Incorporating Multicultural Literature
Into the Indiana Academic Standards

An Honors Thesis (HONRS 499)

By

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The following sets of lesson plans were created to enhance and deepen the understanding of other cultures, through the use of multi-cultural children’s books, while meeting the Indiana fourth grade curriculum guidelines set forth in the academic standards. The purpose for compiling these lesson plans was to show that diversity can be taught by simply building on what already exists in the classroom. Teachers in Indiana are bound to the state standards, so that is where the lessons begin. Each useful lesson is developed to teach students about another culture, while also teaching one of the standards. Therefore, teachers can meet two needs with one lesson. This will be a useful resource to any fourth grade teacher who is interested in teaching about other cultures.
Felita
by Nicholasa Mohr

The following set of lesson plans was created to enhance and deepen the understanding of Felita while meeting the Indiana fourth grade curriculum guidelines set forth in the academic standards. These lessons should be used after the students have completed the book Felita. They will be most effective if used in the order in which they are laid out in the mini-unit. Each lesson will take approximately thirty to forty-five minutes of class time.
Felita

Standard 4.2

READING: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative and expository texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

Comparing and Contrasting

Objective: The students will appropriately compare and contrast Felita’s old community with their own by using a Venn Diagram.

Materials:
- Chalkboard
- *Felita* by Nicholasa Mohr
- Pre-chosen groups
- Overhead Projector
- 25 8x11 pieces of white paper

Pre-Activity Discussion:
1. Write the word Community on the Chalkboard or overhead projector. Allow the students to brainstorm all of the words that they can think of that go along with community. Write these words on the board as they list them.
2. Have the students sum up what a community is in a single sentence. Call on students to share their sentence with the rest of the class.
3. Explain that a community is a group of people that live in the same area and share common interests and goals.
Activity:
1. Put the students into groups of three. Have them identify specific details about Felita's old community, which they read about. Instruct them to look through chapter one in the book if they need help.
2. Appoint one person in each group to be the "recorder." Have that person write down all of the details that their group came up with. They should try to describe how the community is set up, what their interests are, and what is important to the people in that community.
3. Call the students' attention back to the front of the class. Create a master list of details by having the groups share their individual ideas.
4. Give the students five minutes to each create their own list of specific details about the community that they live in. They need to think about how their community is set up, what their interests are, and what is important to the people in that community.
5. While the students are doing this, create a list of specific details about the classroom community on the chalkboard. This will come from the teacher, and it will be used in the next step.
6. Introduce a Venn Diagram on the overhead. Remind the students that Venn Diagrams are used to compare and contrast two items. Explain that each circle represents the items being compared. The similarities go in the area that overlaps, and the differences go in the areas that do not overlap.
7. Model Venn Diagrams by comparing and contrasting Felita's community with the classroom community. Allow the students to add details that are missing.

Application:
1. Hand out an 8x11 piece of white paper to each student.
2. Instruct the students to each complete a Venn Diagram that compares and contrasts the community that he or she lives in with Felita's community.
3. The students must come up with at least three items in the overlapping area and four items in each of the other areas of the Venn Diagram.
4. Have the students create a title for their Venn Diagrams.

Assessing the Objective:
1. Did the student describe Felita's community with the Venn Diagram?
2. Did the student describe his/her own community with the Venn Diagram?
3. Did the student effectively use a Venn Diagram to compare the two communities?
READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme, plot, and the setting of stories that they read. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.

Characters

Objective: The student will identify specific traits of his/her favorite character that make that character unique.

Materials:
- Pre-chosen groups
- Overhead projector
- *Felita* by Nicholasa Mohr
- 25 8x11 pieces of white paper
- Crayons or colored pencils

Pre-Activity Discussion:
1. Have the students think of their favorite characters from a Disney movie.
2. Put the students into groups of three.
3. Instruct the students to each take turns describing his/her character to the rest of the people in the group. They can say anything they want to describe them, except for the character's name or the movie that they are in.
4. The rest of the people in the group must guess the character that he/she is describing.

Activity:
1. Recall the students' attention to the front.
2. Create a story element chart on the overhead with the following headings: Setting, Characters, Plot, and Theme.
3. Have the students fill in the chart as well as they can, using the story *Felita*. If they have difficulty, use guided questioning to lead them to the answers. Allow them to look in the book.

4. After you fill in the chart, cover all of the categories, except for Characters. Tell the students that you are going to elaborate on the characters in *Felita*.

5. Explain that characters are just like people. They look a certain way, like to do certain things, have certain behaviors, and feel certain ways. It is the author's job to portray the character as they want him/her to be.

6. Make a list of the main characters in *Felita*.

7. Choose Felita to create a character web over. Place her name in the center of the chalkboard with a circle around it. Have lines branching out to circled subcategories. Some possible subcategories for Felita are Appearance, Hobbies, Feelings, Friends, etc. You can add as many subcategories as you want.

8. Have the students provide details for the subcategories as you write them down.

Application:
1. Have each student pick his/her favorite character other than Felita.
2. Pass out a white sheet of paper to each student, and have them create his/her own character web over the character that they chose. They should have at least four subcategories off the character's name (such as appearance, hobbies, etc).
3. On the back side of the sheet of paper, have the students draw a picture of their favorite character. The character should appear how the student described them in the character web.

Assessing the Objective:
1. Did the student grasp the various aspects of a character?
2. Did the student complete a character web with at least four subcategories?
3. Did the student draw a picture of the character that corresponds with the character web?
Lesson 3
Vocabulary

Felita

Standard 4.1

READING: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics, syllables, word parts, and context clues. They apply this knowledge to achieve fluent oral and silent reading.

Vocabulary Memory

Objective: The student will correctly match the vocabulary word with its definition during the game, Memory.

Materials:
Vocabulary word cards (one set per pair of students)
Vocabulary definition cards (one set per pair of students)

Pre-Activity Discussion:
1. Introduce the vocabulary words to the students by holding up the word card.
2. Have one student read the word.
3. Call on another student to explain what the word means and use it in a sentence. The following are definitions for suggested vocabulary words from this book.

    English Vocabulary
    1. Practically – almost or nearly
    2. Investigate – to observe or look at closely
    3. Defenseless – unable to protect oneself
    4. Usually – in a way that is common
    5. Firmly – in a way that is not likely to change

    Spanish Vocabulary
    1. Que pasa? – what's up?
    2. Dulce – candy
    3. Muchacho – boy
    4. Abuelita – grandma
    5. Felicidad – happiness
(use a combination of Spanish and English vocabulary words to increase diverse perspectives)

Activity:
1. Put students into pairs.
2. Explain the procedure of Vocabulary Memory.
   1. The students will mix their vocabulary cards and definition cards all together. They will lay them all face down and spread out. The following is an example of how the cards should randomly be placed.

   X X X X X
   X X X X X
   X X X X X
   X X X X X

2. The students will each take turns flipping two cards over. The goal is to turn over a vocabulary word and its definition. If the student turns those two cards over, then he/she gets to keep them. If they do not, then he/she must turn them back over, and it is the next person's turn.
3. The students will go back and forth until all of the cards are gone.
4. The person with the most cards wins.
3. Allow the students to play for approximately twenty minutes.

