

Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850

HISTORICAL THINKING LESSON PLAN

Grades 5-12

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

The following list of Ohio Learning Standards may be achieved in class depending upon the classroom discussion, questions, and assignments. This is not an all-inclusive list, but instead are possibilities, especially when following this lesson plan.

GRADE 5 LEARNING STANDARDS

SOCIAL STUDIES STANDARDS:

Theme: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

History Strand Topic: *Historical Thinking and Skills*

Content Statements:

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.

ENGLISH LANGUAGE ARTS:

SPEAKING AND LISTENING STANDARDS:

Comprehension and Collaboration

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Vocabulary Acquisition and Usage

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING:

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support particular points in a text, identifying which reasons and evidence support which point(s)”).

VISUAL ARTS LEARNING STANDARDS:

1PR Integrate observational and technical skills to strengthen artmaking.

2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process.

4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

1RE Apply reasoning skills to analyze and interpret the meaning in artworks.

GRADE 8 LEARNING STANDARDS

SOCIAL STUDIES STANDARDS:

Theme: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

History Strand Topic: *Historical Thinking and Skills*

Content Statements:

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Colonization to Independence

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.

Expansion

10. The United States added to its territory through treaties and purchases.

11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Geography Strand Topic: *Human Systems*

Content Statements:

16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

17. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

19. Americans began to develop a unique national identity among diverse regional

ENGLISH LANGUAGE ARTS:

SPEAKING AND LISTENING STANDARDS:

Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the

Vocabulary Acquisition and Usage

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

WRITING:

TEXT TYPES AND PURPOSES

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Establish a clear thesis statement to present information.

b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

VISUAL ARTS LEARNING STANDARDS:

1PR Select, organize, and manipulate skills, elements and techniques appropriate to the art form when making art.

3PR Use critical thinking and visual literacy to communicate a specific idea.

4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.

6RE Develop and apply criteria to assess personal works for content and craftsmanship.

GRADES 9-12 LEARNING STANDARDS

SOCIAL STUDIES STANDARDS:

American History

TOPIC: HISTORICAL THINKING AND SKILLS

Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

Content statements:

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

ENGLISH LANGUAGE ARTS:

SPEAKING AND LISTENING STANDARDS:

Comprehension and Collaboration

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Vocabulary Acquisition and Usage

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING:

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

VISUAL ARTS LEARNING STANDARDS:

GRADES 9-12-BEGINNING

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

OBJECTIVE: Students will develop an understanding of those who lived in Delaware County at its inception along with the relationships cultural groups built while living amongst one another. Students will research one historical figure through the ***Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850*** video online, photographs, printed, and online materials. Students will demonstrate their knowledge, historical thinking, and research skills through a written and/or oral report, PowerPoint presentation, Bio poem, or portrait with words.

MATERIALS NEEDED: Computer or white board to share the video. Internet access for research. Computers for viewing the program online, researching, notetaking, writing the report or creating a PowerPoint presentation. Student's Historical Thinking Planning Page handout and pencil. **OPTIONAL:** Downloadable lessons, nice drawing paper, drawing materials, poster board, markers, glue, scissors, if applicable.

PROCEDURE: The teacher will introduce the topic of Delaware County, Ohio's early history and the people who lived here. Students will watch all or part of the Delaware County Historical Society's video program entitled, "Cultural Communities in Delaware County: Early Settlers and American Indians 1770-1850" (see resources for link) while taking notes. Students will discuss the program and the county history in small or large groups with historical thinking questions posed in this lesson. Students will choose one character reenacted in the program to research. The attached handout will guide their thinking. Students will present their research to the class through a biography, PowerPoint presentation, Bio poem, or portrait. Students will self-assess their project using the attached rubric. The teacher will assess the student's project with the attached rubric.

SUGGESTED TIME NEEDED: Introduction to Historical Thinking and biography 30-60 minutes, 3-6 class periods for research and writing, 1-2 class periods for presenting biographies aloud.

