

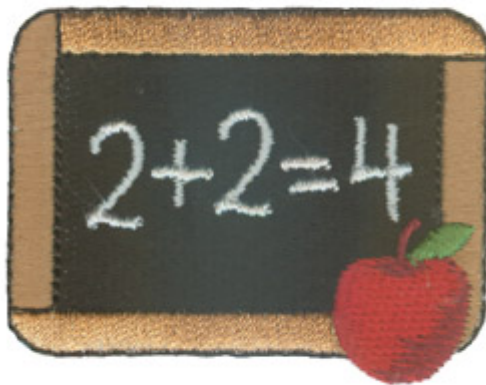
Ft. Wayne's History  
Miss Kristen Davidson



**EDUC 327**  
**Fall 2008**  
**Third Grade**

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Kristen Davidson

Professor Schilling

Unit Theme and Objectives

September 22, 2008

### Unit Theme and Objectives

**Theme:** Ft. Wayne History, Third Grade

**Rationale:**

For my social studies unit, I decided to explore the topic of the history of Ft. Wayne. I will be student teaching at Deer Ridge Elementary in Ft. Wayne so the topic is something that I will be able to apply in the near future. Also, since all of the students in my class are from Ft. Wayne, it will be important for them to know the history and the beginning of the town they live in. I will try to accomplish this by teaching them about the early settlers, founders, and Indians that were originally in the Ft. Wayne area and their interactions with each other.

**Goals:**

- The students will gain knowledge of the history of Ft. Wayne.
- The students will recognize similarities between modern-day Ft. Wayne and early Ft. Wayne.
- The students will have a better understanding of how Ft. Wayne has contributed to the development of our country.

**Objectives:**

- The students will learn about the founders of Ft. Wayne.
- The students will understand why the geography of Ft. Wayne was important.

-The students will learn about the earliest settlers of Ft. Wayne.

-The students will learn about the Miami Indians and how they affected Ft. Wayne's history.

-The students will recognize different street and park names after learning about the earliest people of Ft. Wayne.

**Standards:**

3.1.1: Identify and describe Native American Woodland Indians who lived in the area.

3.1.2.: Explain why and how the local community was established and identify it's early founders.

3.1.6: Use a variety of local resources to gather information.

## Ft. Wayne's History

NAME: \_\_\_\_\_

Fill in the chart as best as you can. If you can fill it all in that is great! If you can't fill any of the parts in, that is great too! Don't worry about this paper but do you absolute best.

<p>Do you know anything about Ft. Wayne's History? If so, what?</p>	
<p>Who were the first people in Ft. Wayne?</p>	
<p>What did Indiana look like when Ft. Wayne was founded?</p>	
<p>Anything else?</p>	

Name of Student: \_\_\_\_\_

Fouders Pre-test: What we need to learn.

\_\_\_ This student needs more information on the first people in Ft. Wayne.

\_\_\_ This student needs more information on the history of how Ft. Wayne was created.

\_\_\_ This student needs more information on specific Ft. Wayne founders.

Name of Student: \_\_\_\_\_

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\_\_\_ This student needs more information on specific Ft. Wayne founders.

## Technology

I used technology throughout my lessons in a variety of ways. First, I used technology by giving my students computer time to research and investigate different founders throughout the lessons. By using the computers to find information on the founders, they will be more equipped to dramatize their founders and find motions to use during charades. The students will also use technology in order to find symbols and pictures to put on their bulletin board puzzle piece. For the *School at Crooked Creek* introduction, I will be showing the students a video on the different parts of a story that I found on an educational website. Finally, I modeled how to use technology in order to show the students the video on the Johnny Appleseed song on youtube.com. I could show the students how to find videos appropriate to educational topics by searching “Johnny Appleseed Song” and then clicking on the previously selected song. This way, the students will begin to understand how they can also search and find related material about their founders and other school subjects.

#### Unit Trade Books

Barnhart, John D., et al. *Indiana: The Hoosier State*. New York: Harper and Row, 1965.  
This book highlights the development of different regions in Indiana from the early 1700s until 1963. It also discusses several important statesmen in Ft. Wayne's history.

Baxter, Nancy N. *The Miamis!* New York: Emmis Book, 1987.  
Asondaki, a young Miami boy, shares legends and tales about his life thus far. The reader discovers if the legends are true or mere myths right along with the young boy.

Brunelle, Lynn. *Library of the States: Indiana*. Milwaukee: World Almanac, 2002.  
This children's book includes historical information about the whole state of Indiana but Ft. Wayne is largely highlighted. It also has a section in the back that highlights notable people through history, some of which include a few Ft. Wayne founders.

Benet, Rosemary. *Johnny Appleseed*. New York: McElderry, 2001.  
The narrator takes readers through the exciting adventure of Johnny Appleseed in this beautifully illustrated children's book. It also discusses Johnny's tin cap traditions and nature-loving spirit.

Chambers, Andy. *Indiana Days*. Boston: Toll Communications, 1999.  
The readers get to see the frontier life in Indiana through the eyes of an elementary-aged girl. Not only are the situations impacting, but the illustrations are accurate as well.

Cunningham, Maggie. *Little Turtle the Story of an American Indian*. New York: Dillon, 1979.  
By highlighting the life of Little Turtle, the reader is able to discover and infer a lot about Ft. Wayne's history and how it was formed. Not only does the book discuss Little Turtle, but it talks about Miami Indians in general.

Georgiady, Nicholas P., Louis G. Romano, Richard P. Klahn. *Indiana's First Settlers-The Indians*. Milwaukee: Franklin, 1968.  
This interesting documentary highlights the way Indians lived before and after the white man came to Indiana. It also examines the relationship between Indians and settlers then and now.

Heinrichs, Ann. *Indiana*. Canada: Children's Press, 2000.

This informational book includes history on the geography, plants, animals, economy, language, religions, and culture of Indiana. It also goes in depth about early Indiana settlers and how they began here.

Price, Nelson. *Legendary Hoosiers*. New York: Hawthorne, 2001.

Price highlights founding Hoosiers for the entire state of Indiana. However, there are many founders specific to Ft. Wayne including John Bass and Johnny Appleseed.

Wilder, Laura Ingalls. *Little House on the Prairie*. New York: Harper, 2003.