Application:
1. Have the students return to their desks.
2. Have them write each vocabulary word in a sentence and turn it in.

Assessing the Objective:
1. Did the student correctly match vocabulary words with the definitions during Vocabulary Memory?
2. Did the student write sentences that use that vocabulary words appropriately?
Felita

Standard 4.5

WRITING: Applications

Students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4. Writing demonstrates an awareness of the audience and purpose for writing.

Respond to Literature

Objective: The student will write a reaction that explains what they learned about the Puerto Rican culture through reading this story.

Materials:

- Chalkboard
- Felita by Nicholasa Mohr
- 25 8x11 pieces of white paper
- 25 pieces of lined paper

Pre-Activity Discussion:

1. Discuss with the students the meaning of culture.
2. Explain that "culture" is the set of shared attitudes, values, goals, and practices that describes a group of people.
3. Have them share various aspects of the culture that they grew up in. If they grew up in many areas of the United States, they may say that their culture values education, being young, having fun, sports, and food. Guide them to come up with things that are important to where they grew up.
4. Explain that every culture is different in some way, but that doesn't make it any better or worse than other cultures.

Activity:
1. Explain to the students that understanding a culture does not mean that you understand everyone in that culture. Not everyone values everything that the culture values. These are generalizations. For instance, our culture values education, but there are many people who do not like school.

2. Brainstorm together with the students various aspects of the Puerto Rican culture that they read about in Felita. Allow students to use their books. Create a list on the chalkboard.

3. Explain to the students that they are going to write a literature reaction. This is just a feeling or opinion about something that one reads. In a literature reaction, the students can be completely honest, because there are no wrong answers. They are simply writing their reaction.

Application:

1. The students will write a reaction to Felita. In their reaction, they need to write about the Puerto Rican culture. They must include something that they learned about the Puerto Rican culture that they did not know before.

2. Instruct the students to do a pre-writing of their choice on a blank sheet of paper before writing their first draft.

3. When they are ready to write their actual reactions, they need to skip lines so that they can proofread later and make corrections.

4. The students should write without worrying about spelling or punctuation, because this is the first draft. They will go back to proofread and edit later.

5. Give the students plenty of time to get all of their thoughts on paper.

Assessing the Objective:

1. Did the student write a reaction to Felita?

2. Did the student follow the set guidelines for the reaction?

3. Did the student express an aspect of the Puerto Rican culture that they learned through reading Felita?
Using Topic Sentences

Objective: The student will appropriately edit their literature reactions to *Felita*.

Materials:
Overhead projector

Pre-Activity Discussion:
1. Review the stages of the writing process with the students.
2. Quickly run through the writing process by creating a short paragraph on literature responses. The following is an example of how you may choose to do this:

Step 1: Prewrite: (Brainstorm and develop ideas)

- What they are
- Different kinds
- Why we do them
- How you write them

Step 2: Drafting (Get your thoughts on paper; don’t worry about technicalities)

Literature responses are a way of telling how a story makes you feel. There are many ways you can respond to literature. You can tell what you learned or what you liked. They help you summarize what you got out of...
the story. You can even write what made you agreeing. You write literature responses by writing your true feelings. A good way to express how you feel is through literature responses.

Step 3: Revising (Edit and Proofread; allow others to revise also)

Literature responses are a way of telling how a story makes you feel. There are many ways you can respond to literature. You can tell what you learned or what you liked. They help you summarize what you got out of the story. (You can even write what made you angry!) You write literature responses by writing your true feelings. A good way to express how you feel is through literature responses.

Step 4: Rewrite (Write, with revisions)

Literature responses are a way of telling how a story makes you feel. There are many ways that you can respond to literature. You can tell what you learned or what you liked. You can even write what made you angry! You write literature responses by writing your true feelings. A good way to express how you feel is through literature responses.

Step 5: Publish (Write or type in final form; include citations)

Literature responses are a way of telling how a story makes you feel. There are many ways that you can respond to literature. You can tell what you learned or what you liked. You can even write what made you angry! You write literature responses by writing your true feelings. A good way to express how you feel is through literature responses.

3. Explain the steps clearly and concisely as you go through the example.
Activity/Application:
1. Remind the students that they already went through the prewriting and first draft steps of the writing process with their Literature responses.
2. Pass back their literature responses. Have each student read his/her response two times and make any corrections that they notice. Give them an editing checklist with mistakes that they need to look for. Capitalization, Punctuation, Spelling, Topic Sentence, and Flow should be on this checklist.
3. Have the students trade papers with a partner. They need to make corrections on their partner’s paper.
4. Have the students turn in their proofread literature responses so you can make additional suggestions.
5. Circle any misspelled words that the students did not catch so that they can correct them in tomorrow’s writing lesson.

Assessing the Objective:
1. Did the student correctly go through the editing checklist to proofread his/her own paper?
2. Did the student correctly go through the editing checklist to proofread his/her partner’s paper?
Felita

Standard 4.6

WRITING: English Language Conventions
Students write using Standard English conventions appropriate to this grade level.

Using Dictionaries
To Correct Spelling Errors

Objective: The student will use a dictionary to correct spelling errors in his/her “What I learned about the Puerto Rican Culture” essays.

Materials:
“What I learned about the Puerto Rican Culture” essays
Dictionary for each student

Pre-Activity Discussion:
1. Pass back the “What I learned about the Puerto Rican Culture” essays to the students with any overlooked misspelled words circled.
2. Discuss with the students various techniques for correcting spelling errors in writing.
3. Explain that by using a dictionary, you can quickly find the correct spelling for a word. So, today, they are going to use dictionaries to correct the misspelled words in their essays.

Activity:
1. Provide each student with a dictionary to use.
2. Instruct them to turn to the page in the dictionary that contains the word “spell.” Do this so that they will be looking at the same set of words for the explanation.
3. Review the setup of a dictionary with the students.
   - The words on the top corners of each page are called guidewords. They are the first and last words on the page. Every word on the page will fall somewhere in alphabetical order between the two guidewords.
- Every word in the dictionary is in alphabetical order. Review alphabetical order by placing the words “spell” and “speed” on the chalkboard. Explain that speed will come before spell in the dictionary because the fourth letter in speed comes before the fourth letter in spell. They must go to the fourth letter because it is the first letter that is different.

4. Model how to look up a word that you do not know how to spell.
   - Look up the word “tomorrow” using this method. Tell the students that it is difficult to remember if tomorrow has two m’s or two r’s.
   - They must begin by turning to the T’s. Then they will look to the next letter in the word, which is O. They should be in the TO section of the dictionary. Assist the students in this by providing the page number if they are having difficulty. They need to look the word up as far as they know the correct spelling.
   - When they are not sure what comes next, they must scan the page for the word. If they do not see the word, they need to back up a letter and try alternative options for how it could be spelled.
   - Point out that on the TO page I see the word tomorrow, and now I know that it has only one M and two R’s.

