Lacy Rose and Hannah Smith
Dr. Morris
SS 397
12/10/12

Abstract- These 5 lessons and this assessment task are based on the Huggart Settlement in Indiana, as well as the events that occurred in Indiana prior to the Civil War. These lessons are designed to challenge the students and dig deeper into the history of Indiana as well as the United States. The students will be displaying their work on an interactive bulletin board. This will be a fun a way for them to share and display their finding throughout the unit.

Focus Questions
“Who do you think deserves the right to vote? Has it always been the way it is today? What are the requirements a citizen should have?”

Instructional Resources

Indiana Memory:

* (Huggart Settlement) <https://digital.library.in.gov/Search/Results?lookfor=Huggart+Settlement&submit>=
* (Lincoln’s Campaign Posters) <https://digital.library.in.gov/Search/Results?lookfor=Lincoln%27s+campaigns&submit>=
* <http://www.in.gov/history/2410.htm> (timelines)
* <http://www.in.gov/history/2473.htm> (voting controversial issue)
* icivics.org (government)
* <http://www.britannica.com/blogs/2009/02/young-abraham-lincoln-child-of-the-american-frontier/> (young Abraham Lincoln bio.)
* <http://www.in.gov/dnr/parklake/2979.htm> (maps of lincoln state park and childhood home)

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| Benchmark | Assessment Tasks | Key Concepts |
| **SS.4.2.5 2007**Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.Students will be able to describe the importance of voting in their state before the Civil War. | This task is designed to assess the students’ knowledge of Indiana prior to the Civil War. This assessment task will be based on the Huggart community, a free black community in Indiana. Students will be broken up into 4 groups and will form a large community. First the groups must create a timeline of events that occurred in Indiana prior to the Civil War. This will allow students to get into the mind frame of pre-Civil War Indiana. Each group will be assigned a different label. The 4 groups will be: a free black community, a white community that supports civil rights, a white community that opposes civil rights, and a community that should be persuaded. The students will be given a list of town hall topics that should be presented to the community.  Each group will prepare an argument for their side. At the end of the assessment the group that had no opinion should decide what to do with the blacks from the free community. | * Voting
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| **SS.4.2.6 2007**Roles of Citizens: Define and provide examples of civic virtues in a democracy. Students will provide reasons for a democracy for a government and what that will mean for them. | This task is designed to assess the students’ knowledge of Indiana prior to the Civil War. This assessment task will be based on the Huggart community, a free black community in Indiana. Students will be broken up into 4 groups and will form a large community. First the groups must create a timeline of events that occurred in Indiana prior to the Civil War. This will allow students to get into the mind frame of pre-Civil War Indiana. Each group will be assigned a different label. The 4 groups will be: a free black community, a white community that supports civil rights, a white community that opposes civil rights, and a community that should be persuaded. The students will be given a list of town hall topics that should be presented to the community.  Each group will prepare an argument for their side. At the end of the assessment the group that had no opinion should decide what to do with the blacks from the free community. | * Democracy
* Rights
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| **SS.4.2.7 2007**Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.Students will give their opinion of the controversial issue surrounding the free black community of the Huggart Settlement and given the information of civic duties and voting. | This task is designed to assess the students’ knowledge of civic virtues as well as citizens’ roles and responsibility in the voting process. Students will be designing an interactive bulletin board for their hallway bulletin board.  First, the groups must decide what civic virtues are as well as what their importance is.  Then, the students must relate the civic virtues to voters, their roles in the election process, and their responsibility within the voting process.   This will allow the students to grasp the topic of display for the interactive bulletin board.  Then, each student must pick one civic virtue and relate it to citizens’ roles in the election process and their responsibility within the voting process.  Once their choices have been made, they will create an essay displaying their choice for the school to see.  At the end of the assessment each student will have created an essay over civic virtues and connected it to responsibilities of voters, and the roles of citizens within the election process.  These essays will be displayed on the bulletin board, which will have been designed fully by the students of the classroom.   | * Voting
* Freedom
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| **SS.4.1.7 2007**Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals, Society and Culture)Students will travel to the Huggart Community and learn about the roles of the community members as well as the social conflicts.   | This task is designed to assess the students’ knowledge of civic virtues as well as citizens’ roles and responsibility in the voting process. Students will be designing an interactive bulletin board for their hallway bulletin board.  First, the groups must decide what civic virtues are as well as what their importance is.  Then, the students must relate the civic virtues to voters, their roles in the election process, and their responsibility within the voting process.   This will allow the students to grasp the topic of display for the interactive bulletin board.  Then, each student must pick one civic virtue and relate it to citizens’ roles in the election process and their responsibility within the voting process.  Once their choices have been made, they will create an essay displaying their choice for the school to see.  At the end of the assessment each student will have created an essay over civic virtues and connected it to responsibilities of voters, and the roles of citizens within the election process.  These essays will be displayed on the bulletin board, which will have been designed fully by the students of the classroom.   | * Rights
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Catalog of lessons
Lesson 1- Students will begin to discuss how decisions are made in the nations, their state, community, and homes. The students will develop the concept of voting. The students will create a list of responsibilities they think a citizen should have. The students will begin researching what democracy means. They will be asked to revise their list of citizen responsibilities based on what they found in their research of democracy.  By conducting research the students will compare the responsibilities of citizens’ of the Huggart settlement with the citizens’ responsibilities of the Potato Creek Settlement.

Lesson 2- Students will delve into the constitution from the 20th century and begin to compare and contrast some of the fundamental definitions for democracy they created in the first lesson. The students will begin a discussion of how things have changed with regards to voting and civil responsibilities.

Lesson 3- Students will do research on the current Indiana constitution and compare it to the pre- Civil War Indiana constitution. The students will create a chart that shows the similarities and differences between each constitution.

Lesson 4- Students will be given a printout of article 2 and article 13 in the Indiana Constitutions from the 20th century. They will be discussing how those 2 articles directly relate to the Huggart community. Students will get into small group to discuss what it meant to be a Free Community.  Students will also discuss the topic of how the Huggart settlement influences and relates to present day.

Lesson 5- As a class we will visit the Huggart Settlement at Potato Creek State Park in Antebellum Indiana. This will be beneficial because the students will have learned about the Huggart Settlement and will be able to visit it and deepen their understanding. Students will spend a half-day at the park engaging in discussions and activities. The students will then create report and send it to local library about field trip?

Lacy Rose and Hannah Smith Assessment Task #1

Abstract
This task is designed to assess the students’ knowledge of Indiana prior to the Civil War. This assessment task will be based on the Huggart community, a free black community in Indiana. Students will be broken up into 4 groups and will form a large community. First the groups must create a timeline of events that occurred in Indiana prior to the Civil War. This will allow students to get into the mind frame of pre-Civil War Indiana. Each group will be assigned a different label. The 4 groups will be: a free black community, a white community that supports civil rights, a white community that opposes civil rights, and a community that should be persuaded. The students will be given a list of town hall topics that should be presented to the community.  Each group will prepare an argument for their side. At the end of the assessment the group that had no opinion should decide what to do with the blacks from the free community.

Prompt:
The students will be prepared to discuss this conflict in great detail due to the lessons they have been taught that are directly linked to this assessment. The following questions will be given to the class to discuss at the town hall meeting.
    1. Your child has befriended a person from the free black community, what do you intend to do when your child is invited to their house for a play date?
    2. There is a new business opening on the outskirts of town near the free black
community, who should be allowed in this store?
    3. A black citizen wants to be given the right to run for office in his town, what do you
think should happen?

 4. Currently, some people in the government believe that immigrants should be required to pay to come to the United States.  How would your community feel about this topic?

Directions- “Okay boys and girls today we are going to put the information we know, about the Huggart Settlement, and the events leading up to the Civil War, to work today! I will be separating you into 4 groups and in your groups you will create a timeline of the events leading up to the Civil War. Then our classroom will be turning into a town hall. I will give you 3 prompts that you must discuss in your group and form an opinion about based on the label of your group. Then, your group must be prepared to debate this topic with the three other “communities” within the classroom.

Procedure- Students will be broken into 4 groups. Each group will be assigned a label. The labels will be, a free black community, a white community in favor of civil rights, a white community against civil rights, and a community that has no opinion, and can be persuaded. The students will be given a list of questions/topics that will be presented at the town hall meeting. Each group will discuss their view on the topic and present it to the town. The group that should be persuaded will listen intently and after each topic they will give their opinion and explain why they chose their opinion.

Audience beyond the classroom-
Students will reach out to the community by preparing an essay discussing their opinion about the Huggart settlement's ideas.  The students should keep in mind the questions debated in class while writing their essay.  Each student must back up his or her opinions with facts about the Huggart settlement learned over the course of the five lessons taught prior to the assessment.  These essays will be sent to Potato Creek State Park for display.
Rubric

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| Benchmarks | 1 | 2 | 3 | 4 |
| **SS.4.2.7 2007**Roles of Citizens: Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present. | This group explained 4-5 viewpoints inaccurately and did not justify any of their 5 viewpoints correctly.   | This group explained 2-3 viewpoints inaccurately but justified all but 1 of their viewpoints correctly.  | This group explained 1 viewpoint inaccurately and justified all 5 of their viewpoints correctly.   | This group explained all 5 of their viewpoints accurately and justified all 5 of their viewpoints correctly.  |
| **SS.4.1.7 2007**Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War. (Individuals, Society and Culture)Students will debate the prompts given about various individuals and groups and the conflicts leading up to the Civil War.   | This group did not have a valid argument behind any of the five prompts given.   | This group had 2 valid arguments behind the five prompts given to them.   | This group had 4 valid arguments behind the five prompts given to them.   | This group had 5 valid arguments behind the five prompts given to them.   |

Lacy Rose and Hannah Smith Assessment Task #2

Abstract:
This task is designed to assess the students’ knowledge of civic virtues as well as a citizens’ roles and responsibility in the voting process. Students will be designing an interactive bulletin board for their hallway bulletin board.  First, the groups must decide what civic virtues are as well as what their importance is.  Then, the students must relate the civic virtues to voters, their roles in the election process, and their responsibility within the voting process.   This will allow the students to grasp the topic of display for the interactive bulletin board.  Then, each student must pick one civic virtue and relate it to citizens’ roles in the election process and their responsibility within the voting process.  Once their choices have been made, they will create an essay displaying their choice for the school to see.  At the end of the assessment each student will have created an essay over civic virtues and connected it to responsibilities of voters, and the roles of citizens within the election process.  These essays will be displayed on the bulletin board, which will have been designed fully by the students of the classroom.

Directions- “Okay boys and girls today we are going to put the information we know, about civic virtues, the rights and responsibilities of voters, and citizens’ roles within the election process to use!  Each of you must choose a civic virtue.  Then, you must explain your civic virtue and connect it to the responsibilities of voters as well as citizens’ roles in the election process.  Once everyone is finished with their published work, we will create an interactive bulletin board for our hallway and the rest of the school to view!”

Procedure- Students will each be directed to choose a civic virtue.  This topic has been discussed within the five lessons so prior knowledge has been acquired.  The student must explain the civic virtue chosen.  The student must compare the positives and negatives of this civic virtue to the other civic virtues. Then, the student must link the virtue to a right and responsibility of voters as well as roles’ of the citizens within the election process.  The students must make sure to bold the civic virtue, the right and responsibility of voters, and the citizen’s role in the election process discussed within their essay.  This will make it easier for the public to view the topics within the paper.  Finally, the students will peer-edit, revise, and publish their finished product.  Once the student has his or her finished product, they are to hang it on the bulletin board outside.  This will create an interactive bulletin board because the students are involved with the creation process.

Audience beyond the classroom-
Students will display their finished product on the bulletin board for the rest of the school to see.  If the instructor wishes, the students could produce two copies of their final product and hang one on the interactive bulletin board then send the other to the local library to be put on display.

Rubric

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| Benchmarks | 1 | 2 | 3 | 4 |
| **SS.4.2.5 2007**Roles of Citizens: Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.Students will be able to describe the importance of voting in their state.  | The student did not connect the virtue to a right and responsibility of voters and the student did not connect the virtue to a role of citizens’ within the election process.     | The student connected a right and responsibility of voters and a role of citizens’ within the election process.  However there were three to four errors within their information.   | The student connected a right and responsibility of voters and a role of citizens’ within the election process.  However there were one to two errors within their information.   | The student connected a right and responsibility of voters and a role of citizens’ within the election process and there were no errors within their information.    |
| **SS.4.2.6 2007**Roles of Citizens: Define and provide examples of civic virtues in a democracy. Students will provide reasons for a democracy for a government and what that will mean for them.  | This student did not choose a civic virtue to explain.    | This student chose a civic virtue but there were three to four errors within their explanation.   | This student chose a civic virtue but there were one to two errors within their explanation.   | This student chose a civic virtue and there were no errors within their explanation.   |