

STARK

CONTRAST

A HISTORY OF



STARK COUNTY

WESTERNRESERVE
PBS



<http://www.WesternReservePBS.org/starkcontrast>

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Stark Contrast: A History of Stark County



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STARK COUNTY

Overview

Western Reserve Public Media presents a one-hour broadcast documentary titled **Stark Contrast: A History of Stark County**. It traces Stark County's story and looks at the people and enterprises that have influenced the county's development.

Documentary

The video looks at the county's communities, industrial development, educational and cultural institutions, sports, art, culture, transportation and more. It also follows two groups of residents representing the county's older and younger generations. This teacher guide complements the video and follows state standards. It is directed at middle school students.

Credits

Video

Produced by Western Reserve Public Media (WNEO/WEAO, Youngstown/Akron, Ohio)

Production Manager

Duilio Mariola, Western Reserve Public Media

Associate Producer

Elisa Altomare, Western Reserve Public Media

Director

Gary Manke, Storytellers Media Group, LTD

Teacher Guide

Maria Mastromatteo, Western Reserve Public Media

Teacher Guide Layout and Design

Paula Kritz, Western Reserve Public Media

Script Writers

Steve Plottner

Larry Chance, Chance Productions

Web Layout and Design

Paula Kritz, Western Reserve Public Media

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Stark Community Foundation

Stark Industrial

Schauer Insurance

The Albert W. and Edith V. Flowers Charitable Foundation

Diebold Inc.

Images courtesy of McKinley Presidential Library & Museum and Canton-Stark County Convention & Visitors' Bureau

Teacher Guide

The lessons are hands-on and project-based, and are keyed to Ohio content standards for the subject areas. Students will look at the following topics:

Mathematics

- The population over the years
- The football rivalry between Canton McKinley High School and Massillon High School

Science

- The effect of glaciers on the land

Social Studies

- The history of the railroads
- Building a timeline
- Famous and important people
- Manufacturing
- The Underground Railroad

Language Arts

- President McKinley
- Creation of a play on the canal years
- The doorway to the Amish
- Creating a brochure about their city

Web

A companion Web site, <http://www.WesternReservePBS.org/starkcontrast>, contains the teacher guide in both a PDF and Web-based format, plus a video stream of the television production. The site also contains games and activities that are not included in the teacher guide.

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Mathematics

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<http://www.WesternReservePBS.org/starkcontrast>

Population of Stark County

Overview

Students will use population data from 1920 to 2007 to create a graph. They will write two sentences explaining their graph and then answer some questions about why these changes in population occurred.

Standards Addressed

Grade 5, Mathematics, Data Analysis and Probability

05-07 Benchmark

A. *Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.*

Y2003.CMA.S05.G05-07.BA.L05.I01 / Data Collection

01. Read, construct and interpret frequency tables, circle graphs and line graphs.

05-07 Benchmark

E. *Collect, organize, display and interpret data for a specific purpose or need.*

Y2003.CMA.S05.G05-07.BE.L05.I02 / Data Collection

02. Select and use a graph that is appropriate for the type of data to be displayed; e.g., numerical vs. categorical data, discrete vs. continuous data.

Grade 7, Mathematics, Data Analysis and Probability

05-07 Benchmark

A. *Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.*

Y2003.CMA.S05.G05-07.BA.L07.I01 / Data Collection

01. Read, create and interpret box-and-whisker plots, stem-and-leaf plots and other types of graphs, when appropriate.

Procedure

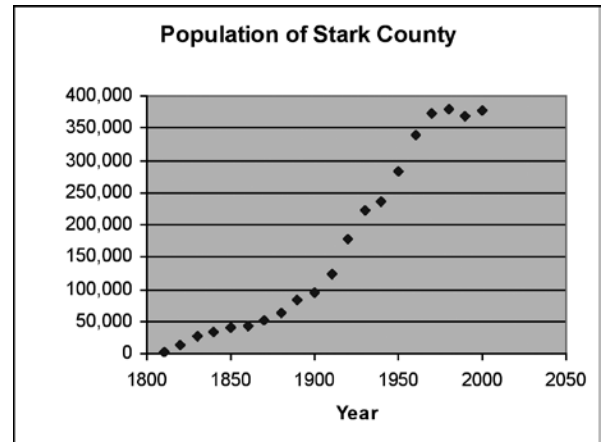
1. Distribute the Population of Stark County student handout. Read through the introduction together.
2. Students can work with a partner and either work together on one handout or each complete their own.
3. Ask the students to look at the data. Ask if they see any pieces of data that stand out. An example is "Early years showed great increase in the data. Between 1980 and 1990 the population decreased." Discuss what may have caused this decrease.



4. Review the concepts of independent variable, year, and dependent variable, population. Remind students that the independent variable is on the x-axis and the dependent variable is on the y-axis.
5. Introduce or review the concepts of measurement data and categorical data. The population is measurement data. It gives a quantity. Mention that this is also called quantitative data.
6. Introduce or review the concepts of discrete data and continuous data. Population is discrete data. It is a whole number. You can't have $2\frac{1}{2}$ or $2\frac{1}{3}$ people.
7. Remind the students that they can determine what quantities they use on the axes, but there must be consistent intervals.
8. Remind the students to label the axes and to put a title on their graphs.
9. You may want the students to use a computer to create their graphs. Excel or Create-a-Graph (<http://nces.ed.gov/nceskids/createagraph>) could be used.

Answers

Sample Graph



1. Answers will vary.
2. This was the time of westward expansion. Stark County was founded in 1809, so many people moved here.
3. In 1908, the Electric Suction Sweeper Company was started. This became the Hoover Company. This manufacturer brought people to the county. Also, Timken Bearing was founded in 1899 and moved to Canton in 1901, causing an influx of new residents.
4. In 1989, the Hoover Company was sold to the Chicago-Pacific Corporation. There was a loss of jobs. There was also a downturn in the economy.
5. The population is measurement data. It gives a quantity.
6. The population is discrete data. It has a value of a whole number. There can't be $2\frac{1}{2}$ people.

Evaluation

Rubric for Graphs

CATEGORY	4	3	2	1
Title	Title is creative and clearly relates to the problem being graphed. It is printed at the top of the graph.	Title clearly relates to the problem being graphed and is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.
Labeling of X-axis	The x-axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants' names).	The x-axis has a clear label that describes the units used for the independent variable.	The x-axis has a label.	The x-axis is not labeled.
Labeling of Y-axis	The y-axis has a clear, neat label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction).	The y-axis has a clear label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction).	The y-axis has a label.	The y-axis is not labeled.
Accuracy of Plot	All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program.	All points are plotted correctly and are easy to see.	All points are plotted correctly.	Points are not plotted correctly, or extra points were included.
Units	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	All units are described (in a key or with labels) but are not appropriately sized for the data set.	Units are neither described NOR appropriately sized for the data set.
Neatness and Attractiveness	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.

Name(s) _____

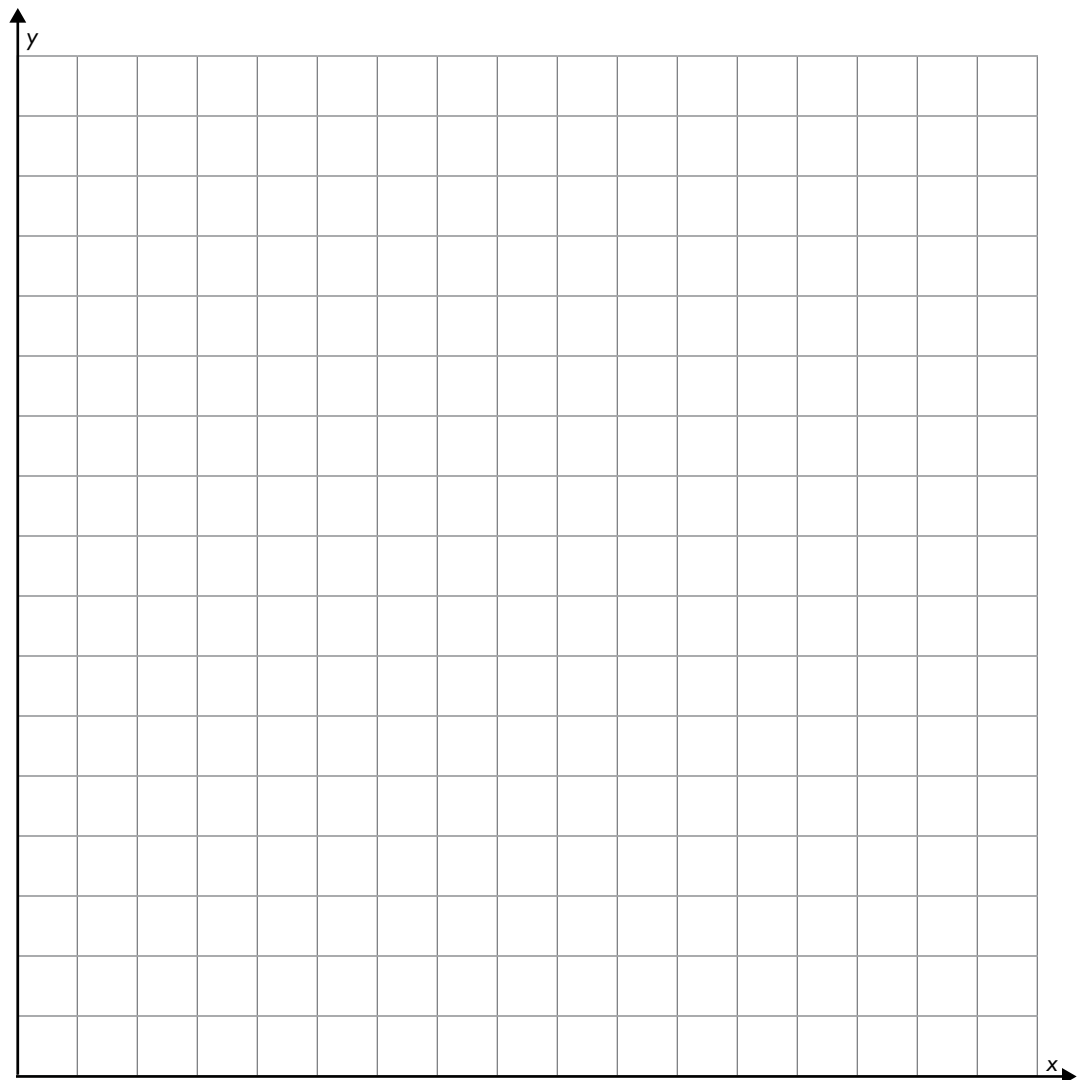
Population of Stark County

On February 13, 1808, the Ohio government authorized the creation of Stark County. Residents named the county in honor of General John Stark, a hero of the American Revolution.