5. Have the students practice this method by looking up the word “thought.”
   Assist them when necessary.

Application:
1. Point out to the students that the circled words on their essay rough drafts are spelled wrong.
2. Instruct them to use the dictionary to correct the spellings for those words.
3. When they have found all of the correct spellings for the words, the students need to write a final copy for their essays. The final copy should include all spelling, grammar, and editing corrections that were made throughout the revising process.

Assessing the Objective:
1. Did the student use a dictionary to correct spelling errors in his/her “What I learned about the Puerto Rican Culture” essay?
2. Did the student create a final copy of his/her essay with correct spelling?
LISTENING AND SPEAKING
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Question and Answer

Objective: The student will effectively respond to questions from the rest of the group, as they pretend to be his/her favorite character in Felita.

Materials:
Character Webs
Props to help describe the characters (optional)

Pre-Activity Discussion:
1. Discuss with the students the idea of acting.
2. Have them share who their favorite character is in a movie.
   Have them share what that character is like in the movie.
3. Ask the students to explain if those characters really exist or not.

Activity:
1. Explain to the students that actors and actresses are real people, but they are not the characters that they play. They are pretending. They are take on the characteristics and personalities of the characters that they play so that other people will be able to imagine them as the actual characters.
2. Hand back the character webs that the students completed earlier in the week.
3. Tell the students that it is their time to be actors and actresses! They will pretend to be their favorite character from Felita.
4. Give the students a few minutes to review their character web. They need to look at all of the aspects of their character, like what they look like, what they act like, etc.

Application:
1. Put the students into groups of four.
2. The students will each take a turn being “in the hot seat.” When a student is in the hot seat, they will act as the character that they picked. The other three students can ask a combined total of ten yes or no questions to the student in the hot seat. The student can only answer yes or no, and they must answer from the standpoint of the character that they are playing.
3. After the ten questions have been asked, the other three students get to guess what character the person in the hot seat is playing.
4. Each student will get one chance to be in the hot seat.

Assessing the Objective:
1. Did the student appropriately answer the yes or no questions from the rest of the group?
2. Did the other students appropriately guess which character was being played?
The following set of lesson plans was created to enhance and deepen the understanding of *Moja Means One*, and the Kenyan culture, while meeting the Indiana fourth grade curriculum guidelines set forth in the academic standards. These lessons should be used close together, along with the reading of *Moja Means One*. They can be used in any order. Each lesson will take approximately thirty to forty-five minutes of class time, with the exception of the Kenyan Market lesson, which will take an hour on two separate days.
Kelly Rogers  
Fourth Grade  
Mathematics

Moja Means One

Standard 4.1

MATH: Number Sense  
Understanding the number system is the basis of mathematics. Students extend their understanding of the place value system to count, read, and write whole numbers up to 1,000,000 and decimals to two places. They order and compare whole numbers using the correct symbols for greater than and less than. They extend the concept of fractions to mixed numbers, learning how fractions are related to whole numbers. They also extend their skills with decimals and how they relate to fractions.

Greater Than, Less Than

Objective: The students will appropriately compare whole numbers in Swahili using greater than and less than symbols.

Materials:
- Moja Means One – Muriel Feelings
- 10 sets of Swahili number flashcards
- Counters
- Overhead Projector

Pre-Activity Discussion:
1. Have the students count from one to ten.
2. Ask students to volunteer counting from one to ten in another language
3. Introduce and read the book Moja Means One. Explain that every language and culture uses numbers in some way, so they are going to see how people who speak the Swahili language say numbers.
4. Have the students review counting in Swahili using the language flashcards.
5. Explain that this week in math, the students will be learning about Kenya. They will be using the Swahili words for numbers, because that is the language spoken in Kenya. The words will be posted at the front of the room for reference. This will help them learn about
another culture while they learn concepts that they have to know in their own culture!

Activity:
1. Discuss the concept of larger and smaller numbers.
2. Show students two different quantities of counters on the overhead projector. Have them determine which quantity is larger.
3. Explain that when you compare two numbers, they are either equal or unequal. If they are equal, we use the = symbol, which the students are familiar with. If they are not equal, then one is greater than the other, and one is less than the other.
4. Give several examples of two unequal numbers (using digits), and have the students choose which one is greater than the other, and which one is less than the other.
5. Explain that when you compare two numbers, you show which one is bigger by using a greater than (>) or less than (<) symbol. Model this on the overhead.
6. Now, transfer this to the Swahili language. Say two numbers in Swahili, and have the students use a greater than or less than sign to compare them.

Application:
1. Have the students get in pairs.
2. Give each pair of students a set of Swahili number flashcards.
3. The students will draw two flashcards from the pile. They must write the numbers in digits on their paper and compare them using a greater than or less than symbol.
4. The students must have ten comparison sentences written down to turn in.

Assessing the Objective:
1. Did the student correctly translate the Swahili numbers into digits?
2. Did the student correctly use greater than and less than symbols to compare two numbers?
MATH: Computation

Fluency in computation is essential. As students learn about numbers, they also learn how to add, subtract, multiply, and divide them. They understand the special roles of 0 and 1 in multiplication and division. They also add and subtract fractions and decimals, learning how these different representations of numbers can be manipulated.

Multiplying by One

Objective: The students will appropriately multiply by one when given multiplication facts in Swahili.

Materials:

- Moja Means One – Muriel Feelings Language Flashcards
- Work sheet for each student
- Swahili Number Words at the front of the room
- Overhead Projector

Pre-Activity Discussion:

1. Introduce and read the book Moja Means One. Explain that every language and culture uses numbers in some way, so we are going to look at how people of the Swahili language say numbers.
2. Have the students review counting in Swahili using the language flashcards.
3. Refer to the Swahili number words posted at the front of the classroom.
4. Remind the students that they will practice their mathematics this week using those Swahili words.

Activity:

1. Discuss the concept of multiplying by 1.
2. Remind the students that when you multiply A x B, you are saying that there are A groups of B.
   
   4 x 3 means that there are four groups of three.
3. When you multiply by 1, you have A groups of one.
   7 x 1 means that there are seven groups of one.
   Therefore, the answer will always be the other number.
4. When you multiply 1 by another number, you always get one group of the other number.
   1 x 7 means there is one group of seven.
   Therefore, the answer will always be the other number.
5. Have the students practice a few problems on the chalkboard.
6. Read them multiplication facts using the Swahili numbers.
7. This will give them practice learning the terms in Swahili.

Application:
1. Assign a worksheet with multiplication facts (x1), where the numbers are written in Swahili.
2. Instruct the students to write the digit for the answer, as well as the Swahili term for the number. Collect this to assess.

Assessing the Objective:
1. Did the student correctly translate the Swahili numbers into digits?
2. Did the student correctly multiply by 1?
Kelly Rogers
Fourth Grade
Mathematics

**Moja Means One**

Standard 4.3

MATH: Algebra and Functions
Algebra is a language of patterns, rules, and symbols. Students at this level develop an understanding of the fundamental concept of a variable — having a letter represent all numbers of a certain kind. They use this to write formulas and equations, including equations that give the rule for a function. They continue number patterns involving multiplication and division. They recognize and apply the relationships among the four operations of addition, subtraction, multiplication, and division. They further develop the connection between numbers and number lines, including estimating positions on a number line.

**Mankala**

Objective: The students will appropriately use patterns and rules to play the African game, Mankala.

