the students are acting out their skit, children watching should write down 2 things they liked about the skit and 1 thing that they think could be improved. Children can also ask questions or comments about the skit in general.
5. Students will receive the feedback of their skit from their peers and it will continue until all groups have performed.
6. Once every group has performed, let the groups meet and review the feedback they received
7. Collect all of the feedback from the students.
8. Students will write in their social studies notebook how they think community is created by people in a village and why it is so important to village people.

Lesson Assessment

Students will be assessed by their peers using the feedback sheet. Students will receive a formal grade from the teacher for the play, their script and for the unit overall. This grade depends upon their participation in the lessons, completion of work, and their summary of how they think community is created.

Curriculum Guide

Akin to Preserve History

Brianna Riposa



An Abridged History of the Akin House Coming Alive as Told Through Photos and Captions (Nov. 2007).

Rationale of the unit

This unit allows the students to learn about the history of Akin House, and how to preserve its integrity so that future generations can appreciate the historic time it represents. The students will learn about the deteriorating environmental factors that influence the preservation process of protecting the buildings. The class will have the opportunity to visit the Akin house and explore, detect, and analyze the historical site. They will act like real preservationist through the means of observing, taking notes, illustrating, and photographing the Akin location. They will practice working in groups, solving problems, and community building. This unit allows the students to not only learn about the history of the Akin house, but also the process which real preservationists must undergo on a day to day basis. Working with the Akin house and teaching preservation would be the unforgettable living history experience.

Enduring Understandings

1. Students understand that there is a constant battle to protect our history from environmental forces, social priorities, and persuasive politics.
2. Students understand that there is a purpose to historic preservation.
3. Students understand the importance of connecting the school district to the community.

Essential Questions

1. What and why is history worth preserving?
2. How does a preservationist restore and preserve buildings and artifacts?
3. Why does historic preservation matters?

Individualized Reading Plan

Book: *Beyond Preservation: Using Public History to Revitalize Inner Cities* by Andrew Hurley

Hurley writes about the importance of teaching history using preservation in inner cities. He writes about teaching preservation as an opportunity for urban renewal and enhancing an area economically. He also writes about the importance of teaching history through the pursuit of community-developed goals.

Book: *The Preservation of Historic Architecture* by The U.S. Government's Official Guidelines for Preserving Historic Homes

This is a great resource for knowing how to preserve a building in the appropriate manner. This read would also be good for teachers, so that they can help guide the discussion and ask provoking questions.

Web: <http://www.nps.gov/tps/how-to-preserve/briefs.htm>

This website above has a great amount of information on how to historians preserve public buildings. This could be used as a resource for the teacher and students in order to gain more knowledge and know-how to help restore this building.

Akin House: An Abridged History of the Akin House Coming Alive as Told Through Photos and Captions: Exhibit C Sampling of Akin House Photos and Events

This collection of photos is informative in the sense of seeing progress and other project completed in the past. This collection of primary sources is helpful because the viewer can visualize the history that the Akin house survived through.

Akin House: History of the Akins & the Elihu Akin House: Why is this house historically significant to Old Dartmouth? : Exhibit F- A detailed Narrative of the Akin house and Akin Family, by Peggi Mederios

This is a great summary to better understand the reasoning of why the community should care about preserving the Akin house. Knowing the whole story about the Akin House is crucial in teaching preservation, and the history that it represents.

Social Studies Content Standards Massachusetts History and Social Science Curriculum Framework

3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an Historical narrative.
(H, E, C)

USA- Nat. Council for Geographic Education: Geography Standards

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Essential Element: PLACES AND REGIONS

Standard 6: How culture and experience influence people's perception of places and regions.

USA- Nat. Council for Social Studies: Expectations of Excellence

Strand VIII: Science, Technology, & Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Strand III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Description of Learner

This unit plan has been designed for children in grades 3 through 5. Children in this age group are at a critical stage in their development. They are continuing to discover who they are and need experiences that reinforce their desire to be industrious, to uncover new ideas, make observations, ask questions and display what they have learned in creative ways. The lessons in this unit plan emerge from constructivist learning theory and depend upon inquiry-based teaching and learning strategies. The content of lessons has been inspired by the real life Akin House preservation project and the embedded Akin family historical narrative. The unit hinges upon students engaging in authentic historical thinking, investigation and interpretation like real historians.

Individual Lessons

1. Rediscover through Preserving
2. Natural Force: weathering/ environment erosions
3. Guest Speaker: Interview Diane Gilbert
4. D.I.Y.- Field Studies: make a plan on how to fix and restore the Akin house
5. Clique into Gear: Work in groups, research
6. Present to the Present: Presentation to an audience made up of local citizens, parents, and the Dartmouth Heritage Preservation Trust members.

Student Assessment

The assessment for this lesson will be a group summative presentation on how they would restore the Akin house. They will share their findings, research, and conclusions with the class. The format of the presentation will be personal preference; although, some guidelines will be set in order to meet all expectations. The rubric should be an all class discussion so that the reasoning behind the grade is clear.

Lesson 1

Rediscover Through Preserving

Social Studies Standard

Essential Element: PLACES AND REGIONS

Standard 6: How culture and experience influence people's perception of places and regions.

USA- Nat. Council for Social Studies: Expectations of Excellence

Strand VIII: Science, Technology, & Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Enduring Understanding

1. Students understand that there is a constant battle to protect our history from environmental forces, social priorities, and persuasive politics.
2. Students understand that there is a purpose to historic preservation.

Essential Questions

1. Are we the result of our ancestor's decisions?
2. What will your generation be remembered for?

Topical Questions

- How can we support and preserve our local history?
- What kind of stories will be forgotten if they are not preserved?

Lesson Objectives

- I. Students differentiate which history is worth preserving.
- II. Students will discuss preservation and generational differences.
- III. Students will recognize what weathering agents' effect buildings desecration.
- IV. Students will examine locations that have been preserved for future generations.

Resources and Materials

Quick YouTube video to show what the future is doing to preserve: <http://gizmodo.com/how-the-smithsonian-is-3d-scanning-its-entire-collectio-505300558>

Other locations for exploration:

- Statue of Liberty: <http://www.nps.gov/stli/photosmultimedia/virtualtour.htm>
- Petrified Forest, Arizona Park: <http://www.nps.gov/pefo/photosmultimedia/virtualtour.htm>
- Look up any location: <http://photosynth.net/explore.aspx>

Instructional Procedure

1. Open Dialogue:
 - a. What is worth preserving? What does it take for something to be remembered? Should certain things be left forgotten? What do you want to be remembered for? What do you think your generation has changed about the world? Have you been inspired from anything of the past?
 - b. Quick YouTube video to show what the future is doing to preserve: <http://gizmodo.com/how-the-smithsonian-is-3d-scanning-its-entire-collectio-505300558>
2. “It’s much more than saving old buildings! Historic preservation champions and protects places that tell the stories of our past.”
 - a. Make a point to talk about: People preserve things that matter in their life, the need to recognize meaningful places because the future deserves to know about their heritage. These places hold memories, and they should be shared with the community.
3. What needs to be preserved:
 - a. Anything that is exposed to air, weather, and climate.
 - b. Acid rain, Polluted air, Mechanical and Chemical weathering all take part in the natural break down of material.
 - c. What about environments?
4. Tour a Museum: could be used as a closure or a homework assignment. Have the students discover some of the virtual tours of national parks, buildings around the United States.
 - a. Statue of Liberty: <http://www.nps.gov/stli/photosmultimedia/virtualtour.htm>
 - b. Petrified Forest, Arizona Park: <http://www.nps.gov/pefo/photosmultimedia/virtualtour.htm>
 - c. Look up Any location: <http://photosynth.net/explore.aspx>

Lesson 2

Natural Forces

Social Studies Standard

Strand III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

USA- Nat. Council for Social Studies: Expectations of Excellence

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Enduring Understanding

Students understand that there is a constant battle to protect our history from environmental forces, social priorities, and persuasive politics.

Essential Questions

1. How does a preservationist restore and preserve buildings and artifacts?
2. Should you intervene with nature's course?