Stark County is heavily rural, with urban areas comprising just five percent of the county's land mass. There are about 1,300 farms in the county. Many residents find employment in agriculture, but the major areas of employment include manufacturing, sales, and service industries. Stark County also has an active tourist industry. Areas of interest include the President William McKinley National Memorial, the First Ladies Museum, and the Pro Football Hall of Fame. The Stark Park system is well-used.

Below is a table that shows the population increase in Stark County from 1810 to 2007. First create a graph showing the population change over the years. Don't forget to label the axes and put a title on your graph. Remember to have equal intervals on the axes. (Year is the independent variable and population is the dependent variable.)

Historical Population	
Year	Pop.
1810	2,734
1820	12,406
1830	26,588
1840	34,603
1850	39,878
1860	42,978
1870	52,508
1880	64,031
1890	84,170
1900	94,747
1910	122,987
1920	177,218
1930	221,784
1940	234,887
1950	283,194
1960	340,345
1970	372,210
1980	378,823
1990	367,585
2000	378,098
2007	378,664



1. Write two sentences that describe the data shown in your graph.
2. The years between 1810 and 1820 had a population increase of 354%. Why do you think this happened?
3. The years between 1910 and 1920 showed a 44% increase in population. Why do you think this is?
4. Between 1980 and 1990, Stark County lost 3% of it's population. Why do you think that happened?
5. Are the population numbers "measurement" or "categorical" data? Why?
6. Are the population numbers "discrete" or "continuous" data? Why?

Football Lesson Plan

Overview

Students will read a brief summary regarding why the Professional Football Hall of Fame is based in Canton, Ohio. They will then look at the history of the Massillon-McKinley high school football rivalry. They will find the measures of center and spread and as enrichment, will look at two box-and-whisker plots to see if there is truly a difference in the statistics for the two teams.



Standards Addressed

Grade 4, Mathematics, Data Analysis and Probability

03-04 Benchmark

E. Describe data using mode, median and range.

Y2003.CMA.S05.G03-04.BE.L04.I07 / Statistical Methods

07. Identify the median of a set of data and describe what it indicates about the data.

03-04 Benchmark E. Describe data using mode, median and range.

Y2003.CMA.S05.G03-04.BE.L04.I08 / Statistical Methods

08. Use range, median and mode to make comparisons among related sets of data.

Grade 5, Mathematics, Data Analysis and Probability

05-07 Benchmark

F. Determine and use the range, mean, median and mode to analyze and compare data, and explain what each indicates about the data.

Y2003.CMA.S05.G05-07.BF.L05.I06 / Statistical Methods

06. Determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data.

Grade 6, Mathematics, Data Analysis and Probability

05-07 Benchmark

F. Determine and use the range, mean, median and mode to analyze and compare data, and explain what each indicates about the data.

Y2003.CMA.S05.G05-07.BF.L05.I04 / Statistical Methods

04. Understand the different information provided by measures of center (mean, mode and median) and measures of spread (range).

Grade 7, Mathematics, Data Analysis and Probability

- 05-07 Benchmark A. *Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.*

Y2003.CMA.S05.G05-07.BA.L07.I01 / Data Collection

01. Read, create and interpret box-and-whisker plots, stem-and-leaf plots, and other types of graphs, when appropriate.

Grade 8, Mathematics, Data Analysis and Probability

- 08-10 Benchmark D. *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.*

Y2003.CMA.S05.G08-10.BD.L08.I04 / Statistical Methods

04. Compare two sets of data using measures of center (mean, mode, median) and measures of spread (range, quartiles, interquartile range, percentiles).

- 08-10 Benchmark F. *Construct convincing arguments based on analysis of data and interpretation of graphs.*

Y2003.CMA.S05.G08-10.BF.L08.I06 / Statistical Methods

06. Make conjectures about possible relationship in a scatterplot and approximate line of best fit.

Y2003.CMA.S05.G08-10.BF.L08.I09 / Statistical Methods

09. Construct convincing arguments based on analysis of data and interpretation of graphs.

Materials

- Computers with Excel or other spreadsheet program

Procedure

1. Ask students if they know why the Professional Football Hall of Fame is in Canton. After some discussion, distribute the Football student handout.
2. Divide the students into groups of two or three.
3. Read the introduction to the class or have them read it silently. Have a discussion about this rivalry.
4. Have the students review the data and present the following questions:
 - a. How many years has the rivalry been going on? *Since 1894.*
 - b. Was there a game every year? *No, there were 13 years when no game was played.*

5. Review mean (the average), median (the number in the middle), range (the difference between the least and greatest number) and mode (the number that occurs most often).
6. Have the students go to the Web and download the game data. If using Excel, remind them that they need only go to Data at the top of the screen and select Sort to put any column in order.
7. This could also be done on a graphing calculator. The teacher could input the material and then beam the information to each student's calculator. Or the students can input the data by going to the **Stat** key and then selecting **Edit**. They can then go to **Stat** and then **Calc**. They will select **1-Var Stats** to get the information below.

Answers

	Massillon	McKinley
median	12	9
mean	13.88889	12.37607
mode	0	0
range	48	46
maximum	48	46

8. Ask the students to write a short paragraph about which team they think is better and why they think so.
9. This could be done for enrichment: Review what a box-and-whisker plot is. Review the five points necessary to make and/or understand this type of plot: minimum, lower quartile, median, upper quartile and maximum.
10. Ask what the box-and-whisker plot shows them. Tell the students that these plots have not included outliers to the data. Remind them that an outlier is 1.5 times the interquartile range added to the upper quartile and subtracted from the lower quartile. Outliers have been added to this graph. Any score greater than 38 for either team is an outlier and is indicated with an asterisk (*).

11. Ask if by looking at the box-and-whisker plot, they still believe whatever position they took regarding the best team. Ask the following questions:
 - a. How much data is in the box? *50 percent.*
 - b. What's the interquartile range? *Massillon – 15 points and McKinley – 14 points.*
 - c. What percent of the data is from 0 to 6 for Massillon and from 0 to 3 for McKinley? *This is the lower quartile, or 25 percent.*
 - d. Why look at outliers? *These are points that are different from most of the points. They are points that need to be examined.*
 - e. Once again, ask the students to tell which team they believe is best and why. They need to use statistical terms in their paragraph. *The box-and-whisker plot shows that there really is little difference between the two schools. It could be said that Massillon has a slightly better record. Their median is higher and their lower quartile is higher, but basically the schools are very well matched.*

12. You could also have the students create their own box-and-whisker plots.

Answers for Box-and-Whisker Plot

minimum	0	0
lower quartile	6	5.5
median	12	9
upper quartile	21	19.5
maximum	48	46
outlier(s)	48	41,42,44,46

Evaluation

Paragraph Rubric

CATEGORY	4	3	2	1
Content: Organization	Organizational structure establishes relationship between/among ideas/events.	Organizational structure establishes relationships between ideas/events, although minor lapses may be present.	Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete.	Organizational structure does not establish connection between/among ideas/events. The overall structure is incomplete or confusing.
Content: Support	Support information is related to and supportive of the topic/subject.	Support information has minor weaknesses in relatedness to and/or support of the topic/subject.	Support information has major weaknesses in relatedness to and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.
Terminology	Correct terms are used for all numbers on the graph.	Correct terms are used most numbers on the graph.	Correct terms are used some numbers on the graph.	Correct terms are not used most numbers on the graph.
Grammar, Spelling and Punctuation	Grammar, spelling and punctuation were all correct.	Most grammar, spelling and punctuation were correct.	There were many errors in grammar, spelling and punctuation.	This needs to be redone.



Football

Did you ever wonder why the Football Hall of Fame is in Canton, Ohio? Here's a little history. It is believed that football started around 1870 as a combination of the sports rugby and soccer.

Although there is some controversy as to the exact first "professional" football game, the Pro Football Hall of Fame states that the first pro game was held on Nov. 12, 1892. On that day, the Allegheny Athletic Association defeated the Pittsburgh Athletic Club. This was not the first football game, but it was the first game where one of the AAA players was paid \$500 to play. The rules of the game were quite different then. Field goals and touchdowns were both worth four points each and there was no passing. Passing wasn't made legal until 1906.

It was in Canton in 1920 that the American Football Association was organized. It later became known as the NFL, or National Football League.

Today, a graceful 7-ft. bronze statue of Jim Thorpe greets visitors as they go into the hall. Each year since 1963, hall of fame football champions are chosen and honored with bronze busts of themselves that are placed in the Hall of Fame. Nearby, life-sized sketches show them punting, passing, running or tackling.

Canton is not only known for the Hall of Fame, but for one of the most historic high school football rivalries, Canton McKinley Bulldogs vs. Massillon Washington Tigers. The teams began playing in 1894. It is considered to be the greatest high school football rivalry in the nation and was featured in the movie "Go Tigers!"