Materials:
* Moja Means One – Muriel Feelings
* 10 Mankala game sets (the students can make these with egg cartons or it can be played on the computer if no Mankala game sets are available)

Pre-Activity Discussion:
1. Read *Moja Means One*, by Muriel Feelings to the students.
2. Explain that every culture has aspects that are different than other cultures. However, some things are the same between cultures. One of those aspects is the use of mathematics. Every culture uses math in some way. Another similarity of all cultures is games. People of every culture have certain games that they enjoy playing.
3. Discuss how we use math in the United States (recipes, money, measurement, games)
4. Discuss some games that we play that use math (Card games, Monopoly, Wheel of Fortune, Computer games)

Activity:
1. Introduce the African game, Mankala. Refer back to page two of the book to show a picture of Kenyans playing the game.

2. Mankala is a counting game. People who play Mankala must recognize patterns and certain rules to win. They must try the moves mentally and figure out which move would be the best before they move the pieces.

3. Introduce the Mankala game board.

![Mankala Game Board]

4. Tell the instructions for Mankala [page of instructions included]. These instructions were found at: http://www.elf.org/mankala/Mankala.html

Many variations of this game can be played. All variations require algebraic thought and are beneficial to the development of the mathematical mind.

5. Have a student come up and demonstrate how to play a game of Mankala.

Application:
1. Have the students get in pairs.
2. Give each pair of students a MankaJa board and a set of rocks.
3. Allow the students to play Mankala for the remaining class time.
4. When the students are through playing, instruct them to write three different strategies that they used when they were playing Mankala.
5. Collect the students' strategies to assess the objective.

Assessing the Objective:
1. Did the student correctly play Mankala?
2. Did the student correctly describe three strategies that he or she used when playing Mankala?
Standard 4.4

MATH: Geometry
Students learn about geometric shapes and develop a sense of space. They identify, describe, and draw such concepts as acute angles and parallel lines. They describe shapes and objects, including special quadrilaterals such as rhombuses and trapezoids. They identify congruent quadrilaterals and explain their reasoning using specific geometric terms. They draw lines of symmetry for various polygons, and they construct cubes and prisms, developing their ability to work in three dimensions.

Symmetry in Kenya

Objective: The students will be able to tell which objects are symmetrical and draw a line of symmetry using a MIRA.

Materials:

*Moja Means One* – Muriel Feelings
MIRA’s for each student
Kenyan Object handout
Chalkboard

Pre-Activity Discussion:
1. Read *Moja Means One* to the students.
2. Discuss physical objects that are important in to the Kenyan culture, according to the book.
   Mountains, stones, Mankala boards, coffee trees, animals, the sun, types of clothing, animals, fruit, vegetables, meat, jewelry, pottery, carvings, instruments, pipes, fires
3. Discuss how these items are similar and different than important items in our own culture.
4. Discuss the various shapes of these items.

Activity:
1. Introduce symmetry to the students.
2. Explain that symmetry is like a reflection. When you have a line of symmetry, anything on one side of the line is a mirror image of anything on the other side of the line.

3. Discuss the various shapes that the students are familiar with (circle, square, rhombus, trapezoid, polygons, etc). Have the students determine which shapes are symmetrical.

4. Have the students find the line of symmetry in the above shapes.

5. Model using a MIRA. The MIRA must be placed on the line of symmetry. The student can then look through the MIRA to see if the other side of the shape lines up with the mirror image shown in the MIRA. If it does, then the shape is symmetrical.

6. Allow the students to practice using a MIRA with the shapes that have already been discussed.

Application:
1. Now, have the students reflect on the objects that are important to the Kenyan culture, which were discussed earlier.
2. Have them determine which objects are symmetrical (the top of a bongo drum, a vase, a bracelet, etc).
3. Give the students a handout with various objects from the Kenyan culture drawn on it.
4. Instruct the students to determine whether they are symmetrical or asymmetrical. Then, have them draw the lines of symmetry by using the MIRA, on the objects that are symmetrical.

Assessing the Objective:
1. Did the student correctly determine which Kenyan objects were symmetrical?
2. Did the student correctly draw the lines of symmetry using a MIRA?
**Moja Means One**

Standard 4.5

MATH: Measurement

The study of measurement is essential because of its uses in many aspects of everyday life. Students measure length to the nearest eighth-inch and millimeter and subtract units of length. They develop and use the formulas for calculating perimeters and areas of rectangles. They compare the concepts of volume and capacity. They add time intervals and calculate the amount of change from a purchase.

**Using Money in the Kenyan Market**

Objective: The students will appropriately buy items and make change in a mock Kenyan Market.

Materials:

*Moja Means One* – Muriel Feelings
10 stations of the Kenyan Market set up around the room (should have already priced items and change)
$15 in assorted bills and coins for each student
A bag for each student to place their goods in

Pre-Activity Discussion:

1. Read *Moja Means One* to the students.
2. Discuss various aspects of the Kenyan culture, which the students learned was important through reading the book.
3. Refer back to page eight of the book. Discuss what a Kenyan Market might look like. Discuss what they sell, who sells, who buys, what this would do for them economically, etc.
4. Have the students describe how mathematics might be used for the everyday activities that occur at a Kenyan market. (using money, quantity, measuring, etc)

Activity:
1. Explain that we are going to run our own Kenyan Market. During the first day, half of the class will be buyers, and the other half will be sellers.

2. The students will each get 15 dollars (in play money) to purchase a week's worth of food for a four person family.

3. Discuss the various things that both the buyers and sellers must consider:
   * Buyer:
     - What should I buy for my family to eat?
     - How much should I buy for my family to eat?
     - Do I have enough money to buy this?
     - If not, then what can I do to provide enough food for my family with the money that I have?
     - Did I get the correct change?
   * Consumer:
     - How much will x amount of this item cost?
     - Did they give me enough money?
     - How much change do I need to give them?

4. Review making change. The students will say the amount that the item cost, and count up to the amount that was given.
   Example: an item cost $2.54, and it was paid for with a five dollar bill. They will say $2.54, lay down a penny (say $2.55), lay down 2 dimes (say $2.75), lay down a quarter (say $3.00), lay down two dollar bills (say $5.00), and that is the change. The other student can check the change by subtracting $2.54 from $5.00. That should be the amount of money that they receive.

Application:
1. Choose half of the students to be sellers for the day. Assign them each to a different section of the market (which should already be set up with various items that one might fine in a Kenyan market – they can be paper cut-outs of the item or toy items, but they should be pre-priced).
2. Have the other students plan out what they want to purchase with their money as you organize the sellers.
3. Allow the buyers to shop for 20 minutes. They should record their items on a tally sheet like the one included. The items can then be returned to the market to be reused the next day.
4. Reverse the roles the following day.
5. After the second day, discuss with the students what they each bought. Notice how everybody had a different combination of items that they purchased with the same amount of money.
6. Discuss what the students learned about money, as well as the Kenyan culture, during this activity.
Assessing the Objective:
1. Did the student correctly purchase items and make change in the Kenyan Market?
2. Did the student purchase enough food to provide for their family for an entire week
Kenyan Market Tally Sheet

Record which items you purchased in the space below. You may not fill up all of the lines. Tally the number of each item that you bought.

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Tally Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>9.</td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
MATH: Data Analysis and Probability
Data are all around us — in newspapers and magazines, in television news and commercials, in quality control for manufacturing — and students need to learn how to understand data. At this level, they represent data on a number line and in frequency tables, interpret data graphs to answer questions, and summarize the results of probability experiments in an organized way.

Interpreting a Graph

Objective: The students will appropriately create a bar graph and answer questions about it.

Materials:

- \textit{Moja Means One} – Muriel Feelings
- Bar graph transparency
- Overhead Projector
- Grid Paper for each student

Pre-Activity Discussion:
1. Read \textit{Moja Means One} to the students.
2. Discuss important aspects of the culture that the students saw in the book. If they students are not familiar with "culture," give a brief explanation of this, including examples.
3. Reflect on the use of musical instruments, food found in the Market, and animals in the African Savanna.
4. Discuss how these are similar and different than items we might find in the United States.

Activity:
1. Place a bar graph on the overhead of the number of instruments being played by a group of men, such as those seen in the book. See the below example.
2. Discuss how to create a bar graph using this example. Stress the importance of labeling the graph and both axis.

3. Ask students questions about the graph, and have them answer using the graph.

Application:
1. Have the students create their own bar graph about the African Savanna on grid paper, using the following data.
   Lions – 15
   Wildebeasts – 22
   Elephants – 7
   Zebras – 14
2. They must come up with a title for the graph, as well as create it.
3. Ask the students to create three questions that can be answered by using the graph.
4. When the students are finished creating the graph and three questions about it, have them trade with a neighbor and answer their questions. They must write their name by the questions on the graph that they answered. This will be collected to assess.

Assessing the Objective:
1. Did the student correctly create a bar graph with titles?
2. Did the student correctly answer questions using a bar graph?
MATH: Problem Solving

In a general sense, mathematics is problem solving. In all mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills with numbers, geometry, or measurement, for example, students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

Equal Group Story Problems

Objective: The students will appropriately multiply when given an "equal groups" story problem using Kenyan terms.

Materials:

Moja Means One – Muriel Feelings
10 sets of Swahili number flashcards
Counters
Overhead Projector

Pre-Activity Discussion:
1. Read Moja Means One to the students.
2. Practice counting from one to ten in Swahili.
3. Refer to the Swahili number signs at the front of the classroom.

Activity:
1. Introduce equal group story problems.
2. Explain that in every multiplication problem, there are three numbers.
   \[ 2 \times 4 = 8 \]
   factor x factor = product
3. If you know any two numbers in a multiplication problem, you can find out the third.
   \[
   \begin{align*}
   2 \times 4 &= A & A &= 8 \\
   A \times 4 &= 8 & 8/4 &= A & A &= 2 \\
   2 \times A &= 8 & 8/2 &= A & A &= 4
   \end{align*}
   \]
4. In Equal Group, or EG story problems, they tell two of the following: the number of objects in a group, the number of groups, or the total number of objects in all of the groups combined. They ask you to figure out the third part of the problem. This is how you set up the problems:
number of groups x number in each group = total number in all of the groups

5. Show how to solve the following examples:
   There are 9 zebras drinking from each watering hole in an African savanna. There are 4 watering holes in the area. How many zebras are drinking from watering holes in this area of the African savanna?
   \[ 9 \times 4 = 36 \text{ zebras} \]

   In Africa, men often gather to play drums, thumb pianos, bamboo flutes, and other instruments. Today, there are 3 African men playing each instrument. There are 24 men playing in all. How many different instruments are being played today?
   \[ A \times 3 = 27 \]
   \[ 27/3 = 8 \text{ instruments} \]

6. Now, change the numbers in the above story problems. Use the Swahili terms to tell the new numbers. Assist the children in solving the story problems with Swahili terms.

Application:
1. Give each student a worksheet with four Equal Groups story problems on it to assess the objectives.
2. Pull the story problems out of the book *Moja Means One*.
3. Use Swahili terms in the story problem. Remind the students that they can look at the word cards at the front of the classroom.

Assessing the Objective:
1. Did the student correctly translate the Swahili numbers into digits?
2. Did the student correctly solve Equal Group story problems?
Children of the Earth and Sky
by Stephen Krensky

The following set of lesson plans was created to enhance and deepen the understanding of *Children of the Earth and Sky*, and the Native American culture, while meeting the Indiana fourth grade curriculum guidelines set forth in the academic standards. These lessons should be used close together, along with the reading of *Children of the Earth and Sky*. They can be used in any order. Each lesson will take approximately forty-five to fifty minutes of class time.
Children of the Earth and Sky

Standard 4.1

SCIENCE: The Nature of Science and Technology
Students, working collaboratively, carry out investigations. They observe and make accurate measurements, increase their use of tools and instruments, record data in journals, and communicate results through chart, graph, written, and verbal forms.

Technology

Objective: The student will understand and discuss the benefits of technology in their society.

Materials:
* Children of the Earth and Sky by Stephen Krensky
* Chalkboard
* Paper for each student

Pre-Activity Discussion:
1. Discuss with the students the meaning of technology.
2. Have students give examples of technology.
3. Have the students explain ways that technology has improved their lives.

Activity:
1. Introduce and read *Children of the Earth and Sky* to the students.
2. Discuss with the students various tasks that the Native Americans had to do by hand. Make a list of these on the chalkboard.
3. Compare it with how we complete those tasks now.
   Example: The Native Americans had to plant and grow food by hand. Now, they use farm equipment. The average American gets food from a grocery store.
3. Choose one specific task to compare in depth with the whole class. Ask the students to identify all of the steps involved in completing that task for the Native Americans as you write them out on the chalkboard.
Example:
Prepare the land, plant seeds, pick weeds, etc.

Write out the steps involved in completing that task today.

4. Have the students notice how technology has decreased the steps in completing each task. It also reduced the time that each step takes.

5. Discuss the advantages to having technology.

6. Discuss the advantages to completing tasks without technology.

Application:
1. Instruct the students to each choose a task to compare in depth on their own.

2. Have them write out the steps to complete the task for both Native Americans and the average American today.

3. Instruct the students to write a paragraph discussing the differences between completing that task with and without modern technology.

4. Collect this to assess the objectives.

Assessing the Objective:
1. Did the student appropriately notice the changes technology has made on modern society?

2. Did the students write a paragraph to discuss these changes?
Children of the Earth and Sky

Standard 4.2

SCIENCE: Scientific Thinking
Students use a variety of skills and techniques when attempting to answer questions and solve problems. They describe their observations accurately and clearly, using numbers, words, and sketches, and are able to communicate their thinking to others. They compare, explain, and justify both information and numerical functions.

Native American Tribes

Objective: The student will investigate a Native American tribe and display facts about them on a poster that they found in print and electronic media, and they will listen as others share what they found.

Materials:
- Children of the Earth and Sky by Stephen Krensky
- Access to the Internet
- Encyclopedias
- Native American books
- Poster paper
- Markers, colored pencils, and crayons

Pre-Activity Discussion:
1. Complete a KWL chart with the students. Allow them to share what they already know about Native Americans. Explain to them that they will be find out more information to put in the "learned" section during today's activity.
2. Read to the students Children of the Earth and Sky.

Activity:
1. Explain to the students that they are going to have their chance to investigate a Native American Indian tribe of their choice.
2. Review the tribes that were discussed in the book. List a couple of characteristics that the book talks about for each. Hopi, Comanche, Mohican, Navajo, and Mandan

3. Explain that they are going to independently research, investigate, and display their findings, much like a scientific researcher.

4. Discuss various ways that the students can find information.
   - Internet (demonstrate using a search engine)
   - Encyclopedia (demonstrate finding a tribe)
   - Books

5. Discuss information that they may want to find about their tribes.
   - Brief History
   - Location
   - Historical types of housing
   - Significant leaders or members
   - Where they are now
   - What is significant to their culture (pottery, hunting, etc)

Application:
1. Explain what the students are supposed to do.
   - They will choose a Native American Indian tribe to research.
   - They will receive a handout to keep their information on (on the next page).
   - Once they find all of the information that they want on the Internet, in books, and in encyclopedias, they will display it on a small poster.
   - They will give a short presentation discussing their tribe by using their poster.

2. Pass out the information handout and the poster paper. Allow the students to have the remaining class time to research their Native American tribe.

Assessing the Objective:
1. Did the student appropriately investigate a specific Native American tribe?
2. Did the student appropriately display their findings on a poster?
Native American Indian Tribe Information

Name of Tribe:

Where they are located:

History:

Where they are now:

Important People:

Type of historical housing:

Values:

Other Information:
Kelly Rogers
Fourth Grade
Science

Children of the Earth and Sky

Standard 4.3

SCIENCE: The Physical Setting
Students continue to investigate changes of Earth and the sky and begin to understand the composition and size of the universe. They explore, describe, and classify materials, motion, and energy.

Producing Heat

Objective: The student will predict and discuss how different materials will produce heat with friction.

Materials:
Children of the Earth and Sky by Stephen Krensky
Hand lotion
Two smooth pieces of wood
Four rough pieces of wood
A mini fire pit outdoors
Clip boards for each student
An observation sheet for each student

Pre-Activity Discussion:
1. Discuss with the students how, before anyone came to the United States, Native Americans relied on nature for everything.
2. Have the students predict how Native Americans used nature to cook and keep warm.
3. Read Children of the Earth and Sky to the students.
4. Have the students compare their predictions with what they learned in the book. Native Americans used fire to keep warm and cook food.
5. Discuss with the students, how Native American made fire without matches, gasoline, or electricity.

Activity:
1. Explain to the students that heat is produced by rubbing one object against another.
2. Instruct the students to run their hands together quickly for thirty seconds.
3. Have them describe what they experience.
4. Discuss other times that heat is produced by rubbing two objects against each other. Allow volunteers to try these things (Rubbing someone's arms or feet when they are cold, a match rubbing against the side of the box, wood after it has just been sanded, etc.)
5. Explain that, the more friction that is produced, the more heat that will be produced. Have a student put lotion on their hands and rub them together. Notice that it does not feel as warm.
6. Explain that the Native Americans could produce fire with two pieces of wood by rubbing them together vigorously.

Application:
1. Set up and perform the following experiment for the students:
   *You will be producing fire. This would be best done outside in a well protected area. The teacher should create a small fire pit with sand or rocks. Be sure to check with school guidelines for such demonstrations.
   1. Invite an experienced Scout leader (or another individual who has experience producing fires with just wood) to assist with the following experiment. Have the students fill out an observation sheet (on the following page) on clipboards during the process.
   2. Ask the experienced guest to produce a fire with two pieces of rough wood.
   3. While the guest is producing that fire, attempt to produce a fire with two pieces of smooth wood. This fire will not start, which proves that with more friction, more heat is produced.
2. Discuss the results of the experiment.
3. Collect the observation sheets to assess the objectives.

Assessing the Objective:
1. Did the student appropriately predict which pieces of wood would produce heat the most quickly?
2. Did the student correctly explain the results of the experiment?
Name: ______________________

Producing Fire with Friction
Lab Observation Sheet

Make your predictions:

How long will it take to produce a fire?

<table>
<thead>
<tr>
<th>#1: 2 Pieces of smooth wood</th>
<th>#2: 2 pieces of rough wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ minutes</td>
<td>_____ minutes</td>
</tr>
<tr>
<td>_____ seconds</td>
<td>_____ seconds</td>
</tr>
</tbody>
</table>

Record your results:

How long will it take to produce a fire?

<table>
<thead>
<tr>
<th>#1: 2 Pieces of smooth wood</th>
<th>#2: 2 pieces of rough wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ minutes</td>
<td>_____ minutes</td>
</tr>
<tr>
<td>_____ seconds</td>
<td>_____ seconds</td>
</tr>
</tbody>
</table>

1. If you want to make a fire as quickly as possible, which type of wood should you use? _________________

2. Why? ___________________________________________________________________

4. Describe how our guest started a fire with just two pieces of wood.

__________________________________________________________________________
__________________________________________________________________________
Kelly Rogers
Fourth Grade
Science

Children of the Earth and Sky

Standard 4.4

SCIENCE: The Living Environment
Students learn about an increasing variety of organisms - familiar, exotic, fossil, and microscopic. They use appropriate tools in identifying similarities and differences among them. They explore how organisms satisfy their needs in their environments.

Meeting Needs through Nature

Objective: The student will illustrate ways that Native Americans used their environment for survival.

Materials:
- Earth and Sky by Stephen Krensky
- Chalkboard
- Large white paper for each student

Pre-Activity Discussion:
1. Discuss with the students the basic needs of every animal (food, water, shelter/protection, and maintaining an appropriate body temperature).
2. Discuss how different animals meet these basic needs.
   Example:
   A bird eats worms, builds a nest from twigs, covers with feathers, etc.
3. Have the students discuss how humans meet our basic needs.
4. Notice that many of our needs are met by machines and technology. That has not always been the case for humans. Before all of our recent technology existed, humans met their basic needs much like animals in the wild do.

Activity:
1. Explain to the students that we are going to observe how Native Americans met their basic needs. It is also important to understand
that some Native Americans still rely on the natural environment to meet their needs.

2. Introduce the book *Earth and Sky*. Read the story to the students. Have them listen and look for different ways in the story that the Native Americans meet their needs.

3. When the story is finished, call on students to give examples of nature being used to meet needs.

4. Write their answers on a quadrant like the one below, to help them visualize the material.

```
<table>
<thead>
<tr>
<th>FOOD</th>
<th>WATER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHELTER/PROTECTION</td>
<td>MAINTAINING BODY TEMPERATURE</td>
</tr>
</tbody>
</table>
```

5. Verbally compare how the Native Americans in the book met their needs with how people today meet their needs.

**Application:**
1. Give each student a large white sheet of paper. Instruct them to make a large quadrant like the one above. They must write a basic need in each box (food, water, shelter, body temperature).
2. Instruct the students to write and illustrate one way that the Native Americans met each of the basic needs with nature. There should be one picture in each box.
3. Collect this to formally assess the objective.

**Assessing the Objective:**
1. Did the student appropriately discuss how Native Americans use their environment for survival?
2. Did they illustrate the ways that Native Americans use the environment for survival?
Kelly Rogers
Fourth Grade
Science

Children of the Earth and Sky

Standard 4.5

SCIENCE: The Mathematical World
Students apply mathematics in scientific contexts. Their geometric
descriptions of objects are comprehensive. They realize that graphing
demonstrates specific connections between data. They identify
questions that can be answered by data distribution.

Length

Objective: The student will understand that length is a combination
of unit lengths joined together.

Materials:
Children of the Earth and Sky by Stephen Krensky
Native American unit length cut outs
Paper for each student

Pre-Activity Discussion:
1. Ask the students to define length. Answers will vary.
2. Explain that length is the distance something is. Demonstrate this by
   showing the length of several objects.
3. Discuss the various ways we can measure length. (ruler, yard stick,
miles, scale, etc.)
4. Have the students measure the edge of a table in inches, yards,
centimeters, and meters. Discuss how these can all be correct, even
   though they are different numbers.

Activity:
1. Explain to the students that length is simply a combination of unit
   lengths joined together. When we measured the table in inches, the
   length of the table was a combination of all of the inches together.
   Therefore, one inch was the unit length.
2. Explain to the students that you can use any unit length that you
   want to compare two different lengths. Ask a student to come and
   measure how many hands can fit along the edge of a table. Have
them measure how many hands fit along the edge of a desk. The hand is the unit length.

3. Ask them to compare whether the table or desk is longer. They should be able to figure out that the length where more hands could fit was the longer of the two.

4. Explain that people did not always have a standard inch or centimeter to measure things by. They had to use other objects to measure by.

5. Read *Children of the Earth and Sky*. Have students observe different units of measurement that Native Americans could have used. These answers could vary. (body parts, sticks, rocks, an arrow)

6. Discuss what Native Americans would have needed to measure. (housing, distance in the forest and fields, potter, bows and arrows, etc.)

Application:
1. Give each student a cut out of objects that Native Americans might have used as units of length (such as a cut out of a stick, arrow, foot, etc).
2. Instruct them to measure the length and width of the classroom using each unit of length.
3. Collect these measurements to assess the objective.

Assessing the Objective:
1. Did the student measure the length and width of the room using different unit lengths?
2. Did the student understand that length is a combination of unit lengths joined together?
Example unit of measurement cut-outs

Body parts

Sticks

Weapons
Standard 4.6

SCIENCE: Common Themes
Students work with an increasing variety of systems and begin to modify parts in systems and models and notice the changes that result. They question why change occurs.

Systems Work Together

Objective: The student will describe how Native Americans work together as a system.

Materials:
Children of the Earth and Sky by Stephen Krensky
Chalkboard
Paper for each student
Colored pencils, markers, and crayons

Pre-Activity Discussion:
1. Discuss what a system is.
2. You can use a video game system as an example. Discuss how each part of a video game system has a different job. If any single part of the video game system is missing, the game won’t work. If you are missing the T.V., the controller, the actual game, the power button, etc., then the entire system is affected.
3. Have the students provide examples of other systems that they are familiar with. (Digestive system, nervous system, school system, septic system in a house)

Activity:
1. Explain that groups of animals work together in systems too.
2. Discuss different systems of animals (food chain, ant farms, honeybees, etc.)
3. Ask the students to think of ways that humans work together in systems.
4. Explain that we are going to look at a specific group of people that work together very well as a system. This group of people is Native Americans. Native Americans assign roles to different members of their tribes. These roles are all necessary for the tribe to work. If any part is missing, the whole tribe will be affected.

5. Read *Children of the Earth and Sky*. Have the students describe the various roles of the tribe that they observed in the story. Discuss the job of each role and how that role affects the tribe.

6. Compare a Native American tribe with other systems. Notice, that all systems have necessary parts with important roles.

Application:
1. Have each student choose a role that was discussed in the book.
2. Instruct them to write a paragraph describing how the tribe would be affected without this role.
3. Have the students illustrate their paragraph by drawing a scene from a Native American tribe, without the important role being fulfilled. (Example: if the gatherers were not there, a student could draw a picture of hungry people!)

Assessing the Objective:
1. Did the student describe how Native Americans work together as a system?
2. Did they draw a picture to illustrate how the system would not work without any one part?
The following set of lesson plans was created to enhance and deepen the understanding of *Amish Home*, and the Amish culture, while meeting the Indiana fourth grade curriculum guidelines set forth in the academic standards. These lessons should be used close together, along with the reading of *Amish Home*. They can be used in any order. Each lesson will take approximately forty-five to fifty minutes of class time.
SOCIAL STUDIES: History

Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

How the Amish came to Indiana

Objective: The student will understand the history of the Amish, and they will describe how they ended up in Indiana.

Materials:
- Amish Home by Raymond Bial
- Internet Access
- Question Sheet over Amish History for each student

Pre-Activity Discussion:
1. Introduce the Amish by reading Amish Home.
2. Discuss the Amish way of life with the students. Allow them to say what they learned about Amish people from the book.
3. Have the students compare how Amish people are similar and different to themselves.

Activity:
1. Explain the history of the Amish. An overview of this history can be found at www.howstuffworks.com/amish1.htm
   Important concepts include:
   - When did they begin? (1693)
   - Why? (they split apart from the Mennonite church because of a disagreement over Communion)
   - How did they get their name? (they were first led by Jacob Amman)
   - Where did they begin? (Europe)
   - Why did they come to America? (they were facing persecution by the Catholic and Protestant churches in Europe, so they came to America looking for religious freedom)
   - When and where did they come to in America? (They originally settled in Pennsylvania between 1727 and 1770)
-How did they stay separated from people who aren’t Amish? (They placed themselves in rural communities living very close to Amish families)

2. Discuss how the Amish hold onto their beliefs today.
-They remain in the world, but not of it
-They deny themselves modern conveniences (such as the telephone) because they don’t want to rely on them. They want to rely on each other instead.
-They only educate themselves through the eighth grade
-They remain separate from the government, because they have proven that they can govern and provide for themselves.

3. Discuss how some of their views have changed.
-Some Amish fathers now hold factory jobs
-They go see medical professionals, because Amish are only educated through the eighth grade
-They often hire people to drive them into town
-They may have a community telephone, but it can’t be in a home.

Application:
1. Have the students complete the following activity sheet after the lecture. Instruct them to refer to www.howstuffworks.com/amish1.com if they need assistance.
2. Collect this to assess the objectives.

Assessing the Objective:
1. Did the student understand the history of the Amish?
2. Did they correctly answer questions over the history of the Amish?
Standard 4.2

SOCIAL STUDIES: Civics and Government
Students will describe the components and characteristics of Indiana's constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

The Ordnung

Objective: The student will understand that every group of people has a set of written or unspoken guidelines that the individuals must follow to keep order.