Topical Questions

- o What are some environmental factors or elements that degrade/decompose buildings and artifacts?
- o What is the difference between physical and chemical weathering?

Topical Questions

- I. Students will experiment with chemical and mechanical weather agents to better understand how they affect exposed buildings and statues.
- II. Students will relate weathering to their prior knowledge.
- III. Students will collect and record data from their weathering experiment.

Resources and Materials

- o Small granite rocks (1 per student/group)
- o Cups
- o Liter of Vinegar
- o PowerPoint on buildings and Statues
- o Medium sized rocks: Granite, Marble, Concrete, Slate
- o YouTube clip of physical and chemical weathering

Instructional Procedure

1. I will present four different types of rocks and ask them to choose one as a grave stone.
 - a. Granite, Marble, Concrete, Slate
2. PowerPoint of historic buildings
 - a. Have them make observations: What's the building/statue made of? Where is it? Is it exposed to weathering agents? Is there anything growing on it?
3. Show them a short film (without sound) and have them make their own conclusions on the difference between physical and chemical weathering.
 - a. 5th -8th graders: <http://www.youtube.com/watch?v=CMm5RG4vUXo>
 - i. A great video for a substitute to show/Friday fun
 - b. 3rd -5th Cookie video integrates an anatomy lesson
 - a. <http://www.youtube.com/watch?v=9Xv1DoqkARQ>
4. Grave Stone Lab
 - a. Attachment: Lab experiment worksheet for group work.
 - b. Put student into pairs or groups:
 - i. Students will pick up materials and follow the instructions.
 - ii. Teacher can model certain areas of confusion if necessary.
 - iii. Students will write down observations, and record their results.

Lesson 3

Guest Speaker

Social Studies Standard

Strand III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

USA- Nat. Council for Social Studies: Expectations of Excellence

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Enduring Understanding

Students understand that there is a purpose to historic preservation.

Students understand the importance of connecting the school district to the community.

Essential Questions

1. Would the Akin house still be around today if Diane Gilbert didn't care about it?
2. Can one person make a difference?

Topical Questions

- o Why does Diane Gilbert care so much about her job?
- o What does she do on a regular basis?
- o What does Diane Gilbert need to know about, or how to do?

Lesson Objectives

- I. Students will prepare interview questions for our quest speaker.
- II. Students will discuss the Akin house and its importance to the community.
- III. Students will develop ideas to improve the Akin house.

Resources and Materials

- Diane M. Gilbert
Name of Organization: Dartmouth Heritage Preservation Trust, Inc.
Email: d.m.gilbert@comcast.net
Address of Organization/ Contact Person: P.O. Box 87026, Dartmouth, MA 02748
Phone: (508) 965-7265

Instructional Procedure

1. Contact Diane Gilbert, and request for her to come into the class and discuss:
 - a. The history of the Akin house
 - b. What she does as preservationist
 - c. Talk about past projects, and future projects
 - d. Interview questions prepared by the students for Mrs. Gilbert, students can use her as a resource for their project.

Lesson 4

D.I.Y. Field Studies

Social Studies Standard

USA- Nat. Council for Social Studies: Expectations of Excellence

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Essential Element: PLACES AND REGIONS

Standard 6: How culture and experience influence people's perception of places and regions.

Enduring Understanding

Students understand that there is a purpose to historic preservation.

Students understand that there is a constant battle to protect our history from environmental forces, social priorities, and persuasive politics.

Essential Questions

1. What and why is history worth preserving?
2. How does a preservationist restore and preserve buildings and artifacts?
3. Why does historic preservation matter?

Topical Questions

- o What can students do to preserve local history?
- o In the Akin house, what can be improved to better fit the need of the community?
- o How can students make the Akin house more appealing to the local citizens?

Lesson Objectives

- I. Students will design an authentic project that can be used to improve the Akin house.
- II. Students will relate what they have learned about weathering agents and apply them during the field trip.
- III. Students will subdivide to collect all of the information necessary to prepare their project.

Resources and Materials

- Contact: Diane Gilbert and set up a tour appointment
- Permission Slips & Bus Services
- Clip boards & Cameras/ iPhone for each group

Instructional Procedure

1. Pre-departure
 - a. The students will be split up into groups of 4. Each student will be assigned a job: historian, scribe, photographer, and captain. These roles can be used to appeal to different learners, or allow a student to experience the work of an authentic job.
2. Assignment
 - a. Study the Akin house: Observe what needs to be preserved or restored. Think about how we can make the Akin house appealing to locals. What are some improvements that could be made?
3. Questions or topics to explore:
 - a. Advertisement: How to make the Akin house appealing to local community?
 - b. Preservation: Find a problem area that needs improvement and research how to fix?
 - c. Improvements: Make a document, image, or decorative poster for the Akin house to present?
 - d. Lesson: Have the students create a lesson about the Akin house targeted for younger grades
4. Akin house: There will be some projects that will be to their disposal, but they have the freedom to pick their own project, after getting it approved by the teacher.
5. Teacher needs to guide the students learning, allow them to investigate, supply computer times, books.

After making observations on the house each group will work on a blue print on how to fix the problem of erosion:
<http://www.nps.gov/tps/how-to-preserve/briefs.htm>

Example projects:

1) Roof restoration

They will have to brain storm what is causing the erosion and think of ways to fix the roof, and decide if it's time to replace or fix.

2) Paint Problems

How to restore the paint on the outside or inside of the house, and identify the cause and solution.

3) Accessibility to the public

What are the steps that need to be taken in order to allow people that are handicapped to enter the building? How can we keep the integrity of the building and still add-on?

Lesson 5

Click into Gear

Social Studies Standard

Strand III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

USA- Nat. Council for Social Studies: Expectations of Excellence

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Enduring Understanding

Students understand that there is a purpose to historic preservation.

Students understand the importance of connecting the school district to the community.

Essential Questions

1. What and why is history worth preserving?
2. How does a preservationist restore and preserve buildings and artifacts?
3. Why does historic preservation matter?

Topical Questions

- o How can you present your information in a creative and summative form?
- o Is it possible for the suggested project to be completed by students or professionals?

Lesson Objectives

- I. Students will analyze their research and observations through working in groups to meet the requirements for the assignment.
- II. Students will be illustrate, modify, and write creatively to depict their goals of the Akin project.
- III. Students will prepare a presentation to show what they propose to improve on the Akin house.

Resources and Materials

- Library
- Computers
- Books
- Akin House history CD

Instructional Procedure

1. Students will be able to use this day to work in their groups and collaborate on their Akin house project.
 - a. This should act as a day of researching and figuring out how to present their information.
 - b. Students should have access to the library, Skype interviews, and computers.
 - c. They can present their information in any median, as long as it meets the requirements of the teacher.
2. The teacher will guide instruction and make sure the students stay on task.

Lesson 6

Present to the Present

Social Studies Standard

Strand III: People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

USA- Nat. Council for Social Studies: Expectations of Excellence

Essential Element: THE USES OF GEOGRAPHY

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the past and plan for the future.

Enduring Understanding

Students understand the importance of preserving local history.

Students understand that they can make a difference by getting involved and working with a community group.

Essential Questions

Could you, as a student, make a difference in your community?

What kinds of success, conflict, and morals does a preservationist face?

Topical Questions

1. Did the group present your findings in a creative and easy to follow manner?
2. Did your project portray the efforts that a true preservationist must entail?
3. Do you understand why history is worth preserving?

Lesson Objectives

- I. Students will prepare a presentation for the Dartmouth Heritage Trust.
- II. Students will solve a problem that the Akin house is faced with and recommend an alternative approach.

Resources and Materials

- Rearrange classroom set up for the presentation
- Audience chairs/seats

Instructional Procedure

1. The teacher will inform Diane Gilbert and any other colleagues to the class for the presentation.
2. The students will have the chance to present their ideas and findings to their class, and any other professionals on the Dartmouth Heritage Preservation Trust, Inc.
3. The students will be evaluated by the predetermined rubric. The students will also have the opportunity to self-reflect and give a grade for his or her participation within the group.



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