Name(s) _____

Massillon Tigers vs. Canton McKinley Bulldogs

Game Number	Year	Massillon	Canton	Attendance	Game Number	Year	Massillon	Canton	Attendance
1	1894	6	16	200	42	1937	19	6	14,000
2	1894	8	12	200	43	1938	12	0	18,000
3	1895	0	6	200	44	1939	20	6	22,000
4	1900	0	5	200	45	1940	34	6	22,000
5	1900	0	46	200	46	1941	32	0	25,000
6	1903	0	5	200	47	1942	0	35	20,000
7	1903	0	8	400	48	1943	21	0	22,000
8	1904	0	18	400	49	1944	0	27	17,352
9	1904	5	12	400	50	1945	0	0	22,000
10	1906	0	24	400	51	1946	6	6	18,270
11	1906	0	28	400	52	1947	0	14	24,000
12	1907	0	0	500	53	1948	21	12	20,598
13	1907	0	44	200	54	1949	6	0	24,000
14	1908	7	17	1,000	55	1950	33	0	21,631
15	1908	12	6	1,000	56	1951	40	0	16,000
16	1909	6	2	1,200	57	1952	41	8	18,129
17	1909	11	6	500	58	1953	48	7	16,500
18	1912	0	19	1,000	59	1954	26	6	21,154
19	1913	13	13	1,200	60	1955	7	13	21,000
20	1914	3	0	1,500	61	1956	7	34	21,945
21	1915	6	7	2,000	62	1957	25	7	20,824
22	1916	16	9	2,000	63	1958	38	16	21,157
23	1917	7	6	2,000	64	1959	20	0	17,196
24	1919	21	0	3,000	65	1960	42	0	19,101
25	1920	0	14	2,000	66	1961	7	6	18,621
26	1921	13	12	2,000	67	1963	24	20	16,237
27	1922	24	0	6,000	68	1963	22	6	21,965
28	1923	9	0	6,000	69	1964	20	14	22,685
29	1924	6	0	6,000	70	1965	18	14	22,356
30	1925	3	6	9,500	71	1966	16	25	19,009
31	1926	0	0	8,000	72	1967	20	15	20,500
32	1927	0	13	7,200	73	1968	6	26	22,305
33	1928	0	7	6,500	74	1969	7	14	20,000
34	1929	31	6	5,000	75	1970	28	0	22,500
35	1930	14	6	6,000	76	1971	29	6	21,000
36	1931	20	6	4,000	77	1972	12	3	22,371
37	1932	0	19	4,000	78	1973	0	21	20,148
38	1933	0	21	10,000	79	1974	20	15	21,754
39	1934	6	21	20,000	80	1975	15	21	20,435
40	1935	6	0	12,000	81	1976	7	3	19,528
41	1936	21	0	20,000	82	1977	21	0	20,339

Data from www.massillontigers.com/mckinley/massillon%20canton%20facts.htm

STUDENT HANDOUT

Open Excel or another spreadsheet program and copy this data onto the spreadsheet.

From the menu bar, you can use Data and then Sort to put the terms in order. Just select the title of the line that you want to sort.

OR

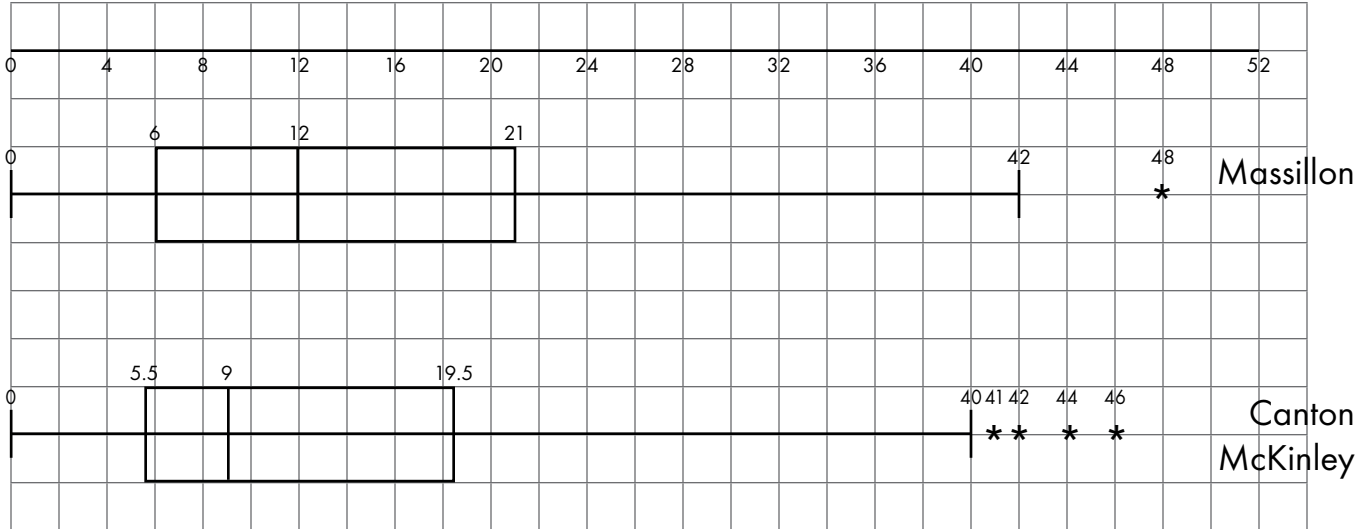
Input data into your graphing calculator in Lists 1 and 2. Then go to Stat. Select Calc and then select 1-Var Stats. When this appears on the screen, input the list for which you want the quartiles.

Your job is to find the following information:

1. 1. Mean score Massillon _____
2. 2. Mean score McKinley _____
3. 3. Median Massillon _____
4. 4. Median McKinley _____
5. 5. Mode Massillon _____
6. 6. Mode McKinley _____
7. 7. Max Massillon _____
8. 8. Max McKinley _____
9. 9. Min Massillon _____
10. 10. Min McKinley _____
11. 11. Range Massillon _____
12. 12. Range McKinley _____

Game Number	Year	Massillon	Canton	Attendance
83	1978	13	10	21,575
84	1979	24	0	21,000
85	1980	7	16	21,745
86	1980	14	6	19,029
87	1981	6	9	22,828
88	1982	7	0	19,354
89	1983	18	7	21,282
90	1984	6	17	17,926
91	1985	6	20	21,174
92	1986	6	23	18,091
93	1987	15	18	19,600
94	1988	10	7	17,750
95	1989	24	7	22,000
96	1990	7	20	16,762
97	1991	42	13	18,376
98	1992	6	14	17,000
99	1993	13	21	19,625
100	1994	42	41	19,125
101	1994	20	27	32,219
102	1995	21	24	20,000
103	1996	0	21	19,303
104	1997	14	27	22,512
105	1998	20	42	19,848
106	1999	35	7	23,987
107	2000	13	9	17,957
108	2001	29	26	23,815
109	2001	35	19	21,203
110	2002	34	17	16,162
111	2003	8	40	13,700
112	2004	7	20	14,903
113	2005	8	38	24,264
114	2005	21	3	16,111
115	2006	10	7	17,950
116	2007	23	20	14,624
117	2008	17	0	16,935
	Total Wins	63	49	5 ties
	Total Points	1,625	1,448	

Box-and-Whisker Plots: Points Scored Per Game



1. How much of the data is in the box? _____

2. What is the interquartile range?

a. Massillon Tigers _____

b. McKinley Bulldogs _____

3. What percent of the data is from 0 to 6 for Massillon and from 0 to 3 for

McKinley? _____

4. Why look at outliers? _____

Using the box-and-whisker plots above, which team do you think has been more successful? Why? (Be sure to use facts to explain your answer.)

STARK

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STARK COUNTY

Science

WESTERNRESERVE
PBS



<http://www.WesternReservePBS.org/starkcontrast>

Build Your Own Glacier

Overview

As glaciers move, they create a variety of patterns on landforms by a process called glacial scour (or scraping). The student will create a glacier using water and stones, pass the “glacier” over a piece of wood and record the shape of the “glacial grooves” and explain how scrapings and deposits made by glaciers could provide clues to the climate.

Standards Addressed

Grade 4, Earth Science

03-05 Benchmark

B. Summarize the processes that shape Earth’s surface and describe evidence of those processes.

Y2003.CSC.S01.G03-05.BB.L04.I08 / Processes That Shape Earth

08. Describe how wind, water and ice shape and reshape Earth’s land surface by eroding rock and soil in some areas and depositing them in other areas producing characteristic landforms (e.g., dunes, deltas and glacial moraines).

Grade 8, Earth Science

06-08 Benchmark

E. Describe the processes that contribute to the continuous changing of Earth’s surface (e.g., earthquakes, volcanic eruptions, erosion, mountain building and lithospheric plate movements).

Y2003.CSC.S01.G06-08.BE.L08.I13 / Earth Systems

13. Describe how landforms are created through a combination of destructive (e.g., weathering and erosion) and constructive processes (e.g., crustal deformation, volcanic eruptions and deposition of sediment).

Materials

- Plastic or paper cups
- Sharp-edged pieces of gravel
- Water
- Plastic wrap
- Tape
- Paper plates
- Smooth pieces of wood

Procedure

1. Review with the students what they know about glaciers – what they are and why they move.
2. Review with the class the information presented in the Build Your Own Glacier handout about how Stark County was affected by glaciers.



3. Ask students how they think scientists can tell if glaciers have moved over the land. (*Explain that rocks and gravel freeze. The weight of the glacier causes the bottom of it to be "plastic-like" and gravity pushes it down ridges and crevasses.*) What would happen to the land over which a glacier travels? What evidence would a glacier leave behind?
4. Tell the students that they are going to make a glacier.
5. Divide the class into pairs or groups of three.
6. Review the instructions for the project that are given in the handout.
7. Discuss how patterns of glaciations provide clues to the climate in a particular area over time. For example, if evidence of glacial scraping is found in an area that is too warm for glaciers to exist, what can we infer about how the climate in that area has changed over a long period of time?

Answers for Build Your Own Glacier handout

1. A glacier is a mass of flowing ice that forms when temperatures are cold enough for snow to accumulate without melting during the summer. As the thickness of the ice increases, the glacier eventually begins to move down a valley if in a mountainous region, or flow outward if in a continental region. Continental glaciers form when global climate cools enough for ice to accumulate and flow into temperate latitudes. Glaciers act like giant bulldozers, scraping and plucking rock and sediment as they move. When the glacier melts, these materials are left behind.
2.
 - a. esker: A long, winding ridge of gravel and other sediment deposited by meltwater from glaciers or ice sheets.
 - b. kettle: A hollow created when buried blocks of **glacier** ice melt.
 - c. kame: A mound of sediment that is deposited along the front of a slowly melting or stationary **glacier**.

Evaluation:

Sketch:

3 points	Sketches carefully and draws accurately; paragraphs clear, complete and error-free.
2 points	Sketches adequate; paragraphs sufficiently clear, but with some errors.
1 point	Sketches adequate; paragraphs lacking in clarity with numerous errors.

Adapted from a lesson by Frank Weisel, Earth Science Teacher, Tilden Middle School, Rockport, Md.

Name(s) _____

Build Your Own Glacier

Glaciers in Stark County

Northern Stark County "owes its form and substance to the glacial action beginning with the Pleistocene Epic to the end of the Wisconsinian glacier that covered all the northern tier of townships of Stark County until circa 40,000-50,000 years ago. As the ice and snow melted, enormous amounts of water formed glacial rivers. To a great extent the present topography of the land was the result of tremendous forces of moving water. Lakes, eskers, kettles and kames frequently observed in Lake were formed by these rivers and downward pressure by giant land icebergs that melted slowly weighing the soft ground down thus resulting in depressed soils that formed lowland ponds and lakes."

Source: Center for Public Management and Regional Affairs, <http://cpmra.muohio.edu/townships/lake/about.htm>

1. What is a glacier?

2. Define:

a. esker:

b. kettle:

c. kame:

Now let's build a glacier!

1. Fill a paper cup with sharp pieces of gravel.
2. Cover the gravel with about an inch of water.
3. Tape plastic wrap tightly over the top of the cup.
4. Flip the cup on to a paper plate, so that the plastic wrap is next to the plate.
5. Freeze overnight.
6. When the "glaciers" are frozen solid, peel off the plastic wrap and scrape them, gravel end down, over a smooth piece of wood to simulate the action of a glacier. Be sure to only scrape in one direction, because glaciers move in only one direction.
7. Observe the patterns the gravel has made on the wood. How would this compare to patterns made on the land by real glaciers?
8. Sketch the patterns you see and write a paragraph explaining what can be inferred about the way real glaciers affect the landforms over which they move.

STARK

CONTRAST

A HISTORY OF



STARK COUNTY

Social Studies

WESTERNRESERVE
PBS



<http://www.WesternReservePBS.org/starkcontrast>

Political Cartoons and the Railroads

Overview

Given information about both political cartoons and about the building of the railroads, students will work in groups to create a political cartoon.

Standards Addressed

Grade 4, Social Studies, History

03-05 Benchmark C. Explain how new developments led to the growth of the United States.

Y2003.CSS.S01.G03-05.BC.L04.I05 / Growth

05. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

Grade 5, Social Studies, History

03-05 Benchmark C. Explain how new developments led to the growth of the United States.

Y2003.CSS.S01.G03-05.BC.L05.I06 / Growth

06. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

Grade 6, Social Studies, Peoples in Society

06-08 Benchmark C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Y2003.CSS.S02.G06-08.BC.L07.I03 / Diffusion

03. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.

Procedure

1. Introduce the class to political cartoons. Show several examples on an overhead or computer. You can find examples of political cartoons online at <http://orpheus.ucsd.edu/speccoll/dspolitic> and www.loc.gov/rr/print/swann/herblock/presidents.html. You could also use cartoons from your local newspaper to show

that political cartoons usually have an agenda or at least a point of view. Examples of sites with more current cartoons are <http://www.politicalcartoons.com> and <http://www.cagle.com/politicalcartoons>.

2. Explain how pictures sometimes can tell a story better than words can. Discuss the definition of satire:



A literary work holding up human vices and follies to ridicule or scorn; wit, irony or sarcasm used to expose and discredit vice or folly (source: Merriam-Webster, [m-w.com](http://www.m-w.com)).

3. Have the students work with partners or in groups of three.
4. Distribute the Political Cartoons student handout to each group. Go through the information on the handout.
5. Go through the directions with the students and ask for questions.
6. Explain that part of their assignment is to explain their cartoon in writing.
7. Post the cartoons around the room.

Extension

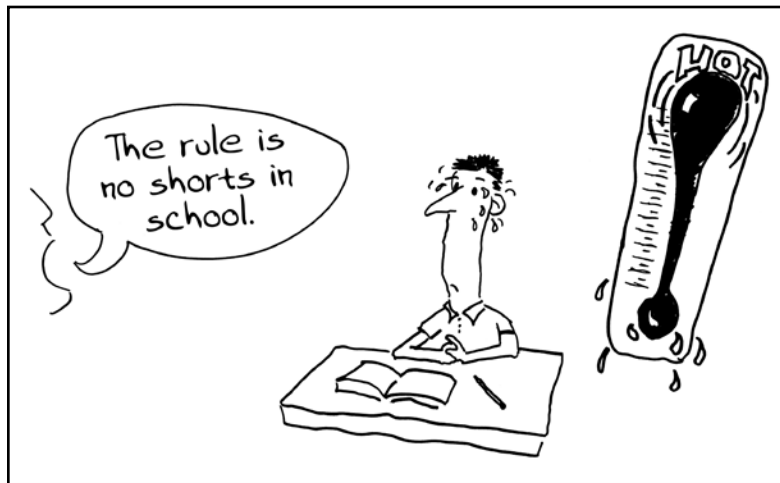
There is a site called Comic Creator at <http://www.readwritethink.org/materials/comic/index.html>. This site allows the student to make a one-pane cartoon (like a political cartoon) or to make a comic strip containing up to six panes. You might like to incorporate this into your lesson.

Evaluation

Criteria	Possible Points
The cartoon addresses issues of economics and the Articles of Confederation.	10 points
The cartoon can be understood by the viewer.	10 points
Written explanation clearly describes the cartoon.	10 points
The cartoon is neatly drawn.	10 points
Grammar and spelling are generally correct.	10 points
Total	50 points

Political Cartoons

A **political cartoon** is an illustration or comic strip containing a political or social message. It is a way to make your point without having the viewer do a lot of reading. The message should be obvious. The cartoon below is an example of a cartoon about the “politics” of a school building. What is this cartoon telling you?



Your Job!

It is colonial times and you have an issue with the building of the railroad. You want to present your position to the people and you think you can best show it by making a political cartoon. Use the information below to help you decide what you want your cartoon to be about.

About the Railroads

- Ohio was between all of the major port cities of the East Coast and the cities of Chicago, St. Louis and Detroit. It also was a pathway to the fertile lands to the west.
- Roads were primitive. Transporting goods was slow and expensive, even with the use of the canals.
- Railroading was a new technology imported from England. It promised to be cheaper than road transportation and faster than the canals.
- The Baltimore and Ohio Railroad (B&O) was chartered in 1825 (the same year as the canal to go from Cleveland to Portsmouth, Ohio).
- Over the course of the next fifty years, many more railroads followed.
- Railroads hauled iron ore, finished goods and agriculture goods which were vital to both communities and industries.
- The building of the railroads provided jobs and brought workers to Ohio. They also caused many manufacturing facilities to spring up along the tracks.
- If goods were transported by ship from Lake Erie to the East Coast, the trip was about 600 miles. Using the railroads, the trip was 300 or less.

Procedure

1. Create a political cartoon that might have been used in a colonial newspaper. Your goal is to try to get the people to agree with your opinion. Remember to try and use satire in your cartoon. You might want to show your cartoon to your classmates to make sure that they understand it. Put your name on the back!
2. Write at least one paragraph that explains your cartoon and attach it to the back of the cartoon.
3. The cartoons will be hung up around the room. To see examples of political cartoons, visit these sites: A Catalog of Political Cartoons by Dr. Seuss, <http://orpheus.ucsd.edu/speccoll/dspolitic>, and Historic Political Cartoons, www.loc.gov/rr/print/swann/herblock/presidents.html.

Timeline of the History of Stark County

Overview

Students will use the Cities section found on the project Web site, <http://WesternReservePBS.org/starkcontrast/cities.htm>, to create a timeline of the history of Stark County. Students will use the Internet or other reference materials to illustrate their timelines. They will then write a paragraph explaining why they selected the items that they placed on their timeline.



Standards Addressed

Grade 5, Social Studies – History

03-05 Benchmark A. *Construct time lines to demonstrate an understanding of units of time and chronological order.*

Y2003.CSS.S01.G03-05.BA.L05.I01 / Chronology

01. Create time lines and identify possible relationships between events.

Grade 6, Social Studies – History

03-05 Benchmark A. *Interpret relationships between events shown on multiple-tier time lines.*

Y2003.CSS.S01.G06-08.BA.L06.I01 / Chronology

01. Construct a multiple-tier timeline from a list of events and interpret the relationships between the events.

Y2003.CSS.S01.G06-08.BA.L06.I02 / Chronology

02. Arrange dates in order on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

Grade 8, Social Studies – History

06-08 Benchmark A. *Interpret relationships between events shown on multiple-tier time lines.*

Y2003.CSS.S01.G06-08.BA.L08.I01 / Chronology

01. Select events and construct a multiple-tier time line to show relationships among events.

Materials

- Internet access
- Posterboard (optional)
- Markers

Procedure

1. Make sure students have an understanding of what a timeline is by having them plot five events in their life and making sure they are in correct chronological order. Have them place their birth year, the year they started kindergarten, the year they started the grade they are currently in and two events that were significant to them. Remind them that on a timeline, like in a graph, you must have consistent intervals.
2. Divid the students into pairs or groups of three.
3. Introduce the students to the History and Cities sections of the project Web wite, www.WesternReservePBS.org/starkcontrast/cities.htm. If students want to extend the timeline, they could also include the glacial period found in the Glaciers section. If this is done, make sure that intervals on the timeline are equal, even though there will be large gap between the glacial period and the actual founding of Stark County.)
4. Students must include the year Stark County was founded and the year that the city they live in was founded. They must also include their own birth year. Using their social studies book, the library or the American History Timeline Web site, <http://www.animatedatlas.com/timeline.html>, students should add at least five important events that influenced the history of the United States.
5. Using either a computer or posterboard, students will select events for their timeline and place them appropriately on it. If students are using the computer, they can use the software program *Timeliner* or go to Time Line Maker at http://teachers.teachnology.com/web_tools/materials/timelines. Time Line Maker will only hold 14 items. They could also use posterboard if they choose.
6. Have students write a paragraph about why they selected the items that they chose to put on the timeline.

Evaluation

Timeline Rubric

CATEGORY	4	3	2	1
Content/Facts	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Resources	The timeline contains at least eight to 10 events related to the topic being studied.	The timeline contains six or seven events related to the topic being studied.	The timeline contains at least five events related to the topic being studied.	The timeline contains fewer than five events.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appeared to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.

Paragraph Rubric

CATEGORY	4	3	2	1
Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) are to be completed. All students in the group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work are to be completed. All students in the group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work are to be completed. Most students can independently describe the high points of the timeline.	Group need adult help to develop a timeline and/or several students in the group cannot independently describe the high points of the timeline.
Plan for Organizing Information	Students develop a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students develop a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students develop a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information and/or students in the group cannot explain their organizational plan.
Quality of Sources	Researchers independently locate at least two reliable, interesting information sources for each of their ideas or questions.	Researchers independently locate at least two reliable information sources for each of their ideas or questions.	Researchers, with some adult help, locate at least two reliable information sources for each of their ideas or questions.	Researchers, with extensive adult help, locate at least two reliable information sources for each of their ideas or questions.
Grammar/Spelling	Grammar and spelling are completely correct.	Grammar and spelling are mostly correct.	There are several grammar and spelling errors.	There are many grammar and spelling errors.

Cereal Box Biography

Overview

Students will conduct research on a person of interest in the history of Stark County. Once the research is completed, they will create a cover for a cereal box using information about the person, and their contribution to society as a whole and to Stark County.

Standards Addressed

Grade 6, Social Studies — Skills and Methods

06-08 Benchmark

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Y2003.CSS.S07.G06-08.BB.L06.I02 / Thinking and Organizing

02. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Y2003.CSS.S07.G06-08.BB.L06.I03 / Thinking and Organizing

03. Organize information using outlines and graphic organizers.

Grade 7, Social Studies — Skills and Methods

06-08 Benchmark

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Y2003.CSS.S07.G06-08.BB.L07.I01 / Thinking and Organizing

01. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Grade 6, Mathematics — Measurement

05-07 Benchmark

F. Analyze and explain what happens to area and perimeter or surface area and volume when the dimensions of an object are changed.

Y2003.CMA.S02.G05-07.BF.L06.I01 / Measurement Units

01. Understand and describe the difference between surface area and volume.



01. Understand and describe the difference between surface area and volume.

Materials

- Cereal boxes
- Paper to cover boxes
- Rulers
- Scissors
- Markers or colored pencils
- Computer (optional)

Procedure

1. Ask students if they know of any famous people who came from Stark County and make a list of these people. If students have difficulty with this task, distribute a list of people who have made contributions to the world as a whole and to Stark County specifically.
2. Divide students into groups of two or three. Tell them that each group is responsible for creating a cereal box that tells about a person of their choice. Show an example from the project Web site, <http://www.WesternReservePBS.org/starkcontrast>.
3. Distribute the Cereal Box Biography student handout. Read the scenario on the handout and review the instructions with the class.
4. Tell the students that they can use the Web sites listed on the Biography Hotlist or they can contact people the person involved or if deceased, someone who knows or once knew this person. Remind them that if they call, that they are representing the school and should use good manners.
5. Review the due dates for the project. Remind students that neatness, correct grammar and correct spelling are expected.

Evaluation

Cereal Box Company Biography

CATEGORY	4	3	2	1
Content – Accuracy	At least seven accurate facts are displayed on the box biography.	Five to six accurate facts are displayed on the box biography.	Three to four accurate facts are displayed on the box biography.	Less than three accurate facts are displayed on the box biography.
Graphics – Originality	Several of the graphics used on the box biography reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the box biography reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics – Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic, or several borrowed graphics do not have a source citation.
Attractiveness	The box biography is exceptionally attractive in terms of design, layout, and neatness.	The box biography is attractive in terms of design, layout and neatness.	The box biography is acceptably attractive, though it may be a bit messy.	The box biography is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the box biography.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the box biography.	Student can accurately answer most questions related to facts in the poster and processes used to create the box biography.	Student can accurately answer about 75 percent of questions related to facts in the poster and processes used to create the box biography.	Student appears to have insufficient knowledge about the facts or processes used in the box biography.

Name(s) _____

Cereal Box Biography

You are working for a company that wants to advertise the good things about Stark County so that people will want to visit or move here. You think advertising on a cereal box is a good way for people to be introduced to famous Stark Countians. Your job is to name the cereal and to create a cereal box to advertise the person.

Name of Company Selected: _____

Address of Company: _____

Box Dimensions

Area of front: _____sq. cm

Area of back: _____sq. cm

Area of top: _____sq. cm (top)

Area of bottom: _____sq. cm

Area of left side: _____sq. cm (left)

Area of right side: _____sq. cm

Surface area of your box = _____

Directions

1. Select a person from Stark County who has made a contribution to society. You may use the Biography Hotlist found at <http://www.WesternReservePBS.org/starkcontrast> for ideas, or you may select a person of your own choosing as long as he or she is from Stark County.
2. Find the surface area of the cereal box and record it on your handout.
3. As a group, select a name for your cereal. Try to have it relate somehow to the person.
4. Create some type of artwork for your cover that depicts either the person or the cereal brand.
5. Include the following information on your cover: biographical information, type of contribution made, drawings or photos that relate to the person and the reason you selected the person. Be sure to cite your sources of information.
6. If any of these items are missing, write a brief paragraph explaining why.
7. Available to you are paper, markers, colored pencils, rulers and scissors. You may use the computer to get pictures and information or you may draw pictures yourself and use library or textbook material.
8. Neatness, grammar and spelling are important.

Underground Railroad in Stark County

Overview

Students will go through an online program on the Underground Railroad. They will then take a virtual tour of photos about the two sites of Underground Railroad sites in Stark County.

Standards Addressed

Grade 8, Social Studies – History

06-08 Benchmark

A. *Interpret relationships between events shown on multiple-tier time lines.*

Y2003.CSS.S01.G06-08.BG.L08.I09 / Civil War and Reconstruction

09. Explain causes of the Civil War with emphasis on:

- Slavery
- States' rights
- The different economies of the North and South
- The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act
- The abolitionist movement and the roles of Frederick Douglass and John Brown
- The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850
- The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession

Materials

- Computer with Internet access



Procedure

There are a massive number of lesson plans on the Underground Railroad, therefore, no additional plans were written. There is, however, a virtual tour and information about the Haines House and the Spring Hill Historic Home online at <http://www.WesternReservePBS.org/starkcontrast>. Below is one approach to presenting information about the Underground Railroad.

1. Links to lesson plans related to the Underground Railroad can be found on the project Web site at <http://www.WesternReservePBS.org/starkcontrast>.
2. Ask the students what they know about this topic. If you want more formal information from the students, you could do a KWL chart.
3. Pair the students and give them a class period to do the online simulation provided by National Geographic, found online at <http://www.nationalgeographic.com/features/99/railroad>.
4. If you want to spend more time on this topic, visit Safe Passage, a complete multimedia kit prepared by CET in Cincinnati, at <http://www.safepassageohio.org/resources>. This is a complete kit with excellent lesson plans and student pages. There is an extensive hot list at the site with links for a variety of topics. There is also a section on the Civil Rights Movement in Ohio today.
5. Once the students have a good understanding about the Underground Railroad, begin discussion about what part Stark County played in the effort. There are two virtual tours at <http://www.WesternReservePBS.org/starkcontrast>, one about the Underground Railroad in general and another about Stark County's role.
6. A discussion board has been created so that students can share their thinking and opinions on both what is presented in this lesson and what they feel about the topic in general. They may also note if they knew that there were Underground Railroad sites in Stark County. It is available at <http://www.WesternReservePBS.org/starkcontrast>.

Evaluation

Evaluation will include writing a contribution to the blog about their feelings about having these sites in their own county. A more formal assessment can be made on the writing using the scale below, or simply using the blog could be sufficient.

Overall content of writing	30 points
Readability	20 points
Group participation (effective use of time, discussion cooperation)	10 points
Grammar, spelling, punctuation	10 points
Total (50)	

Underground Railroad in Stark County

Was the Underground Railroad like a subway system, with train cars traveling underground? Did you have to have your ticket punched? Did the conductor shout the familiar words, "all aboard"? We know that the Underground Railroad wasn't really a railroad at all, but actually helped tens of thousands of slaves in the United States escape to the north.

Following is how the Division of Natural Resources in Ohio describes the Underground Railroad:

"Travel through Ohio meant freedom, hope of a better life and often a life-and-death struggle. From about 1816 to the dawn of the Civil War, individuals and communities ushered fleeing slaves from southern states along the difficult and dangerous journey northward to freedom in Canada. The network of homes or barns with concealed rooms and hiding places, secret tunnels, well-worn trails through dense woods, and conductors leading the runaways to the next safe haven became known as the Underground Railroad. Although members of the Underground Railroad did not encourage slaves to run away, they made every effort to assist the slaves who did."

Source: <http://www.dnr.state.oh.us/parks/magazinehome/magazine/sprsum96/undergrr/tabid/299/Default.aspx>

Two cities in Stark County hosted runaway slaves and were part of this network to freedom. Both cities have saved the homes where this occurred and have made them into museums that you can visit.

In Alliance, the Haines House was the home of Jonathan Ridgeway Haines and Sarah Grant Haines. They sheltered slaves in an attic room in the house. The house is currently being renovated to make it more accessible to visitors.

In Massillon, Thomas and Charity Rotch, Quakers from New England, owned Spring Hill Farm. They offered their farm as a safe haven for slaves escaping to freedom in the north. They stayed in the upper story of the springhouse and none were ever caught despite attempts by slave hunters.

Manufacturing: Cereal Box Company Biography

Overview

Students will conduct research on a Stark County Manufacturing Company. Once research is completed, students will create a cover for a cereal box using the company he/she researched as the theme of the box. Information about the company should include: the founding, the history, current information, a map that shows location, information about the founders and impact of the company on the community.



Standards Addressed

Grade 6, Social Studies — Skills and Methods

06-08 Benchmark

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Y2003.CSS.S07.G06-08.BB.L06.I02 / Thinking and Organizing

02. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Y2003.CSS.S07.G06-08.BB.L06.I03 / Thinking and Organizing

03. Organize information using outlines and graphic organizers.

Grade 7, Social Studies — Skills and Methods

06-08 Benchmark

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Y2003.CSS.S07.G06-08.BB.L07.I01 / Thinking and Organizing

01. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Grade 6, Mathematics — Measurement

05-07 Benchmark

F. Analyze and explain what happens to area and perimeter or surface area and volume when the dimensions of an object are changed.

Y2003.CMA.S02.G05-07.BF.L06.I01 / Measurement Units

01. Understand and describe the difference between surface area and volume.

01. Understand and describe the difference between surface area and volume.

Materials

- Cereal boxes
- Paper to cover boxes
- Rulers
- Scissors
- Markers or colored pencils
- Computer (optional)

Procedure

1. Ask students what is meant by the term manufacturing. (*Something made from raw materials by hand or by machinery and often carried out systematically with division of labor.*) Once a definition is established, write it so it is visible for all students to see.
2. Ask students if they can name some companies that manufacture goods. After a list is made, then ask if they can name some manufacturers in Stark County.
3. Divide students into groups of two or three. Tell the class that each group is responsible for creating a cereal box that advertises a company of its choice. Show an example from <http://www.WesternReservePBS.org/starkcontrast>.
4. Distribute the Cereal Box Company Biography student handout. Read the scenario on the handout and review the instructions with the class.
5. Tell the students that they can use the Web sites listed on the Manufacturing in Stark County hotlist, material from the company itself or information that they get from contacting the company. Remind them that if they call, they are representing the school and should use good manners.
6. Review the due dates for the project. Remind students that neatness, correct grammar and correct spelling are expected.

Evaluation

Evaluation of Cereal Box Company Biography

CATEGORY	4	3	2	1
Content — Accuracy	At least seven accurate facts are displayed on the box biography.	Five to six accurate facts are displayed on the box biography.	Three to four accurate facts are displayed on the box biography.	Less than three accurate facts are displayed on the box biography.
Graphics — Originality	Several of the graphics used on the box biography reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the box biography reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics — Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic, or several borrowed graphics do not have a source citation.
Attractiveness	The box biography is exceptionally attractive in terms of design, layout, and neatness.	The box biography is attractive in terms of design, layout and neatness.	The box biography is acceptably attractive, though it may be a bit messy.	The box biography is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the box biography.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the box biography.	Student can accurately answer most questions related to facts in the poster and processes used to create the box biography.	Student can accurately answer about 75 percent of questions related to facts in the poster and processes used to create the box biography.	Student appears to have insufficient knowledge about the facts or processes used in the box biography.

Name(s) _____

Cereal Box Company Biography

You have been selected to be the advertising representative for a manufacturing company. They think that they can attract customers by creating a new cereal. Your job is to name the cereal and to create a cereal box to advertise the company.

Name of Company Selected: _____

Address of Company: _____

Box Dimensions

Area of front: _____sq. cm

Area of back: _____sq. cm

Area of top: _____sq. cm (top)

Area of bottom: _____sq. cm

Area of left side: _____sq. cm (left)

Area of right side: _____sq. cm

Surface area of your box = _____

Directions

1. Select a manufacturing company from Stark County. You may use the Manufacturing Hotlist at <http://www.WesternReservePBS.org/starkcontrast>, or you can choose to select a company of your own, as long as it is from Stark County.
2. Find the surface area of the box and record it on your handout.
3. As a group, select a name for your cereal. Try to have it relate somehow to the company.
4. Create some type of artwork for your cover that depicts either the company or the cereal brand.
5. Include the following information on your cover: history, founders, map and current address, current value of the company, value to the community, citation of sources that were used and other interesting information.
6. If any of these items are missing, write a brief paragraph explaining why.
7. Available to you are paper, markers, colored pencils, rulers and scissors. You may use the computer to get pictures and information or you may draw them yourself.
8. Neatness, grammar and spelling are important.

STARK

CONTRAST

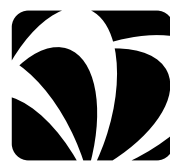
A HISTORY OF

STARK COUNTY

Language Arts

WESTERNRESERVE

PBS



<http://www.WesternReservePBS.org/starkcontrast>

Eulogy for President McKinley

Overview

William McKinley has been shot. The students are asked to write a eulogy for him. The students will do research on the life and death of President William McKinley. They will then summarize the information into an obituary that will run in the local newspaper.

Standards Addressed

Grade 6, Social Studies — Skills and Methods

06-08 Benchmark

B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Y2003.CSS.S07.G06-08.BB.L06.I02 / Thinking and Organizing

02. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

06-08 Benchmark

C. Present a position and support it with evidence and citation of sources.

Y2003.CSS.S07.G06-08.BC.L06.I05 / Thinking and Organizing

05. Complete a research project that includes a bibliography.

Materials

- Resource materials

Procedure

1. Show the part of the video production **Stark Contrast: The History of Stark County** that has to do with William McKinley. The video is available online at <http://www.WesternReservePBS.org/starkcontrast>.
2. Introduce the students to the William McKinley site that is part of this Web project, <http://www.WesternReservePBS.org/starkcontrast>. Review how they can do research on this site to find information that they will need. Also remind them that print resources are also good to use.
3. Introduce the concept of a eulogy as a formal expression of praise for someone who has died recently. Explain that obituaries give biographical information and information about the achievements of the person who is being eulogized. There are often personal remembrances or feelings about the person in the obituaries of famous people. Often cause of death is given as well.



4. Share this scenario with the students:

President McKinley has been shot. You have been asked by his family to give the eulogy at his funeral. They have asked you to give the statistics and accomplishments of his life. They also want you to make the eulogy personal – in other words, how did President McKinley’s life affect you?

5. Students are to write a eulogy for President McKinley. It needs to include all of the things that the family has asked you to include, plus your own personal thoughts about his life and death.

6. Students need to cite their sources using correct form. The Citation Maker Web site, <http://elementary.oslis.org/resources/cm/mlcitationse> for elementary students or <http://secondary.oslis.org/resources/cm/mlcitationse> for secondary students, gives information on correct formatting.
7. If time permits, students can share their eulogies. A contest could be held about which best describes the life of President McKinley.

Evaluation

Eulogies Rubric

CATEGORY	20	15	10	5
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides one or two supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	There are no grammatical, spelling or punctuation errors.	There are almost no grammatical, spelling or punctuation errors.	There are a few grammatical spelling and/or punctuation errors.	There are many grammatical, spelling and/or punctuation errors.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

President McKinley

William McKinley was born in 1843 in Niles, Ohio. After teaching school for awhile, he served in the Civil War. After his war duties, he became a lawyer in Canton, Ohio, and got married. In 1876, he was elected to Congress and served there until 1891. McKinley became governor of Ohio in 1892 and president of the United States in 1896. President McKinley was assassinated in 1901 by Leon F. Czolgosz, who believed that McKinley was “an enemy of good working people.” McKinley died eight days after the shooting.

Major events of William McKinley’s political career include passage of the McKinley Tariff of 1890, which protected business in the United States. McKinley led the country into the Spanish-American War, which ended with United States possession of the Philippines and control of the Caribbean Sea.

A Trip on the Ohio and Erie Canal

Overview

Either the entire class or teams of students will work cooperatively to write a play about one day in the life of a boy or girl who is on a journey on a canal boat. They will be traveling to a new home. The play will meet these criteria:

- Include at least four characters
- Develop a believable setting (time and place)
- Create and resolve a simple conflict/problem in their story
- Demonstrate knowledge of their fact-finding research



Standards Addressed

Grade 7, Social Studies — History

06-08 Benchmark

C. *Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.*

Y2003.CSS.S01.G06-08.BC.L07.I03 / Feudalism and Transitions

03. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.

Grade 7, Language Arts — Writing Process

05-07 Benchmark

A. *Generate writing topics and establish a purpose appropriate for the audience.*

Y2003.CEW.S01.G05-07.BA.L07.I01 / Prewriting

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Y2003.CEW.S01.G05-07.BA.L07.I02 / Prewriting

02. Conduct background reading, interviews or surveys when appropriate.

Grade 7, Language Arts — Writing Process

05-07 Benchmark

D. *Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.*

Y2003.CEW.S01.G05-07.BD.L07.I06 / Drafting, Revising and Editing

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

Y2003.CEW.S01.G05-07.BD.L07.I12 / Drafting, Revising and Editing

12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

Grade 7, Language Arts — Writing Process

05-07 Benchmark G. Apply tools to judge the quality of writing.

Y2003.CEW.S01.G05-07.BG.L07.I16 / Drafting, Revising and Editing

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Grade 7, Language Arts — Writing

05-07 Benchmark H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Y2003.CEW.S01.G05-07.BH.L07.I17 / Publishing

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Procedure

1. Have the students work together to create a freewrite about the daily life of a boy or girl living in 1825-1840.
2. Share the freewrites. Discuss and list on the board similarities and differences between daily life now and in the early 1800s.
3. Challenge the groups or class to create an outline or skeleton of a prose story based on the freewrites. Guide them in the following:
 - Creating at least four characters
 - Developing a believable setting (time and place)
 - Creating and resolving a simple problem using facts gathered previously
4. Once story skeletons have been completed, brainstorm and record on the board the differences between writing prose and writing scripts. If possible, make available to students a copy of each. Be sure to talk about the importance of dialogue and stage directions. Share copies of the Playwriting Checklist. Depending on the ability level of the students, you may need to have one or more lessons on writing plays. The Western Reserve Public Media multimedia kit **One State, Many Nations** offers tips for writing plays at www.WesternReservePublicMedia.org/onestate/lp2tips.htm.
5. To help the students through the process of writing a play, distribute the following student handouts to each group (or do this together as a class):
 - a. Facts You Might Use in Your Play
 - b. The Playwriting Process
 - c. Developing Characters
 - d. The Setting, the Plot and the Solution
 - e. Playwriting Checklist
6. Explain to the students that in a script, you first give each speaker a name and then decide what he or she says. You also write any stage direction such as the setting, movement on the stage, etc.
7. If time permits, students can act the plays out. If this is not possible, there should be some sharing process where each group tells the story it has written.

Evaluation

The final products may be evaluated in a variety of ways. If time permits, the plays can be acted out for an audience. Plays may be presented by reading the scripts rather than acting them out.

Playwriting Rubric

Category	4	3	2	1
Characters	Four characters are named and clearly described. Most readers could describe the characters accurately.	Four characters are named and described. Most readers would have some idea of what the characters looked like.	Fewer than four characters are named. The reader knows very little about the characters.	Fewer than four characters are named and no descriptions are given.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Problem/ Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face, but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Factual Information	Many facts about the canal era are used, and the information is accurate.	Some facts about the canal era are used, and the information is accurate.	Few facts about the canal era are used, or the information is inaccurate.	Few facts are used about the canal era are used, and the information is inaccurate.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Freewrite

Think about what you do on a typical day. Wake up? Get dressed? Eat? Go to school? Play? Do homework and chores? Talk on the phone? Watch television?

What kinds of tools do you use to help you on a typical day?

In this freewriting exercise, write about some of those things that you do during the day. How do you think your day is different from that of a person of your age who lived in or around 1825?

Fact Sheet

About the Canal and the Boats

- There were three kinds of boats: cargo boats, passenger boats (carrying 40 to 60 passengers) and state boats, which carried both passengers and cargo.
- It took two horses or oxen to pull the boat. Often another set of animals was kept on the boat.
- The boats were 13-14 ft. wide and about 78-89 ft. long.
- The boat stopped at 9 a.m. and 2 p.m. to feed the animals. People often went ashore to cook their meals.
- Passengers often got malaria, which was called “canal chills” or “canal fever.”
- The boat traveled at about 4 mph. It went slowly to reduce erosion of the banks of the stream.
- There was travel in both directions on the canal, but only one boat could go through the locks at any one time. This meant that people often had to wait for hours to move through the locks. There were rules about which boat should go first, but fights often erupted about the right of way.
- If you spent the night on the boat, your bed was a 3-ft. berth that came off the cabin walls. There were several berths, so there wasn't much room to move.
- The cargo often included wheat, corn, flour, whiskey, pork, ores, nails, glass, cloth, salt, coffee, tea, manufactured goods and other items to trade.

Stark County in the early 1800s

- Ohio became a state in 1803.
- The land was generally forestland. Settlers had to clear trees to build houses. There were about 10 villages in Stark County. In the villages were shops, mill sawmills, a general store and maybe a saloon.
- Early settlers were mostly of German extraction, but some were of English descent.
- The canal allowed goods to be shipped.
- Settlements started to grow around the canal. Warehouses were built to hold supplies. Places to eat and sleep were more available.

Life in 1820-1840

- People mostly lived in log cabins that were crudely built. They were generally 16-20 ft. in length and 12-16 ft. feet wide. The interior typically held a single room centering on a fireplace along one wall with an unfinished loft above. Furniture was simple – a table, a few stools or chairs and mattresses stuffed with corn shucks. Windows were few and frequently without glass, covered by wooden shutters and animal skins during the winter months.
- Wealthier people might build stone or brick houses, some even two stories tall.
- Clearing dense forests became the preferred method for creating agricultural land.
- Daily life was strongly affected by cycles of day and night because most of the work had to be done during the daylight. Housewives saved fat and grease from cooking for the tallow that was used to make candles from candle molds.
- Families raised sheep to provide wool for their clothes and other household items. Wool was processed at home, but the yarn was often taken to a professional weaver to be made into cloth.
- Because people lived on farms, they probably did not have access to professional medical care. Women often acted as healers and midwives, relying on each other for medical advice and support.
- Families grew crops for themselves and for their livestock, as well as to trade. Grain was taken to the local mill to be ground into flour. Surplus grain was sold or exchanged for food and other goods.
- The life expectancy was much shorter than today. Diseases were common. Deaths of children were common, too, touching many families. Most people died at home rather than in hospitals.

The Playwriting Process

The first step that you need to know about writing a play is that it truly is a process of discovery. You can't possibly imagine how your play is going to turn out before you write it. In fact, if you choose real-life characters based on people you know, or through research, they will actually write part of the play for you.

All you need to do is put these characters "on stage," give them a problem to overcome and then watch and listen to what they say and do. You become as much a reporter taking notes and recording conversations as a struggling playwright. Remember this as you write your play.

Setting: Describe where and when the story takes place.

Main problem: What is the main problem faced by the characters in the play? What do they have to do to overcome this problem?

Complication: What complication or added problem makes it difficult for the characters to find a solution to the main problem? How can this complication help you to add humor or suspense to your play? What can your characters do or say to help solve or further complicate the situation?

Solution: How do the characters finally solve the problem and bring the play to an end?

Message: What, if anything, does your play have to "say" about life to your audience? Is there a moral, a lesson, a point?

Play Structure

A play should begin with a dramatic situation that is so strained and unstable that it leads to action. This action either progresses, delays or reverses the events. Either way, it presents a new situation that is often less stable than the first. This process repeats itself until certain events result in a stable situation. The following is an outline of plot structure:

1. **Opening situation:** The events at the rise of the curtain, including the exposition that gives the background or reveals what has happened before the curtain rises.
2. **Initial incident:** The first event that suggests there will be a change in the situation; an incident to which you can trace all future action.
3. **Rising action:** Additional events leading to the climax.
4. **Climax:** The highest point of emotional intensity that occurs near the end of the play and to which all action has been leading.
5. **Falling action:** After the climax, the brief events in which the outcome is resolved.

Developing Characters

1. Character name: _____ Age: _____

Where does the character live? _____

Describe the family _____

Favorite _____ Least favorite _____

What is character proud of? _____

What is character afraid of? _____

2. Character name: _____ Age: _____

Where does the character live? _____

Describe the family _____

Favorite _____ Least favorite _____

What is character proud of? _____

What is character afraid of? _____

3. Character name: _____ Age: _____

Where does the character live? _____

Describe the family _____

Favorite _____ Least favorite _____

What is character proud of? _____

What is character afraid of? _____

4. Character name: _____ Age: _____

Where does the character live? _____

Describe the family _____

Favorite _____ Least favorite _____

What is character proud of? _____

What is character afraid of? _____

Possible Characters

- A family: mom, dad, brothers, sisters, etc.
- A friend or two
- Crew of the canal boat (lived on the canal boat):
- Hoggee – controlled the team of animals that were pulling the boat
- Tripper – push the boat forward and keep it away from the banks using a long pole
- Cook – cooked only for the crew of the boat

Name(s) _____

Name of the Play _____

The Setting, The Plot and the Solution

The Setting

Describe the time and place of the play.

What props will you need?

The Plot

What is the main problem faced by the characters in the play?

The Solution

What do the characters have to do to overcome the problem?

Playwriting Checklist

1. Characters

Our play has

_____ described at least three traits of each character.

_____ used a variety of descriptive words to depict all of the characters.

2. Setting

Our play has

_____ described the time and place of the play.

_____ used props or background ideas to indicate the setting and create interest (fact-finding research).

3. Plot

Our play has

_____ followed a reasonable sequence of events.

_____ included at least one problem and its solution.

_____ included a surprising or unique event.

4. Ending

Our play has

_____ developed the storyline to an interesting and reasonable conclusion.

_____ concluded story details so that all events make sense and are complete.

5. 1825-1835

Our play has

_____ shown that we understand what it was like to take a ride down the canal.

Amish News

Overview

Students will create a one-page newspaper that has three to four articles dealing with the life of the Amish people. Topics can include a news article about the Amish way of life, an editorial (based on facts), an article about a controversy that has resulted from the Amish way of life and an article about one of the commercial products for which the Amish are famous.