Materials:
Amish Home by Raymond Bial
Large Sheet of white paper for each student
Markers, colored pencils, and crayons

Pre-Activity Discussion:
1. Begin by reading the book Amish Home.
2. After reading the story, have the students discuss what it would be like to live in an Amish community.
3. Discuss what they would enjoy and not enjoy about living in an Amish community. It would be helpful to make a list of these on the chalkboard for the students to visualize.

Activity:
1. Explain to the students, that in order for the Amish community to keep everything in order, they have to have a list or expectations to live by, just like we do.
2. Discuss how every community has a set of such guidelines. Have students give examples of rules that are placed on them. These may
Amish Home

Standard 4.3

SOCIAL STUDIES: Geography
Students will explain how Earth/sun relationships influence the climate of Indiana, identify the components of Earth's physical systems, describe the major physical and cultural characteristics of Indiana, give examples of how the interaction of people with their environment has changed over time and continues to change, and identify regions of Indiana.

Geography of Amish

Objective: The student will locate different Amish establishments by using latitude and longitude on a map.

Materials:
Amish Home by Raymond Bial

Pre-Activity Discussion:
1. Begin by showing the students a map of Indiana.
2. Review the important parts of a map. (The students should have already learned this)
   -Compass Rose
   -Map Legend
3. Introduce important places in Indiana.
   -Indianapolis, Lake Michigan, South Bend, Ft. Wayne, Muncie, Important Rivers, Brown County State Park

Activity:
1. Introduce the concept of latitude and longitude. Use a world map to do this.
   -Any point in the world can be found with just two numbers, these are latitude and longitude
   -Latitude and longitude work as a grid on a map of the Earth. Latitude lines go around the earth horizontally, and longitude lines go from the north pole to the south pole. This is easy to remember, because latitude lines go across like steps on a "ladder."
-these lines have specific numbers to help you find places. Each number has three parts: the degree of arc of the Earth, minutes, and seconds. (You can describe this concept further by using the following website: http://www-istp.gsfc.nasa.gov/stargaze/Slatlong.htm ) However, you are only going to focus on the first of those numbers, the degree of arc of the Earth.

-Latitude lines are measured with an North or South, because they are either north or south of the equator. Longitude lines are measures with an East or West, because they are either east or west of the Prime Meridian

-These lines appear to be curved on a flat map, because the earth is curves. [Point this out on the map of Indiana] By looking at a globe, you can see that they actually go strait around the Earth. (Show the students a globe to explain this concept)

2. Now, practice finding points on the world map by using latitude and longitude coordinates.
   -do this by demonstrating first, and then allow students to come up and practice.

3. Explain that the students are going to practice using their latitude and longitude coordinates to find the different cities in Indiana that have a large Amish population.

4. Read Amish Home to the students. Explain that they originally settled in places where they could have room to live close to one another. Now, these places have become tourist attractions, because people are so fascinated by the simple life of the Amish.

Application:
1. Give the students a blank map of Indiana with the latitude and longitude coordinates already written on it.
2. Give them an Amish Cities sheet. (included)
3. Instruct the students to place each of the cities with large Amish populations on the blank map of Indiana, by using the latitude and longitude coordinates.
4. Collect this to formally assess the objectives.

Assessing the Objective:
1. Did the student appropriately place the cities on the map of Indiana?
2. Did the student correctly answer questions about the map?
Use the following latitude and longitude coordinates to place the cities on a map of Indiana!

### Cities with Large Amish Populations

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>N/S</th>
<th>Longitude</th>
<th>E/W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nappanee</td>
<td>41</td>
<td>N</td>
<td>86</td>
<td>W</td>
</tr>
<tr>
<td>Elkhart</td>
<td>41</td>
<td>N</td>
<td>85</td>
<td>W</td>
</tr>
<tr>
<td>Shipshewana</td>
<td>41</td>
<td>N</td>
<td>85</td>
<td>W</td>
</tr>
<tr>
<td>Goshen</td>
<td>41</td>
<td>N</td>
<td>85</td>
<td>W</td>
</tr>
<tr>
<td>Middlebury</td>
<td>39</td>
<td>N</td>
<td>87</td>
<td>W</td>
</tr>
<tr>
<td>Berne</td>
<td>40</td>
<td>N</td>
<td>84</td>
<td>W</td>
</tr>
</tbody>
</table>

Which three cities are located directly by each other?

Which city seems to be farthest from the others?

Why do you think all of the cities are so close to each other?
Indiana Map
Kelly Rogers
Fourth Grade
Social Studies

Amish Home

Standard 4.4

SOCIAL STUDIES: Individuals, Society, and Culture
Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

Culture

Objective: The student will understand the various aspects of the Amish culture.

Materials:
Amish Home by Raymond Bial
10 computers with Internet access
note cards for each group

Pre-Activity Discussion:
1. Discuss with the students the concept of "culture." Explain that it is the beliefs, attitudes, values, and practices that characterize a religious or social group.
2. Give students the opportunity to discuss their culture. First, start with the American culture as a whole. Then, allow them to share aspects of their individual cultures. They may elaborate on the culture of their religious group, friends, family, community, etc.
3. Discuss how every person is part of a culture. Each culture is unique in many ways, and each culture has similarities with other cultures.

Activity:
1. Explain to the students that they are going to learn about the Amish culture.
2. Review who the Amish are, and where they live in Indiana. They are a strict sect of Mennonites. They were followers of Amman, and they settled in America during the 18th century.
-the cities in Indiana that they live in are Nappanee, Elkhart, Shipshewana, Goshen, Middlebury, Berne

3. Read *Amish Home* to the students.

4. Have the students discuss aspects of the Amish culture that they noticed in the book. Ask the following questions to guide the discussion:
   - What important values did you notice?
   - What important beliefs did you notice?
   - What activities do the Amish participate in that support their values and beliefs?

5. Inform the students that they are going to take a closer look at aspects of the Amish culture.

**Application:**

1. Put the students into ten different groups (usually will be pairs with some groups of three).

2. Explain the following activity to the students.
   - Each group will be assigned a different aspect of the Amish culture.
   - They will research their aspect on the “How Stuff Works” website, and write notes down on a note card.
   - Each group will have 5 minutes to present the information they found on the Internet. They must explain how their topic helps define the Amish culture.

3. The following topics are what should be researched:
   - The Real Amish
   - The Ordnung
   - An Amish Home
   - Fashion, Finance, and Commerce
   - Courtship and Marriage
   - The Famous Quilts
   - The Barn Raising
   - Freedom of Choice
   - Living Simple in a Modern World
   - Visiting the Amish

   - go to [http://www.howstuffworks.com/amish.htm](http://www.howstuffworks.com/amish.htm)
   - Each group will find the link to their topic on right side of this page. They must click on it with their mouse.

5. Assign each group of students a topic and a computer. Allow them to research and write down notes on their topic for fifteen minutes.

6. Bring the class back together. Allow each group to discuss their research for up to five minutes. (This can be done the following day if time does not permit)

7. Informally assess objectives as the students present their information.
Assessing the Objective:
1. Did the student appropriately answer the yes or no questions from the rest of the group?
2. Did the other students appropriately guess which character was being played?
Bibliography


<http://www.classbrain.com/artteach/publish/article_108.shtml>


<http://www.howstuffworks.com/amish.htm>