INTRODUCTION:

1. Students will view the **Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850** program online (see link in resources). This program highlights the lives of several people who lived in Delaware County during this time period. The reenactors speak quoting or paraphrasing the words of these people taken from personal journals, books, and local newspapers.
2. Students will discuss the characters and events presented in the program. What questions do they have about the characters or events? What did they learn about Delaware County? Does their family history mirror the lives or events of these people? What else do they wonder?

ACTIVITY:

HISTORICAL THINKING SKILLS –

1. Students will research one person characterized in the Cultural Communities vignettes.
2. Characters reenacted in the *Cultural Communities in Delaware County* program are:

Africa, Ohio farmer – African American farmer living near East Orange or Africa, Ohio in the early 1800s.

American Indian- Lenni Lenape Indians, part of the Delaware Tribe, lived in this area until the Forced March of 1812.

Benjamin Franklin Thomas-Co-founder of the Crawford Brass Band in 1868.

Stewart Crawford of Crawford's Band -Born in Delaware, he co-founded the Crawford Band in 1868.

Dolly Byxbe- wife of Moses Byxbe, founder of Berkshire, Ohio.

Laura Carpenter- Daughter of Nathan Carpenter, the county's first colonial settler, who arrived in the county in 1801.

Reverend Finley-Instrumental in the beginnings of Ohio Wesleyan University but he did not reside in Delaware County.

William Little- Arrived in Delaware in 1808 and operated several dry goods stores.

3. Students will use their notes from a variety of online and print resources. The teacher will present the following questions as prompts for the student research. Chart is on the next page.
*See the attached "Cultural Communities Historical Thinking Planning Pages Handout" to guide your students thinking and note-taking.

WHO is the character? Describe the character. Did this character interact or live with others?

WHAT is this character's role in Delaware County's history? Did this person make an impact in the county? How? Did this person change their thinking toward American Indians in the area? Why should this person's story be told?

WHEN did this character live in Delaware County? Give dates when this person lived in the county. What other events were occurring at this time in Delaware County? What other events were happening in Ohio at this time? What other events were happening in the country at this time?

WHERE in Delaware County did this character live? Why is 'where' they lived important? What natural resources were in the area? Were there other inhabitants nearby? What is the city or county now called where this character lived?

WHY did this character act as he/she did? Did this person act in fear, compassion, or self-defense? Explain. Did this person's actions affect others? If so, how?

In thinking of this character, **would** you have acted in the same manner? Why or why not? Would you have acted out of fear, compassion, or self-defense? Would you have wanted to live closer to others or would you have preferred to be away from others?

4. With their research notes students will choose to a) write a biography of the Delaware County predecessor, b) write a Bio Poem about their Delaware County predecessor, or c) create a portrait with materials of their choosing such as watercolor, colored pencils, or acrylic paints that incorporates descriptive words, phrases, or quotes. For more information about the Bio Poem and Portrait with words see the "Extension and Alternate Activities" below.
5. Students will present their biography projects to the class.
6. Students will self-assess their project. *See "Student Self-Assessment Rubric" below.

EXTENSION or ALTERNATE ACTIVITIES:

These activities will provide students alternative methods of demonstrating their historical thinking and research skills. The teacher may incorporate these activities into the written or oral biography or may use these activities in lieu of the written/oral report.

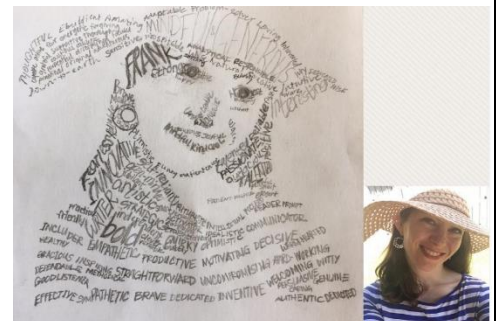
Activity A-

Student will write a poem that describes a character from early Delaware County. The teacher may use one of the following templates as a starting point for student writing or choose their own.