Standards Addressed

Grade 5, Language Arts — Writing Application

05-07 Benchmark

D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

Y2003.CEW.S02.G05-07.BD.L05.I04 /

04. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

Grade 6, Language Arts — Writing Application

05-07 Benchmark

E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.

Y2003.CEW.S02.G05-07.BE.L06.I05 /

05. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

Grade 7, Language Arts — Writing Application

05-07 Benchmark

C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.

Y2003.CEW.S02.G05-07.BC.L07.I03 /

03. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.

05-07 Benchmark

D. *Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.*

Y2003.CEW.S02.G05-07.BD.L07.I04 /

04. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.

Grade 8, Language Arts – Writing Application

08-10 Benchmark

E. *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.*

Y2003.CEW.S02.G08-10.BE.L08.I05 /

05. Write persuasive compositions that:
- establish and develop a controlling idea;
 - support arguments with detailed evidence;
 - exclude irrelevant information; and
 - cite sources of information.

Materials

- Sources for research – computer, library, text, etc.

Procedure

1. Tell students that they are going to be reporters for a newspaper covering the life of Amish people in Stark County and neighboring counties. Start with a KWL chart.
2. Make a list that is visible to the students of things the students know (or think they know) and of what they want to know.
3. Divide the students into pairs or groups of three.
4. Read the scenario found in the student handout Stark County: The Door to Amish Country with the class.
5. Remind the students that they need to cite the source of their information. For help in formatting citations, they can use the online resource Son of Citation Machine, <http://citationmachine.net/index.php>.
6. Tell the students that they should make their project look like a real newspaper. They should come up with a name for it and should format the articles in a layout that actually looks like a paper. They should write their names under the title of every article they write because they will get not only a group grade, but also an individual grade.

Evaluation

Criteria for Group Grade – Newspaper Evaluation

Overall content of articles	30 points
Readability	20 points
Followed directions	10 points
Research information (accuracy, citations, etc.)	10 points
Design clarity (use of color, neatness, etc.)	10 points
Group participation (effective use of time, discussion, cooperation)	10 points
Grammar, spelling, punctuation	10 points
Bonus points	
Total (100)	

Criteria for Individual Grade – Article Evaluation

The individual grade is worth 50 points based on the following:

- The accuracy of the information in the articles.
- The quality of the writing.
- Whether the directions were carefully followed.
- Grammar and spelling.
- The citing of sources.

The History of the Amish

Religious freedom was the catalyst that brought the Amish to our shores. Unlike the pilgrims and Puritans, though, the Amish have retained the ways of the past. They continue to follow their unwritten set of rules, called the Ordnung. These rules govern how they dress, how they use their machinery and many other facets of their daily life.

In 16th-century Europe, a sect called the Anabaptist was looked upon as a radical group. (Anabaptists got their name because they rejected the concept of infant baptism.)

Minno Simons became such a powerful leader that many Anabaptists became known as Mennonites. The Amish sect is derived from the Mennonites. Joseph Amman, a bishop, believed that the Mennonites were becoming too worldly. They didn't adhere strictly enough to principles of excommunication or shunning. They also wanted to meet more than once per year, as was the Mennonite custom. In 1525, Amman and his followers split from the sect and founded the Amish.

As a result of persecution, between 50 and 100 Amish families immigrated to North America between 1727 and 1770. More followed. They settled in Pennsylvania and spread into Ohio. In 1809, Jonas Stutzman built the first Amish home in Holmes County.

Controversies of the Amish

While many think that the Amish are anti-government, the truth is very much the opposite. They believe in the necessity of government and do pay taxes (although it is sometimes believed that they do not.) They do, however, give some limitations to the authority of the state.

There are four major areas where the Amish have clashed with the government.

- **Elementary School Attendance**

In the beginning, few Amish parents allowed their children to go to school beyond the fourth grade. The one-room schoolhouse was the standard and parents were very involved. The government began to consolidate these schools and slowly parents started allowing their children to go to these newly consolidated schools through the eighth grade. Parents were wary of these schools because they were away from the community and the parents didn't know the teachers or what was being taught.

- **Compulsory High School Attendance**

The Amish feel that the years a student spends in high school are the years when "cultural isolation" is important. They believe that public high school teaches ideas that the Amish do not acknowledge. They feel "the wisdom of the world is foolishness with God (Corinthians 3:19)." In 1972, in *Wisconsin vs. Yoder*, the court ruled in favor of the Amish, saying the states could not constitutionally force Amish to send their children to public high schools. Source: <http://web.archive.org/web/20060828130204/religiousmovements.lib.virginia.edu/nrms/amish.html>

- **Compulsory Welfare**

The Amish are focused on community and family. They believe that in old age, it is the family's responsibility to provide for their own people. They therefore do not believe in paying Social Security tax. They believe that if they paid it, they would be denying their faith.

- **Military Service**

Amish people have a serious objection to war. Starting in World War II, they were given permission to serve their military obligation in civilian public service jobs.

Commercialization of the Amish

The Amish try to stay away from the secular world, but commercialization has become a part of their way of life. Furniture, quilts and food have brought tourism to the people. Some Amish resent this intrusion into their lives, but others feel that it is good because it decreases the “cultural gap.” Basically, there has been little change in the Amish way of life despite the commercialization. The Amish still hold true to their basic beliefs and their communities are still growing. Following is a list of present-day Amish businesses.

Name(s) _____

Stark County: The Door to Amish Country

Hartville was founded in 1851 and was originally known for its Amish and Mennonite roots. Today there are no longer any Amish districts on record in Hartville, yet their influence, along with that of the current Mennonite population, still remains strong. The southwestern corridor – with towns including Navarre, Brewster, Beach City and Wilmot – opened the door to the Amish settlements.

Get your press pass ready!

You have now become the editors of your own single issue of a newspaper. Your job is to cover the Amish heritage of communities in Stark County. Be sure that you base your comments on facts and cite the sources for those facts.

Choose from at least three of the following options when creating your newspaper. You will receive extra credit if you include at least four items.

1. A news article about the beliefs of the Amish people.
2. A news article about the concept of mandatory education for the Amish. Be sure that you show both sides of the controversy. Be sure to give information about the Wisconsin vs. Yoder court case.
3. An editorial from the point of view of a person being shunned. Be sure to explain the concept of shunning and its origins.
4. Some advertisements that show various commercial products for which the Amish are famous.
5. Other items, such as political cartoons, drawings, pictures, information about other controversies around the Amish and other material in which you are interested.

Don't forget:

- Make your project look like a real newspaper.
- Name your newspaper.
- Lay out the articles in a format that actually looks like a paper.
- Write your name under the title of every article that you write. You will get both a grade for the newspaper as a whole and an individual grade for your article(s).

STARK

CONTRAST

A HISTORY OF

STARK COUNTY

Art and Social Studies

WESTERNRESERVE
PBS



<http://www.WesternReservePBS.org/starkcontrast>

Advertise Your City

Overview

Students will work with a partner to create a brochure or a poster to tell an imaginary pen pal about where they live or a city of their choice within Stark County. The students will select a city, village or township in Stark County, do research about what is available in that community and create a document (brochure, poster, video, etc.) that tells about it.



Standards Addressed

Grade 6, Social Studies — Social Studies Skills and Methods

06-08 Benchmark

C. *Present a position and support it with evidence and citation of sources.*

Y2003.CSS.S07.G06-08.BC.L06.I05 / Communicating Information

05. Complete a research project that includes a bibliography.

Y2003.CSS.S07.G06-08.BC.L06.I06 / Communicating Information

06. Communicate a position on a topic orally or in writing and support the position with evidence.

Grade 8, Social Studies — Social Studies Skills and Methods

06-08 Benchmark

C. *Present a position and support it with evidence and citation of sources.*

Y2003.CSS.S07.G06-08.BC.L08.I02 / Communicating Information

02. Construct a historical narrative using primary and secondary sources.

Procedure

1. Provide the students with a list of Stark County communities, which can be found on the Web site for this project.
2. Set up the following scenario:
You have a pen pal from another country. You're trying to convince him or her to come and visit you. You decide to make a promotional item that tells all about your city in an effort to convince your pen pal to visit.
3. Divide students into pairs. Each pair will select one city, township or location from Stark County.
4. They will then do research on that city. They may use the Cities section of this Web site; go to http://en.wikipedia.org/wiki/Stark_County,_Ohio or do a Google search to find information about their chosen community. They can also use available print materials or interview local people.

5. The pairs of students will create a promotional piece that tells about their chosen communities. The format of the presentation is up to the students. They could make a brochure or a poster showing what they have discovered. If they wish to present electronically, they could make a multimedia presentation using PowerPoint, for example, or they could create a video.
6. Students should include the following content: location, total population, type of population (e.g., 25 percent of people below 18 year of age), income level, interesting sites, significant history, government and important people.
7. They should include some types of graphics that represent the community.
8. Their information will be presented to the class. You could choose to have the class vote if they would like to visit the community that was presented.

Evaluation

Rubric for Promotional Piece

Category	20	15	10	5
Content – Accuracy	All facts in the product are accurate.	From 99-90 percent of the facts in the product are accurate.	From 89-80 percent of the facts in the product are accurate.	Fewer than 80 percent of the facts in the product are accurate.
Writing – Organization	Each section in the product has a clear beginning, middle and end.	Almost all sections of the product have a clear beginning, middle and end.	Most sections of the product have a clear beginning, middle and end.	Less than half of the sections of the product have a clear beginning, middle and end.
Attractiveness and Organization	The product has exceptionally attractive formatting and well-organized information.	The product has attractive formatting and well-organized information.	The product has well-organized information.	The product's formatting and organization of material are confusing to the reader.
Writing – Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are one or two capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.



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1750 Campus Center Drive

Kent, OH 44240-5191

330-677-4549

<http://www.WesternReservePBS.org>