In this novel, Laura Ingalls Wilder writes in first person about her experiences as a settler and pioneer. The author includes details about the plant life of the times, her family dynamics, and information on cooking as a pioneer.

## Guest Speaker/Field Trip

In order to introduce *School at Crooked Creek*, I am going to take my students to The Old School House that is owned by Southwest Allen County School District. It is the first, original school in Southwest Allen County and will serve as an excellent representation for the book we will be reading.

While we are visiting the school, the teachers will try and lead a lesson like the students in the novel would have experienced. The behavior rules will be posted and strictly enforced without veering from a modern day educator's ethical code of conduct. At lunch, the students will sit outside and eat their simple lunches and the teachers will lead the students in a few simple pioneer games like tag and hide-and-seek. However, during this time, the girls will be told that it is considered improper for them to run and play like the boys. Therefore, if they do decide to play, they will be looked down upon by adults but not punished.

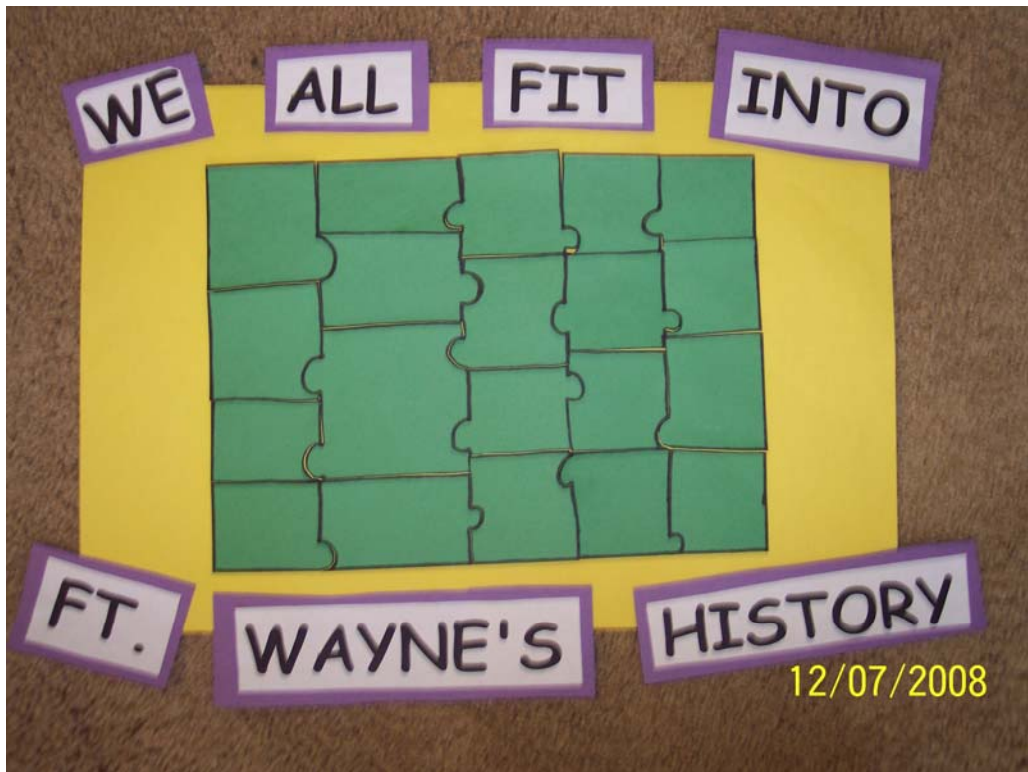
To make sure that the day runs smoothly, the teacher will need to reserve the school and busing for transportation. Also, permission forms from each student will need to be obtained. Finally, the teacher will need to discuss with the students that this field trip is a privilege and they should be on their best behavior.

During lesson 12, we will be taking another field trip to the Lindenwood Cemetery. This field trip will require much of the same planning. For instance, the teacher will need to acquire parent permission slips, bus transportation, and parent chaperones. The main difference with this field trip is that the teacher will need to have a serious discussion with the students about how to be respectful in a cemetery. While we are there we will divide into small groups and visit the founder's gravesites that are

buried in this particular cemetery. The students will fill out the booklet on the cemetery as they go and they will use it as a guide.

## Bulletin Board

My bulletin board is titled, "We All Fit Into Ft. Wayne's History!" Then below the title, I took a piece of poster board and cut it into 20 puzzle pieces. On the back of each puzzle piece I wrote the name of a Ft. Wayne founder. It will be the student's job to select a puzzle piece and decorate that piece to represent the founder. They can include pictures or symbols and use different types of media. When the students put their piece back on, the puzzle should fit back together.



Kristen Davidson  
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Greenville, OH  
45331

Dear Parents and Guardians,

First, I want to thank you for all of your support so far this year. We have been having a successful, fun-filled year and, I credit your parental support for a lot of our accomplishments as a class.

I am excited to continue our success with the introduction of a new unit covering the history of Ft. Wayne. Throughout the lessons, we will discover who founded our great city and why it was created. We will also be reading a book entitled *School at Crooked Creek*, which will give students a glimpse of what it was like to be an elementary school student in Ft. Wayne's early days. To further their experience, we will be taking a field trip to The Old Center School House which is the original, one room school house owned by Southwest Allen County Schools.

I just wanted to introduce you to the upcoming unit so you will know what to expect over the next couple of weeks. Please feel free to ask your student about what they have been learning about Ft. Wayne's past!

Sincerely,

Kristen L. Davidson



**Manchester College  
Education Department**

**LESSON PLAN by Kristen Davidson**

**Lesson:** Whose Doughnuts?, Writing      **Length:** 30 minutes

**Age/Grade Intended:** 3<sup>rd</sup> Grade

**Academic Standards:** Reading 3.5.6 Write persuasive pieces that ask for an action or response.

Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given the proper background information, the third grade students will write a persuasion letter with full completion and at least 3 supporting details.

**Assessment:** The letter

**Advanced Preparation by Teacher:** Gather doughnuts and napkins, gather big paper

**Procedure:**

**Introduction/Motivation:** When returning from a special, the teacher will give the first 1/3 of the students in the room a delicious doughnut but tell them not to eat it. The other 2/3 of the students will wonder why they don't have delicious doughnuts.

**Step-by-Step Plan:**

1. Tell the students without doughnuts that they outnumber the students with doughnuts so maybe they should just take the doughnuts from the other students. Ask the students what they think about this idea. (Bloom's, Comprehension/Gardner's, Visual-Spatial and Bodily-Kinesthetic)
2. Ask the students what would be the fairest way to do this. Then explain to them that Ft. Wayne was a very popular piece of land when it was settled because it acted as a land portage for Frenchman from Quebec to travel all the way down to New Orleans for fur trading. However, the Miami Indians were here first. Relate this to the fact that the students who were in the room first received doughnuts but the other students outnumber the first group of students. This is similar to the Miami Indians coming to Ft. Wayne before the French settlers did. However, the settlers need the land to run their fur business and they are more powerful than the Indians. (Bloom's, Analysis)
3. Divide the students in half and assign half of them to be Indians and half of them to be French settlers. Give them a chance to discuss their points of view with their own group and then as a class. Why does each side deserve control? How can they defend themselves?
4. After a short mini-lesson on letter writing using big paper, ask them to write a persuasion letter to the other group stating why they deserve control of the land bridge. Make sure they include at least three reasons they deserve control. (Bloom's, Synthesis/Gardner's Intrapersonal)

**Closure:** Ask a few students from each side of the letter to share a reason that their group deserves control. Ask the students from each side if they agreed more with the opposite side. Allow all the students to speak if they desire to and allow them to respond

to each other. (Bloom's, Evaluation/Gardner's Linguistic) Inform the students that the next lesson we will talk about the first cities in Indiana.

**Adaptations/Enrichment:** As an enriching activity, the teacher could ask students to provide more reasons why their side deserves control of the land portage or ask them to peer edit their letters. If a student is struggling with the activity, the teacher could allow them to provide less supportive reasons or allow them to have a discussion with one buddy on their side of the debate to activate thoughts.

**Self-Reflection:** If I did this lesson again, what would I change? Did the students understand the topic? Did the students understand the doughnut activity and were they able to relate it to the land portage?

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Grammar &amp; spelling (conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
<b>Neatness</b>	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.
<b>Content Accuracy</b>	The letter contains at least 3-4 persuasive facts about the land bridge.	The letter contains 2-3 persuasive facts about the land bridge.	The letter contains 1-2 persuasive facts about the land bridge.	The letter contains 0-1 persuasive facts about the land bridge.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

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**LESSON PLAN** by Kristen Davidson

**Lesson:** Indiana Measures, Math

**Length:** 30 minutes

**Age/Grade Intended:** 3rd

**Academic Standards:** Math 3.5.1 Measure line segments to the nearest half-inch.  
Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given the worksheet on the state of Indiana line segments, the third grade students will answer the questions and perform the measurements with 90% accuracy.

**Assessment:** Line segment worksheet

**Advanced Preparation by Teacher:** Indiana line segment worksheet

**Procedure:**

**Introduction/Motivation:** Start by relating this lesson to the previous lesson by asking the students to recall the information we discussed about the founding of Ft. Wayne in the previous lesson. Ask the students if they know of any towns that are smaller than Ft. Wayne. (Bloom's, Comprehension). Then inform them that Ft. Wayne wasn't always as big as it is now and some of the cities in Indiana weren't even founded when Ft. Wayne was established.

**Step-by-Step Plan:**

1. Give the students a mini-lesson on measuring line segments to the nearest half inch at the classroom gathering spot.
2. Discuss how to use a ruler and all of the different markings on the ruler.
3. Then pass out the line segment worksheet which has different cities of early Indiana labeled on it (Gardner's, Visual/Spatial and Bloom's, Application).
4. Do a few of the beginning questions as a class at the gathering spot and then send them back to their seats to finish the activity (Blooms, Knowledge). Be sure to circulate throughout the room to field questions.

**Closure:** The teacher should wrap up the activity by asking the students to volunteer to share their answers for each question with the class (Bloom's, Application/Gardner's, Interpersonal). Then the teacher should review each question with the class and demonstrate how to get the correct answer(Gardner's Visual/Spatial

and Linguistic). During this wrap up session, the teacher should not be critical but helpful. Inform the students that we will soon start a project that helps them to observe different areas of Indiana and the changes around them.

**Adaptations/Enrichment:** To help the students who are struggling with the activity, the teacher could allow them to find the answers to the nearest inch instead of half inch. The teacher could also ask the student to bring the worksheet to the teacher when they complete it so the teacher can check it and the student can make corrections. The students who are excelling in the activity could measure the line segments in inches, centimeters, and millimeters.

**Self-Reflection:**

Did the students understand the concept of early Indiana? What would I change about this lesson if I taught it again? Did the students have a grasp on the orientation of the ruler (did they know which end to read from, what an inch/half inch was)?

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Education Department**

**LESSON PLAN by Kristen Davidson**

**Lesson:** Observation Journal, Science      **Length:** 20 minutes, two times a week, 1 month

**Age/Grade Intended:** 3rd

**Academic Standards:** Science 3.2.3 Keep a notebook that describes observations and is understandable weeks or months later.

**Performance objectives:** Given a journal, the third grade students will take observations of the same area over a 1 month period with every entry containing a paragraph with at least 3 details of the observation area.

**Assessment:** final journal checklist

**Advanced Preparation by Teacher:** The teacher will need to make/buy journals.

**Procedure:**

**Introduction/Motivation:** Ask students to cognitively refer back to the previous lesson when we discussed how Indiana used to look during math. Ask the students if they know of any examples of how the environment changes. If the students don't come up with any answers, guide them in the direction of fall and the leaves changing and spring when the grass greens up. Inform them that Ft. Wayne has not always looked the way it does now and discuss the ways that the environment of Ft. Wayne could have changed over the past 200 years. (This lesson will work most effectively if it is started approximately four weeks before the unit is kicked off.)

**Step-by-Step Plan:**

1. Then ask them to choose one place in the environment that they can journal about twice a week. The place should be something they see daily like a place around the school or around their house.
2. Show the students on big paper how to observe an area. Perhaps use a tree or woody section outside of the classroom window. Include observations and characteristics about the observation area that can be used in their journals as well.
3. Then ask them to take a picture of that spot (or the teacher could take a picture for them) on their first day of observations and write about the characteristics of that certain spot (Bloom's, Comprehension/Gardner's, Visual/Spatial).
4. They will repeat the writing process twice a week. Be sure to do a sample with them in class (Bloom's, Comprehension/Gardner's, Visual/Spatial).

**Closure:** At the end of the month, take another picture of that same area and ask them if they noticed any changes in their environmental area (Bloom's, Analysis

Gardner's, Visual/Spatial and Linguistic). Then ask them to draw a before and after picture (Bloom's, Application and Gardner's, Visual/Spatial) on a big piece of paper that can be hung up in the room. Finally, tell the students that we will soon begin to read stories of school children in Ft. Wayne's past.

**Adaptations/Enrichment:** For students who will excel and not have difficulty writing, the teacher could ask them to be more detailed or write more often. The teacher could also ask them to peer edit their journal articles. For students who are struggling with the activity, the teacher could review their science journals with them during regular writing workshop time. This way, the student won't feel singled out because the teacher will be working with other students at this time as well.

**Self-Reflection:** If I did this lesson again, what would I change? Did the students understand the topic? Did the students like keeping a journal? Did the students see a change?

Teacher Name: **Kristen Davidson**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Journal/Notebook</b>	Clear, accurate, dated notes are taken regularly.	Dated, clear, accurate notes are taken occasionally.	Dated, notes are taken occasionally, but accuracy of notes might be questionable.	Notes rarely taken or of little use.
<b>Spelling, Punctuation and Grammar</b>	One or fewer errors in spelling, punctuation and grammar in the report.	Two or three errors in spelling, punctuation and grammar in the report.	Four errors in spelling, punctuation and grammar in the report.	More than 4 errors in spelling, punctuation and grammar in the report.
<b>Headings</b>	76%-100% of the journal entries have a neat heading.	75%-50% of the journal entries have headings.	25%-49% of the journal entries have headings.	0%-24% of the journal entries have headings.

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**LESSON PLAN by Kristen Davidson**

**Lesson:** *School at Crooked Creek* Introduction

**Length:** half day for field trip, 2-30 minute periods at school

**Age/Grade Intended:** 3rd

**Academic Standards:** Reading 3.3.6 Identify the speaker or narrator in a selection.

**Performance objectives:** Given a writer's notebook and book, the third grade students will create a graphic organizer including the narrator, main characters, plot, theme, setting, and conflict.

**Assessment:** Graphic Organizer, 6 main parts

**Advanced Preparation by Teacher:** The teacher will need to gather books and plan for the field trip. The teacher will also need to create a blank graphic organizer.

**Procedure:**

**Introduction/Motivation:** Before the field trip, ask the students to refer back to the previous math and science lessons when we discussed the way Indiana physically changes. To introduce this lesson, the teacher will plan a field trip to the Old Center School (a one room school house which belongs to the Southwest Allen County District). This way, the students will be able to see what the school of a student in Ft. Wayne during the 1820s looked like and they will be able to visualize the school in the upcoming book (Gardner's, Visual/Spatial and Bloom's Synthesis).

**Step-by-Step Plan:**

1. The teacher will inform the class of the different elements of a story. Then he/she will allow the students to visit:  
<http://www.learner.org/interactives/story/setting.html> to interactively discover story elements.
2. By doing the online activities, the students will fill out a blank graphic organizer according to the online informative story.
3. Next, the teacher will introduce the book entitled *The School at Crooked Creek* by Laurie Lawlor by giving the class a quick book talk (Gardner's, Linguistic).
4. The lesson with the book will start with the teacher reading chapter one and the students finishing chapter two for homework (Gardner's, Linguistic, Interpersonal, and Intrapersonal).

5. Then, the students will complete a graphic organizer which includes the narrator, main characters, plot, theme, setting, and conflict up to the end of the second chapter (Bloom's, Analysis).

**Closure:** After finishing the book, the students will create another graphic organizer as a class and then compare their graphic organizer to the final class organizer. Discuss any major changes throughout the story (Bloom's Evaluation, Bloom's Analysis and Gardner's Linguistic). To wrap it up, inform the students that we will soon start learning more about the people in early Ft. Wayne history (like the people in the book).

**Adaptations/Enrichment:** For students who struggle with the activity, the teacher could ask them to only include the main character, plot, and narrator on their graphic organizer or ask them to have a conversation with a buddy about the main parts of the book. For students who are excelling with the activity, the teacher could ask them to include a quick summary about each main character below their graphic organizer or pull out difficult vocabulary words and define them on their graphic organizer.

**Self-Reflection:** Would I teach this lesson again? If so, what would I change? Did the students enjoy reading the book? Did they like the field trip? Did they make the connection between the Old Center School and the school in the book?

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**LESSON PLAN by Kristen Davidson**

**Lesson:** “Fit” Bulletin Board, Art      **Length:** two 30 minute class sessions, one 15 minute class session (quiz)

**Age/Grade Intended:** Third

**Academic Standards:** Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.  
Art 3.6.3 Demonstrate ability to successfully generate a variety of symbols, then select and refine a symbol that communicates the idea.

**Performance objectives:** Given a puzzle piece and historical name, the third grade students will complete an informational piece on their topic showing the importance of their topic in Ft. Wayne’s history by including at least 5 pieces of information on their piece.

**Assessment:** Puzzle Piece, Short quiz

**Advanced Preparation by Teacher:** In advance, the teacher will need to create the puzzle pieces, collect the names for the pieces, number each piece to ensure the pieces are easily placed back in the right spot, and decorate the bulletin board with the words “We All Fit into Ft. Wayne’s History.”

**Procedure:**

**Introduction/Motivation:** The teacher will start the lesson off by constructing the bulletin board with the puzzle pieces and showing the students how everything fits together (Gardner’s, Visual/Spatial). Next, the teacher should connect this lesson to the previous lesson by asking the students to recall the people in *The School at Crooked Creek*. Then the teacher should tell the students that the people in the book are not real, but there were people like them in Ft. Wayne’s history that were real. Then the teacher will explain to the students that each puzzle piece has a different, important part of Ft. Wayne’s history written on the back. It will be their job to decorate the puzzle piece according to how their topic fits into Ft. Wayne’s past. The teacher will then show an example puzzle piece and show the students that they can use pictures, words, phrases, and any type of medium. For instance, the teacher could pre-construct a Johnny Appleseed piece which could include apple seeds, pictures of apple trees, a small map of where he walked, or a small cross.

**Step-by-Step Plan:**

1. Allow the students to walk up in small groups and pull off a puzzle piece and turn it over to see who their person is.

2. During the first work session, allow the students time to search the internet for symbols, pictures, and quotes that illustrate their topic. (Blooms, Comprehension and Analysis/Gardner's, Intrapersonal)
3. During the second work session, give the students room! Let them go and be creative with their pieces. They can design the pieces however they want so let them explore! (Bloom's, Synthesis/Gardner's, Intrapersonal)
4. Give the students time to share the symbols and pictures on their puzzle piece to the rest of the class. While each student is sharing, the rest of the class will write down at least 3 details of each topic. After all have shared, the students can make their own reference guide of people in Ft. Wayne's history on index cards.
5. Re-connect all of the pieces into one large puzzle on the bulletin board. (Gardner's, Visual/Spatial)
6. Ask the students to study their reference guides and give them a short quiz by asking them to write down two details about five different people/topics in Ft. Wayne's history. If they don't feel comfortable using their own reference guide to study, the teacher should make his/her's available to them to check their own answers with.

**Closure:**

Ask the students to explain the bulletin board that day during writer's workshop. Ask them to write about how they interpret it. (Bloom's, Evaluation) Then, inform the students that they can look forward to making a tasty Ft. Wayne related treat during our next lesson.

**Adaptations/Enrichment:** For students who are struggling with the assignment, the teacher could ask them to work with a buddy on the computer or the teacher could make up a list of websites which feature a certain topic and make sure that the struggling student gets the corresponding topic. For students who are excelling with the project, the teacher could ask them to make a simple works cited page or use at least three forms of media on their puzzle piece.

**Self-Reflection:** Would I teach this lesson again? What would I do differently? Were the adaptations and accommodations considered best practice? Did the students enjoy the activity? Did the students understand why we used a puzzle? Did they enjoy the craft activity with the puzzle?

## Ft. Wayne Founder's Quiz

Name: \_\_\_\_\_

Directions: List 5 different founders and 2 details about each founder.

Founder	Detail	Detail
1.		
2.		
3.		
4.		
5.		

**Manchester College  
Education Department**

**LESSON PLAN by Kristen Davidson**

**Lesson:** Appleseed Cooking, cooking

**Length:** 2, 30 minute periods

**Age/Grade Intended:** Third

**Academic Standards:** Science 3.2.2 Measure and mix dry and liquid materials in prescribed amounts, following reasonable safety precautions.

Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given the proper cooking materials, the third grade students will prepare the apple crescents in a cooking pan with full completion. The students will also complete a K-W-L chart while answering the questions correctly in the “L” section of the chart.

**Assessment:** K-W-L chart

**Advanced Preparation by Teacher:** To prepare for this lesson, the teacher will have to gather cooking materials and cooking ingredients.

**Procedure:**

**Introduction/Motivation:** Begin by asking the student who did their bulletin board piece on Johnny Appleseed to take their piece back off the bulletin board and explain the story of Johnny Appleseed. If more background information is necessary, the teacher can read The Johnny Appleseed Story by Alik.

**Step-by-Step Plan:**

1. Ask them to fill out a K-W-L chart at their desks while the teacher fills one out with the children on the projector screen. (Gardner’s Visual/Spatial)
2. Ask the students what they already know about cooking and measuring. Activate prior knowledge by asking them to think back to watching their own moms measure ingredients while cooking or a time when they helped their dads in the kitchen. Ask questions like, “What types of tools are used for measuring?” and “What is the proper way to measure?” Allow a few students to make connections and write the information on the K-W-L chart. (Bloom’s Comprehension, Gardner’s Interpersonal)
3. Also, ask the students what they would like to learn about measuring. Fill in the chart. (Bloom’s Knowledge, Gardner’s Interpersonal)

4. Next, inform the students that in honor of Johnny Appleseed, the class is going to do a small cooking project with apples during the second 30 minute session allotted for this lesson. While two groups are reading the next chapter in *School at Crooked Creek*, allow the other two groups to walk back to the big table and work as a group to follow the attached recipe. The teacher should be working primarily with the group at the table. (Bloom's Application, Gardner's Bodily/Kinesthetic)
5. When a group comes to the big table, ask the students to first examine their measuring tools and ask them if they have any questions about each one. Model for them the proper way to measure with measuring spoons (dig spoon into ingredient and level off to prevent excess ingredient in the mixture). Also, model for them how to use a spatula to get sticky ingredients off the measuring spoon. (Gardner's Visual/Spatial)
6. After both groups have gone, cook the apples in the oven in the teacher lounge during lunch and let the kids try the apples out.
7. Have the students revert back the K-W-L chart and fill out the section about what they learned. Specifically, ask them to answer the three questions:
  - a. Explain the steps for measuring food ingredients.
  - b. Why should we level off each measuring tool before adding that ingredient to the mixture?
  - c. If the ingredient is sticky like butter, how should you get it out of the measuring tool? (Bloom's Analysis)

**Closure:** Ask students if they could share what they learned and wrote on the "L" section of the chart. Also, to get ready to introduce the next lesson, ask the students to choose a founder off the bulletin board (like Johnny Appleseed) that they find interesting and ask them to write why they find that person interesting in their writer's notebooks.

**Adaptations/Enrichment:** If the students are having trouble filling out the "L" section of the K-W-L chart, allow them to go back to the cooking table and re-examine the cooking tools with the teacher. If a student has difficulty measuring out his/her materials, the teacher could create a visual on big paper of what each measurement name represents. If a student completes the activity ahead of everyone else, they could invent more apple recipes or draw/write about a time when they used another type of measuring tool.

**Self-Reflection:** Would I teach this lesson again? What should I have done differently and what could I improve? Were the adaptations/enrichments best practice?

# Apple Crescents Recipe

## Materials:

- sliced apples
- crescent rolls
- cinnamon
- sugar
- water
- butter
- muffin pans and muffin liners
- pan
- tabletop cooking coil
- oven access

## Plan:

Divide students into groups of 3-4. Each student shall follow the recipe for "mini-apple crescents".