- A free Bio Poem template: <https://freeology.com/wp-content/files/biopoem.pdf>
- Bio Poem template <https://www.k12reader.com/worksheet/write-a-biography-poem/>

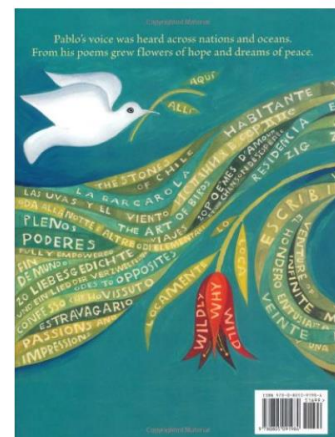
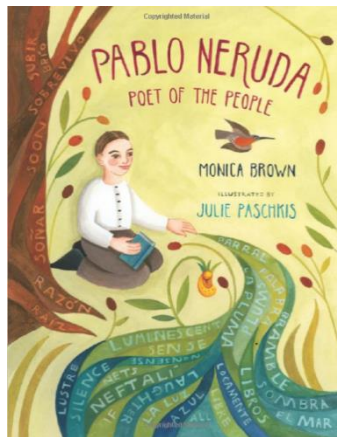
Activity B-

Create a portrait of your character that not only describes how they might look but also describes their home or place where they lived. In most cases, there are no images of these people so students will need to read and listen closely. From that information, they will infer what the character and place might look like. Additionally, the student researcher will incorporate words into their portrait or background that define their character and place. Quotes from diaries or newspapers, descriptive words, sentences that answer the Who? What? Where? When? And Why? questions, and poems, etc. could be added to the portrait. Students will discern the most important words or phrases, as well as, consider the appropriate imagery and art materials.



- Creating a portrait using words and shapes
<https://laconteconsulting.com/2018/10/19/what-i-learned-from-word-art/>
- Incorporate words into the background of the image as artist Julie Paschkis illustrates *Pablo Neruda: Poet of the People* by Monica Brown.
<https://juliepaschkis.com/>

Brown, M. (2011). *Pablo Neruda: Poet of the People*. Henry Holt and Co.
ISBN-10 080509198X
ISBN-13 978-0805091984



Here are two examples of words within an image by Julie Paschkis.

LESSON VOCABULARY:

Bibliography

Portrait

Self-defense

Compassion

Reenacting

Vignette

Primary resources

Secondary resources

FORMATIVE ASSESSMENT:

The teacher may meet with each student individually to ask them to “retell” their character’s life story aloud prior to allowing the student to begin writing and/or drawing their final performance activity.

STUDENT SELF-ASSESSMENT AND TEACHER ASSESSMENT:

See rubrics below to print and handout.

RESOURCES:

Historical Thinking Planning Page Handout for Students

Student Self-Assessment Rubric (attached)

Teacher Assessment Rubric (attached)

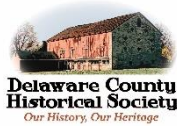
- ***Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850.*** <https://www.youtube.com/watch?v=IBNCyAmDNi8>
- Barbour, B. (2021). *How to Engage Students in Historical Thinking Using Everyday Objects*. Critical Thinking, Edutopia. <https://www.edutopia.org/article/how-engage-students-historical-thinking-using-everyday-objects>
- Cooper, C. (2019). *When Middle School Students Think Like Historians*. *Education Equity*, Edutopia. <https://www.edutopia.org/article/when-middle-school-students-think-historians>
- Cryder Research Library <https://delawareohiohistory.org/our-facilities/cryder-historical-center-research-library/>
- Library of Congress <https://www.loc.gov/>
- Ohio History Connection <https://www.ohiohistory.org/learn/archives-library>
- Worthington Historical Society <http://worthingtonhistory.org/resources-and-links/>
- Smithsonian Museum of American History. *Engaging Students with Primary Sources*. <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>

Lesson Plan and Program Comments

Please share your comments and suggestions for this lesson plan with the Delaware County Historical Society Curriculum Committee.

