

MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Candy Preston, Erica Hudson, Katie Stoneburner, Tyler Kottkamp

Lesson: Down Buttermilk Lane

Length: 60 Minutes

Lesson adapted from:

http://www.mcps.k12.md.us/curriculum/socialstd/grade2/down_buttermilk.html

Grade Intended: Second Grade

Academic Standards: Social Studies

2.2.1 *Listen to historical stories and compare daily life in the past and present.*

Performance Objective:

2.2.1 After listening to a historical story the students will note 5 differences and three similarities in the way the Amish live and the way that they live.

Advance Preparation by Teacher:

Acquire *Down Buttermilk Lane* by Barbara Mitchell, illustrated by John Sandford
Copies of Venn diagram for each student

Procedure:

Introduction:

Ask students "how did you travel to school today?" "Did you ride in a buggy like the one in the picture?" (Show book page one in book) Explain that if they were Amish boys and girls, they would walk or ride in a buggy for traveling. Explain that they are going to hear a story that will teach them about the way the Amish people live.

Step-by-Step Plan:

1. Read the book, **Down Buttermilk Lane**, to the students.
2. Discuss the following questions:
 - What are the natural features of the land where this Amish family lived? (rolling hills and valleys, streams, trees that lose their leaves, pond)
 - What are some of the human-made features that have been added to the landscape? (barns, windmills, bridges, roads, houses, stores, fences, silos)
 - What does "Dat" (the father) do for a living? How do you know? (The father is a farmer. He says it is time for "milking" and the author says they live in a farmhouse)
 - What are some of the products that the farmer produces on his farm? (milk, dairy products, corn, cabbages, cauliflower, maybe other vegetables)
 - Do you see a tractor on this farm? How does the farmer till the soil and harvest the crops without the use of a tractor? (We see horses or mules pulling the wagon in the illustration.)
3. Explain that the Amish people believe in a very simple life. Most of them do not use telephones, electricity, or gasoline-powered vehicles. The farm work

is done with teams of horses or mules. Show the picture with the old car on the lawn. Tell them that some of the Amish people have left the Old Order Amish with their strict rules to become Mennonites. Mennonites enjoy some of the more modern ways of living like driving cars, but they still wear simple clothing. Ask: "What other examples of a simple way of life were mentioned or illustrated in the story?" (They dress in plain clothes; they play checkers instead of video games; they make quilts in the winter; they make home-baked bread; they visit the pond in their leisure time)

4. Ask the students to identify landmarks mentioned in the story that were along the route to town and back to the farm. Make a list on the board. (Farmhouse, bridge, vegetable garden, windmill, Zimmermans' general store, Zooks' Dry Goods store, hardware store, Farmers' Market, Dawdi's place, pond, Ebersol Chair Shop, Fishers' Carriage Shop)
5. Pass out Venn diagrams and have students list five differences between the way they live and the way that the Amish live.

Closure:

The story did not tell what the Amish family did after their dinner. Have the students in their journals suggest activities that would satisfy the Amish need for simplicity.

Adaptations/Enrichment:

Directions in Spanish
Give suggestions orally

Self-Reflection:

Were the desired number of differences and similarities too high?
Do students see the differences between their way of life and the Amish's way of life?

Bloom's Taxonomy:

Knowledge: Recalling facts about the story
Application: organizing differences and similarities in a Venn diagram
Predicting what the Amish family does after dinner.

Gardner's Multiple Intelligences

Visual Spatial: Venn Diagram
Verbal Linguistic: writing
Intrapersonal: working individually