5-6 apples slices  
1 tsp. Cinnamon  
1 tsp. Sugar  
1 tsp. butter  
crescent rolls

1. Place butter in pan. Add cinnamon, sugar and apples. Stir while cooking until apples appear tender.
2. Unwrap crescent rolls. Place muffin liners in muffin pan.
3. Place the crescent roll in muffin liner. Do not fold.
4. Spoon apples into roll; then bring up crescent roll corners and crimp.
5. Prick with fork twice. Cook in 300 degree oven for about 15 min. Check to make sure the rolls don't get too brown.
6. Remove from oven, cool and eat!

# K-W-L Chart

Name: \_\_\_\_\_

What do you know?	What do you want to learn?	What did you learn?

**Manchester College  
Education Department**

**LESSON PLAN by Kristen Davidson**

**Lesson:** Dramatize a Founder, Storytelling   **Length:** 1, 30 minute period, plus 3 minutes for each presentation

**Age/Grade Intended:** Third Grade

**Academic Standards:** 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.  
Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given a Ft. Wayne founder, the third grade students will give a 3-minute dramatization/presentation about their founder while using props and using good expression. They will also score at least a 26/28 on the rubric.

**Assessment:** Rubric

**Advanced Preparation by Teacher:** The teacher will need to create the rubric.

**Procedure:**

**Introduction/Motivation:** Ask the students to recall back to the information that the class has learned about Johnny Appleseed and the other founders. To introduce the topic, the teacher will ask the students if they if they want to play during recess. They will probably ask you what you want to play. Then the teacher should pick up a basketball and ask them if they want to play during recess. The students will now know that the teacher is talking about basketball. (Bloom's Comprehension, Gardner's Bodily/Kinesthetic)

**Procedure:**

1. To begin, the teacher will ask the students how they knew that she was talking about basketball after she asked the second question.
2. The teacher should explain to the students that she used the basketball as a prop to help the students understand what she was talking about.
3. Explain to the students that they will get a chance to do this too. Only this time, the students will be using props to help the other students understand more about a Ft. Wayne founder. (Gardner's Bodily/Kinesthetic) To connect to the previous lesson, remind the students of the Johnny Appleseed lesson.
4. Assign students a founder (preferably different from the founder that they did their puzzle piece on, they may have wrote about a founder they find interesting in their writer's notebooks after the previous lesson) and review the rubric with them. (Bloom's Visual/Spatial)

5. Give the students a few nights and at least 20 minutes of computer time to research their founder and gather materials.
6. Explain to them that they can dress like the founder might have dressed or walk slowly if the founder was older. Their assignment is to give a short dramatization of the story of their founder.
7. Allow the students to present their characters. (Gardner's Bodily/Kinesthetic, Gardner's Interpersonal, Bloom's Application)

**Closure:** The teacher should ask the students if they can think of any other ways that they could use props in their day to day lives to be better understood. Ask the students if they can think of any other ways (perhaps physical activity) that would help them to better understand a topic. This question will connect it to the next lesson. (Bloom's Evaluation)

**Adaptations/Enrichment:** If a student is having difficulty with this project, the teacher should allow them to present for a shorter time period. The teacher could also allow them to practice in front of them during recess a day or two before the actual presentation. If a student is excelling with this project, the teacher could ask them to present longer or help other students think of prop ideas.

**Self-Reflection:** Would I teach this lesson again? Were the adaptations/enrichments best practice? Did the students enjoy taking on the role of a character?

### Sample Presentation Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Use of props, pictures, or posters.</b>	The student used props and made the use of them look natural.	The student used a prop and appeared to use it with some ease.	The student had props but forgot to use them.	The student had no props.
<b>Rehearsed</b>	Presentation is polished and well rehearsed	Presentation was rehearsed but not polished	Presentation showed very little rehearsal	Presentation was unrehearsed and unorganized
<b>Vocal Projection</b>	Projects voice well	Can be heard	Difficult to hear	Could not be heard
<b>Vocal Expression</b>	Speaks very fluently and expressively	Some words not spoken clearly; some expression	Hard to understand or may lack expression	No expression
<b>Posture &amp; Eye Contact</b>	Consistently uses good posture and eye contact	Uses good posture and eye contact some of the time	Unassuming posture and very little eye contact	Uses poor posture and no eye contact
<b>Time</b>	The student's presentation was at least 3 minutes long.	The student's presentation was at 2-3 minutes long.	The student's presentation was 1-2 minutes long.	The student's presentation was less than one minute long.
<b>Story</b>	The student reviewed the major parts of the founder's life and detailed the importance of their character to Ft. Wayne.	The student mentioned some about their character's life and touched on their importance to Ft. Wayne.	The student tried to detail their character's life and importance to Ft. Wayne's history but could not.	The student didn't detail their character's life or importance to Ft. Wayne's history.

**Manchester College  
Education Department**

**LESSON PLAN** by Kristen Davidson

**Lesson:** Fur Furry, P.E. Gross

**Length:** 30 minutes

**Age/Grade Intended:** Third Grade

**Academic Standards:** 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given the proper physical activity materials, the third grade students will play “Fur Furry” with 100% completion. The students will also complete the chart about the establishment of Ft. Wayne with 90% accuracy.

**Assessment:** Chart

**Advanced Preparation by Teacher:** The teacher will need to set up the gymnasium with four cones to mark off a playing area.

**Procedure:**

**Introduction/Motivation:** Ask the students to recall the very first lesson of the unit when some of them were given doughnuts and some of them weren't. Re-explain how this signified that the Miami Indians were on the land of the Ft. Wayne area first but the French fur traders wanted to control this area too due to the convergence of the 3 rivers which allowed them to travel to New Orleans. (Bloom's Knowledge)

**Step-by-Step Plan:**

1. Divide the students into two teams and set up four cones to designate a playing area. Then on one side of the playing area, place a pile of small, art pom poms on the floor.
2. Explain the game of Fur Furry. The “Miami Indians” are trying to protect their land by removing the “French” from the Ft. Wayne area which is represented by the playing area. The “French” need to carry the pom poms (furs) from one side to the other without getting tagged by a “Miami Indian.” They can only take one pom pom at a time. (Gardner's Bodily/Kinesthetic, Bloom's Application)
3. Repetitively relate this back to the way that the Miami were on the land first and the French settlers wanted to start using the land.
4. If a student is tagged, they are escorted off the playing area by the “Indian” who tagged them.
5. If the game is getting too slow, allow the “French” to re-enter the game after a two-minute time period.
6. If the “French” carry at least 2/3 of their “furs” to the other side before all of them are removed, they win. If the “Indians” remove all of the “French” before the

- “French” carry over enough pom poms, the “Indians” win. (Bloom’s Analysis, Gardner’s Visual/Spatial, Bodily/Kinesthetic).
7. To make the game more accurate, the students could play a second time but this time the French could have an advantage of more people since they had more advanced weapons during the actual time period. (Bloom’s Synthesis.
  8. To help practice locomotor skills, the teacher could use a whistle to blow and then shout out a different skill that the students have to use. The skill could be skipping, jumping, or hopping instead of running. (Gardner’s Bodily/Kinesthetic)

**Closure:** Ask the students what each team was a representative of. What did the playing area represent? What did the pom poms represent? To connect this to the next lesson, ask the students if they can think of ways that music would have been different for the Indians and French fur traders.

**Adaptations/Enrichment:** If a student is struggling with this task, the teacher could help them think of a strategy to get to the other side. For example, wait until another student tries to run to the other side so that some of the “Indians” are distracted. Also, the teacher could provide a “base” in the middle of the playing area where “French” could find safety. The teacher could say this is a tree that the “French” are hiding behind and since they are hiding they can’t be seen, thus the “Indians” can stand right next to the base waiting for them to leave. The teacher could use a mat or a carpet square as the base. If a student is excelling with this project, the teacher could inform that they have been injured by the “Indians” but not killed so they have to hop on one foot or skip to the other side.

**Self-Reflection:** Did the students enjoy the game? Did they understand that the game correlated with Ft. Wayne’s history? Was the game too difficult? Were the adaptations/enrichments best practice?

## Fur Furry Comprehension Chart

Name: \_\_\_\_\_

What did the pom poms represent?	
Who did each team represent?	
What did the playing area represent?	
Why was there a conflict in the first place?	

**Manchester College  
Education Department**

**LESSON PLAN** by Kristen Davidson

**Lesson:** Founder Drama Charades, Drama

**Length:** 45 minutes

**Age/Grade Intended:** Third Grade

**Academic Standards:** Social Studies 3.1.2 Explain how and why the local community was established and identify its founders and early settlers.

**Performance objectives:** Given an assigned founder, the third grade students will silently demonstrate their founder through motions and props with full completion.

**Assessment:** Rubric

**Advanced Preparation by Teacher:** The teacher will need to assign n founders and collect the props from the previous lesson.

**Procedure:**

**Introduction/Motivation:** Ask the students to draw a piece of paper out of a hat while they are returning from a special. Inform them that they shouldn't show their paper to anyone else. Then, the teacher should move to the front of the room and say "Guess which founder I am." Then the teacher will act out reading and sharing books with students. After a minute of doing this, ask the students who they think you are. Hopefully they will say, "Emerine Hamilton," the woman who started the first public reading room in Ft. Wayne. (Blooms's Knowledge, Gardner's Visual/Spatial)

**Step-by-Step Plan:**

1. Inform the students that like the last lesson, they will be pretending that they are a Ft. Wayne founder. Only this time, they won't be able to talk to the audience and then their classmates will guess which founder they are.
2. They will also have 20 minutes to research information on this founder by using the computers, asking their classmates who may have had the same founder for the last lesson, and by consulting the bulletin board.
3. The students should decide how they could silently act out the founder's name on their paper. (Bloom's Comprehension, Gardner's Intrapersonal)
4. Inform them that they can use the props and clothing that the class had compiled during the last lesson when they were giving their founder reports. The teacher should create a special chest out of a plastic bin that the students can put their props in.

5. Allow four students at a time to go to the bin and pick out their props while the rest of the class is brainstorming what they are going to do.
6. Ask for a volunteer to go first and after one minute of presentation, the class can guess what the student is acting out. (Gardner's Visual/Spatial)

**Closure:** Ask the students to raise their hands and describe the hardest part of acting and guessing. (Bloom's Evaluation and Comprehension) Inform the students that the next founder activity will involve the students matching names with the pictures of founders. (Gardner's Visual/Spatial) Therefore, they will need to know what the founders look like. Tell them that they can use this charades lesson as a study strategy to help them remember which founder did what in history.

**Adaptations/Enrichment:** If a student is having difficulty with this activity, they could work with a partner on coming up with ways to act out each founder or they could work and present with a group. If a student is excelling with this activity, the student could take on the challenge of finding a way to act out Col. David Foster. No one else will originally get this founder because it would be too difficult to act out "father of Ft. Wayne parks."

**Self-Reflection:** Did the students have fun and learn ways of connecting founders to their historical background? Did the students have enough props? Did the students know what motions they should make?

John Franke  
Eliza George  
Jesse Vermilyea  
Capt. Asa Fairfield  
John Bass  
Thomas Swinney  
Col. David Foster  
Henry Rudisill  
Samuel Hanna  
Emerine Hamilton  
Ronald McDonald  
Isaac Nelson  
Charles Ewing  
Allen Hamilton  
William Edsall  
Johnny Appleseed

## Founder Charades

Name: \_\_\_\_\_

<b>Props</b>	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.
<b>Creativity</b>	The student discovered a way to represent a founder through motions without using his/her voice.	The student represented the founder accurately.	The student somewhat represented the founder.	The student did not represent the founder.
<b>Historical Accuracy</b>	All historical information appeared to be accurate.	Almost all historical information appeared to be accurate.	Most of the historical information was accurate .	Very little of the historical information was accurate.

**Manchester College  
Education Department**

**LESSON PLAN** by Kristen Davidson

**Lesson:** Johnny Appleseed song, Music

**Length:** 30 minutes

**Age/Grade Intended:** Third

**Academic Standards:** Music 3.8.2 Interpret an aural musical example using dance, drama, art, or writing.

Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Performance objectives:** Given the “Johnny Appleseed Grace” song, the student will successfully learn motions to the song and perform them with 100% completion.

**Assessment:** Observations of singing and motions, Ws chart

**Advanced Preparation by Teacher:** The teacher will need to cue up the web pages and discuss a plan with the music teacher.

**Procedure:**

**Introduction/Motivation:** To help the students to become interested in the lesson, remind them of the previous lesson when they made apple turnovers and learned about Johnny Appleseed. Then inform them that since Johnny Appleseed is so significant even in modern day Ft. Wayne, that the class will be learning more about him. Show them the first minute of the neat video about Johnny Appleseed at <http://www.youtube.com/watch?v=IASrP1-DulU>. (Gardner’s Visual Spatial, Bloom’s Knowledge)

**Step-by-Step Plan:**

1. After watching the video, review Johnny Appleseed’s purpose and life with a class discussion (Gardner’s Interpersonal, Blooms Comprehension). Guide them to the answers about Johnny’s love for people and the Earth while he planted apple seeds to feed pioneers.
2. Hand out the “Johnny Appleseed Grace” lyrics and read through them for the class. Depending on the size and level of the class, the teacher may need to cut down the size of the song.
3. Then tell the class that this piece of writing is actually a song featured on a Disney movie. Show them the animated music video that coordinates with the song and continues Johnny’s story. Show this video at <http://www.youtube.com/watch?v=IASrP1-DulU>. (Gardner’s Musical)

4. Tell the class that you really like this song but you are having trouble learning the words. Tell them that when you have motions to a song, it is easier for you to learn the song. Ask the class to go through the words and create motions for the song. (Gardner's Bodily Kinesthetic, Interpersonal, Bloom's Synthesis)
5. Review the motions to the song several times with the class using the music video found at [www.youtube.com/watch?v=V\\_IrdS-zu48](http://www.youtube.com/watch?v=V_IrdS-zu48). (Gardner's Bodily Kinesthetic)
6. Challenge the students to perform the song for the music teacher during their next music special. Ask the music teacher to play the chords to the song on the piano while the students sing and do the motions for her.

**Closure:** After their performance, ask the students to fill out a modified "W" chart about Johnny Appleseed (Gardner's Intrapersonal, Bloom's Evaluation) and inform them that the next lesson will be an exciting adventure in the gymnasium which will require knowledge about the founders and physical activity skills.

**Adaptations/Enrichment:** If a student is struggling with this activity, the teacher could encourage them to write in or draw the motions on their song lyrics paper. This way the student will be able to see the motions that are coming up in the song. The teacher could also ask the student to be their special helper and do the motions in front of the other class while facing the class. This way the student will be able to see the rest of the class doing the motions and hopefully learn from them. If a student is excelling with this project, the teacher should ask them to try and learn the song without using their lyrics paper. This way, the student will be learning and have something to fill their time.

**Self-Reflection:** Did the students enjoy the song and youtube videos? Did the media seem to captivate their attention? Did they feel silly singing the song? Would I teach this lesson again?

## Johnny Appleseed Grace lyrics

Oh, the Lord's been good to me.  
And so I thank the Lord  
For giving me the things I need:  
The sun, the rain and the appleseed;  
Oh, the Lord's been good to me.

Oh, and every seed I sow  
Will grow into a tree.  
And someday there'll be apples there  
For everyone in the world to share.  
Oh, the Lord is good to me.

Oh, here I am 'neath the blue, blue sky  
Doing as I please.  
Singing with my feathered friends  
Humming with the bees.

I wake up every day,  
As happy as can be,  
Because I know that with His care  
My apple trees, they will still be there.  
The Lord's been good to me.

I wake up every day  
As happy as can be,  
Because I know the Lord is there  
Watchin' over all my friends and me  
The Lord is good to me.

The Lord is good to me, and so I thank the Lord, for  
giving me the things I need, the sun and the rain and the  
apple seed, the Lord is good to me.

The image shows a musical score for a song. It consists of three staves of music in 4/4 time, written in treble clef. The lyrics are written below the notes. The first staff contains the first line of the song, the second staff contains the second line, and the third staff contains the third line. The music is simple, using quarter and eighth notes. The lyrics are: "The Lord is good to me, and so I thank the Lord, for giving me the things I need, the sun and the rain and the apple seed, the Lord is good to me."

## Johnny Appleseed W's Chart

Directions: Fill out the chart with the information from the Johnny Appleseed video and class discussions.

NAME: \_\_\_\_\_

<b>Who?</b>	<b>Johnny Appleseed</b>
<b>What did he do?</b>	
<b>Why did he do it?</b>	
<b>Where did he do it?</b>	
<b>When did he do it?</b>	

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Lesson #11-Fine Motor Skills, PE

Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

Motivation: This lesson will focus on the students being able to identify early settlers and founders with their significance to Ft. Wayne's history. In the gymnasium, the teacher will tell the students a story while asking them if they would be willing to help her organize her index cards that she dropped and scattered while she was walking in the gymnasium earlier that day. All the cards will be face down.

Highlights of the lesson: The teacher will have a set of cards made up of pictures of the founders and their significance to Ft. Wayne history on another card. The cards will be scattered through the playing area and the students will be divided into two groups at each end of the area. The students have to use their fine motor skills and locomotor skills to skip, run, hop, jump, walk, or gallop to a card and then use their fine motor skills to pick the cards up. The students can bring cards back to their team's base and release another student to go find the cards corresponding match. If the game is moving too slowly, more than one student can be released from each team. Also, the teacher will be in charge of deciding which locomotor skill the students use. She can change the skill by blowing her whistle and shouting a new motion.

Modifications: If the students are having difficulty with the assignment, the teacher can ask them to choose more than one card at a time to bring back to their team's base or ask them to find the card's match while they are still on the playing area. If the game is too easy for the students, the teacher should ask the students to try and pick the matching card from memory and only allow them to look at a few different cards before returning and giving another student a chance.

Assessment: All the cards are successfully matched up.

Lesson #12-Social Studies

Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

Motivation: Tell the students that now it is their turn to be hands on with their work. Tell them that today they are going to be famous explorers. Give them the Lindenwood Cemetery pack and let them look through it.

Highlights of the Lesson: At first they might be skeptical about taking a field trip to a cemetery but explain to them that this cemetery is important to Ft. Wayne's history because it is very old and most of the founders are buried there. Also, explain proper cemetery etiquette. Next, take them to the cemetery and ask them to fill in the packet.

Modifications: If a student is having a difficult time with the assignment, the teacher could ask the whole class to finish the assignment with a partner. Most likely, more than one student will be having difficulty so if the teacher pairs them all up, it will take care of the entire problem. If a student is excelling with the project, ask them to record another piece of information from each tomb that they visit.