We welcome your feedback!

info@delawareohiohistory.com



Historical Thinking Skills Student Self-Assessment

NAME _____ Class Period _____

Think about your writing and drawing. Place an X in the box that describes this work. If you would like to add more comments about your work, write that at the bottom or on the back of the page.

	3 Exceptional	2 Achieved Goals	1 Needs more work
My writing demonstrates grade level appropriate grammar, punctuation, vocabulary, and informational text development.	I used excellent writing skills and developed my informational text well.	I tried but did not fully succeed to write paragraphs with good grammar, punctuation, and vocabulary. My informational text is pretty good.	I did not use compete or proper sentences, vocabulary, or grammar. My informational text needs more work.
My artwork/PowerPoint/bio poem clearly communicates a description of the character and their home.	I worked hard to clearly describe the character, their home and events.	I mostly described the character and their home.	I did not successfully describe the character or their home.
My work demonstrates skill and good craftsmanship using the tools (computer, PowerPoint, watercolors, colored pencils).	I chose my tools carefully and made revisions until my work was neat and well done.	I chose my tools with some thought. I did not practice or make draft revisions. My work could be neater.	I chose tools that I did not know much about and did not try to correct or revise errors or sloppy work.
My writing demonstrates historical thinking skills and evidence of research.	I followed the historical thinking question guide and answered all questions thoughtfully. I listed my research references.	I answered most of the historical thinking questions and listed one or none of my research references.	I did not answer the historical thinking questions when writing or drawing.
I asked appropriate questions and listened well to the Delaware County Historical Society program and my peers.	I was attentive throughout the Historical Society program and during peer presentations. I asked good questions.	I was mostly attentive during presentations and asked a question.	I was not attentive during the program or my peer's presentations. I was not able to ask good questions.
My oral presentation well prepared, spoke clearly, answered all questions.	My oral presentation was excellent. I was well-prepared, spoke clearly, and answered all questions.	My oral presentation was good but I could use a bit more time to prepare.	I need more time to prepare to present the program to the class.

More comments about my work:

Teacher Assessment of Student Writing and/or Drawing Activity

Student Name _____ Class Period _____

	3	2	1	Score/Level Comments
Writing demonstrates grade level appropriate grammar, punctuation, vocabulary, and informational text development.	The informational text is well developed. Words or phrases/sentences are fitting and follow proper grammar.	The informational text mostly makes sense. The words or phrases/sentences generally apply to the prompt. Grammar, vocabulary, and/or punctuation is correct in most instances.	The informational text is not clearly developed. The vocabulary, punctuation, and grammar are not used properly.	
The artwork/PowerPoint/bio poem clearly communicates a description of the character and their home.	The work exceptionally communicates the character's home, life events, and physicality.	The work mostly communicates the character's home, life events and physicality.	The work does not communicate a clear idea of the character's home, events, and physicality.	
The work demonstrates skill and good craftsmanship using the tools (computer, PowerPoint, watercolors, colored pencils).	The work demonstrates remarkable craftsmanship and excellent use of tools.	The work demonstrates good craftsmanship.	The work demonstrates poor use of tools and craftsmanship.	
The writing demonstrates historical thinking skills and evidence of research.	The writing includes answers to all of the historical thinking questions and shows evidence of research.	The writing includes answers to most of the historical thinking questions and shows some evidence of research.	The writing is vague and does not answer most of the historical thinking question. It does not appear that the student researched the character.	
The student asked appropriate questions and listened well to presentations by the Historical Society and peers.	The student was attentive to presentations and asked great questions.	The student was mostly attentive to presentations and asked a good question.	The student was not attentive to presentations and did not ask questions.	
The oral presentation well prepared, spoke clearly, answered all questions.	The oral presentation was excellent. They were well-prepared, spoke clearly and answered all questions	The oral presentation was good but could use a bit more time to prepare.	They need more time to prepare to present the program to the class.	

TEACHER NOTES: