

TIES *2003*

Teachers in Industry for Educational Support

Lifestyles of The Shakers THEN and NOW

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Curriculum Unit Overview

Summary

This activity about the Shaker's Lifestyles "Then and Now" is best used by a team of teachers that share the same students. However, the different parts of this project can be used independently to offer some insight into the impact the Shaker's have had on American society. Students will be examining the lifestyles of the Shaker society through a wide range of sources such as, the novel *A Day No Pigs Would Die*, by Robert Newton Peck, field trips to Warren County historical Museum and Tom Isaacs Woodworking shop, computer research, hands on training by the American Red Cross, and interviews and guest lectures from the Tom Isaac Shaker woodworking shop.

Big Picture

The "hook" activity for the Shaker's Lifestyles Then and Now is the field trips to the Warren County Historic Society Museum in Lebanon, Ohio and Tom Isaac's Shaker Woodworking shop. This all day field trip will expose the students to the Lifestyle of the Shaker's as compared to the "outside world" during the peak the popularity of the Shaker society. Students will get an insight on how the Shaker's separated from the rest of the world yet still did business with those outsiders.

Preparation for the Unit

The key contacts for this project are:

1. Contact key speakers and field trip locations
 - a. Warren County Historic Society
 - b. Mr. Tom Isaacs
 - c. American Red Cross
2. Establish a time line for the Unit Project with team of teachers.
 - a. Field Trips
 - b. Computer Research
 - c. Presentations and tests
 - d. Final Activity (Transfer Activity)
 - i. Schedule time in Cafeteria or Gymnasium
 - ii. Meet with Administration to go over all district Procedures for out of school and in school field trips, guest Speakers, and use of Cafeteria or Gymnasium
3. Catalog Videos and Presentation Supplies
4. Check out Audio Visual Equipment

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT) for the Lifestyles of The Shakers THEN and NOW. This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

The Shakers THEN and NOW Curriculum Unit Summary

Health and Safety	Communications (Language Arts)	History
<p>ALT 1 – In Search of the Shakers Students will take a field trip to the Warren County historical Museum and to Tom Isaac’s Woodworking shop as the hook activity fro the Unit Project.</p>	<p>ALT 1 – In Search of the Shakers Students will take a field trip to the Warren County historical Museum and to Tom Isaac’s Woodworking shop as the hook activity fro the Unit Project.</p>	<p>ALT 1 – In Search of the Shakers Students will take a field trip to the Warren County historical Museum and to Tom Isaac’s Woodworking shop as the hook activity fro the Unit Project.</p>
<p>ALT 2 - Safety and Emergency Procedures – Part 1: <i>The Student Plan</i> Students will be working in groups as management teams in charge of developing a plan for Safety and Emergencies in a Woodworking Shop.</p>	<p>ALT 2– The Shakers in Literature Students will be engaged in reading and discussing the novel <u>A Day No Pigs Would Die</u> by Robert Newton Peck. The students will focus on the role of the Shaker lifestyle in this novel</p>	<p>ALT 2 – The Shaker Beginnings Students will view and study the Ken Burns Film “The Shakers” to investigate the key components of the Shaker Societies.</p>
<p>ALT 3 – Safety and Emergency Procedures – Part 2: <i>The American Red Cross to the Rescue</i> Students will go through an 8-hour American Red Cross training course in the areas of Workplace First Aid and CPR.</p>	<p>ALT 3 – Shaker Beliefs and Practices Students will use their readings and discussion of the novel <u>A Day No Pigs Would Die</u> and research to explain the importance of the Shaker lifestyle in American society.</p>	<p>ALT 3 – Investigation of the disappearance of the Shakers Society. Students will use the Shaker Video and research to investigate the disappearance of the Shaker Society. The Students will research and compare other similar societies that also disappeared.</p>
<p>ALT 4 - Safety and Emergency Procedures – Part 3: <i>The Student Plan: Back to the Drawing Board</i> Students will re-develop their Workplace Emergency Plans after being trained by the American Red Cross.</p>		
<p>Transfer or Culminating Activity</p> <p>The transfer Activity for the Lifestyles of the Shakers Then and Now will be Shaker Days. The students will take one part of their research and expand into a presentation that will be judge and graded by the team of teachers.</p>		

Section One: Health and Safety on the Work Site

ALT One: In Search of the Shakers

Summary

The “hook” activity for the Shaker’s Life styles Then and Now is the field trips to the Warren County Historic Society Museum in Lebanon, Ohio and Tom Isaac’s Shaker Woodworking shop. This all day field trip will expose the students to a look into the Lifestyle of the Shaker’s as compared to the “outside world” during the peek the popularity of the Shaker society.

Competencies

STUDENTS WILL BE ABLE TO :

- Identify important aspects of the Shakers
- Make a comparison between the Shakers lifestyle and the today's lifestyle
- Observe and investigate their surroundings to find information.
- Make comparisons between the Shaker lifestyle and Victorian lifestyle

Time

The field trip to the Warren County Historical Society Museum will take approximately 4.5 hours.

The field trip to Tom Isaac’s Woodworking shop will take approximately 1 hour to 1.5 hours. (You will need to allow for time to travel and to each lunch during the field trips)

Materials

Field Trip Forms:

Permission Slips
 Emergency Medical Forms
 Medication Forms
 Transportation Forms

Contact Information for each Location:

Warren County Historical Museum
 105 South Broadway
 Lebanon, Ohio 45036
 Phone (513) 932-1817

Tom Isaacs Shaker Hill Woodworking Shop
 3480 East U.S. Route 22
 Morrow, Ohio 45152
 Phone (513) 899- 4721
www.Isaacsshakerhill.com

Extra Pens and Pencils
 Student Worksheets

Instructions

1. Make request to Administration for permission to go on Field Trip.
2. Contact and Finalize Field Trip dates and times.
3. Contact Transportation office and arrange for transportation.

4. Team meeting to establish each teacher's main and secondary responsibilities.
5. Send Permission slip home with students.
6. Establish a plan for those students who will not be going on field trip.
7. Discuss with the students the field trip expectations and goals.
8. Team of teachers should (if possible) do a pre visit to the locations to get a feel for what could be potential problems and logistical nightmares(The Historic Society does not open until 9:00 am and is closed on Mondays).
9. Develop an assignment for students(I have developed a series of questions that the students would have to answer while they are at the locations).
10. Visit the Warren County Historical Museum.
11. Visit the Tom Isaacs Shaker Hill Woodworking Shop.
12. Class Discussion on the Worksheet and the different visits.

Evaluation/Assessment of Student's Competency

This activity is the basis for the Unit so they assessment of the field trips will be throughout the unit. The students will be asked to use the information that they have learned to help them write essays, take tests, put together presentations, and take part in class discussions.

Closure

Following the field trips the class will participate in class discussions to share insights on the information that they investigated. The worksheets will be the guide for the class discussion and will be spot-checked for a grade. The final part of the discussion will be a brainstorming session on important aspects of the Shakers.

Handouts: ALT One: In Search of the Shakers

Field Trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop
Name: _____

Class Period: _____

Directions: During the field trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop you are expected to answer the following questions. Some questions will be answered by the Museum presenter and Mr. Isaac, but other questions you will need to look closely at the displays to find answers.

1. Who are the Shakers?
2. What was one common characteristic of all the display rooms of the shakers?
3. Who was considered to be the first leader of the Shakers?
4. What was the full name of the Shakers?
5. How did the name "Shakers" come about?
6. What were the basic concepts of the Shaker religion?
7. What were the basic principles of the Shaker religion?
8. What were the Resultant Beliefs and Practices held as ideals for the Shakers?
9. What 3 areas are CURRENTLY occupying the land that once was Union Village?
10. What were the sleeping and living arrangements for the Shakers?
11. Describe the Shaker bedroom.
12. What were some of the Shaker inventions that could be found in the Laundry room display?
13. What does the importance of "cleanliness" by the Shakers lead you to believe about their lifestyle?
14. What was the business center of the Shakers?
15. Find the Shaker rules for visiting outsiders and make a list of the 7 rules and describe how the Shakers treated outsiders?
16. Why was the textile room so important to the Shakers?
17. What animal was used to run the threader?
18. What Shaker innovation that was sold to the "outside world" became a very lucrative business for the Shakers?
19. Make a list of the Shaker innovations or contributions to American Society?
20. What does the expression "Shaker your plate" mean?
21. Compare and Contrast the Shaker Kitchen to a modern kitchen.
22. Describe the manner in which the Shakers choose to live?
23. How were the rooms in the Victorian display decorated?
24. What are some of the major differences between the lifestyle of the Shakers and those living in the "outside world"?
25. After comparing the two different lifestyles that existed at the same time which one do you think had a larger impact on American society?
26. Do you think that anyone in today's society tries to live in a similar manner to the Shakers?
27. What were some of the important aspects of the Shaker furniture?
28. Explain one aspect of the Shaker lifestyle that you found interesting?
29. Do you think the Shakers have had an impact on today's society?(Explain)
30. Do you think that there is a group or groups in today's society that try to isolate from the "outside world"?

Section One: Health and Safety on the Work Site

ALT Two: Safety and Emergency Procedures – Part 1: *The Student Plan*

Summary

The students will take part in developing and participating in Safety and Emergency procedures that are needed in all industries.

Competencies

STUDENTS WILL BE ABLE TO :

- determine the safe response to an emergency situation.
- Recognizing and caring for life-threatening emergencies in adults, such as respiratory, choking and cardiac problems.
- Care for injuries including severe cuts and burns, sprains and strains
- Develop a Workplace emergency plan.

Time

This project will take approximately 2 hours.

Materials

1. Poster board or Art Paper
2. Pens
3. Assignment Sheet
4. Peer Evaluation Sheets

Instructions

1. Divide students into groups of four and give each group 3 sheets of Poster board or Art paper.
2. Explain the assignment to the groups.
3. Each group will represent a management team in charge of developing a Safety and Emergency Plan for their Woodworking Shop.
4. Students have three tasks to complete over the next two days:
 - a. Brainstorm and make a list of possible Emergencies that they may encounter in their Woodworking shop.

- b. Develop a training program for current and future employees in Safety and Emergency Procedures. (This can either be developed by brainstorming or through the use of computer research.)
 - c. Develop a work place emergency plan for their Woodworking Shop.
5. All three tasks must be placed on the poster board or poster paper.
6. The second half of Day Two students will present what they have developed.
7. During the presentations the other groups will be responsible to evaluate the information being presented.
8. The projects will be graded using a Rubric.

Evaluation/Assessment of Student's Competency

Student competency will be assessed and evaluated by the peer evaluations and the Rubric.

Closure

The second day will end with a class discussion on the importance of having a plan for an emergency and being trained to minimize severity of an emergency. I will ask how many students work and how many have been properly trained to handle emergencies at work. I will close the discussion by telling the students that over the next 7 days we will be participating in the American Red Cross Workplace Training: Standard First Aid.

Evaluation/Assessment of Student's Competency

Peer Evaluations: ALT One: Safety and Emergency Procedures – Part 1: *The Student Plan*

Name: _____

Directions: As you listen to the presentations you are responsible to evaluate the material that is being presented. You are responsible to prepare one evaluation per group. Remember we are NOT to tear down or attack what or who is presenting the material in your evaluations. These evaluations are designed to give some constructive feed back to each group.

Presentation Number: _____

Presenters Names: 1. _____
2. _____
3. _____
4. _____

1. What were plans strengths?

2. What areas did you have trouble understanding?

3. What was the goal of the plan?

4. What part of the plan made you think?

5. Was there any part of the plan that you wish you had included in your plan?

Evaluation/Assessment of Student's Competency

Rubric - ALT One: Safety and Emergency Procedures – Part 1: *The Student Plan*

Emergency Plan: First Draft	Below-to-Average: 1 or 2	Average-to-Above 3 – 4 - 5	Above-to-EXCELLENT 6 or 7
<u>Format:</u> SCORE: _____	The Student generated plan is not organized and is confusing to follow.	The Student generated plan is organized but is difficult to follow.	The Student plan is very organized and is easy to follow
<u>ORAL PRESENTATION</u> SCORE: _____	Presenters seems to be unorganized and does not engage the audience	Presenters are easy to follow but do not engage the audience throughout the whole presentation.	Presenters are easy to follow and are enjoyable and interesting to listen; Presenters engage the audience throughout the entire presentation.
<u>Content:</u> SCORE: _____	The Student generated plan does not have a clearly stated goal.	The Student generated plan has a goal but it is not evident in all parts of the presentation.	The Student generated plan has a clearly stated goal and is evident in all parts of the presentation.
<u>PEER EVALUATIONS</u> (This part of the Rubric is based on the individual's evaluations they turned for each group.) SCORE: _____	You did not turn in a peer evaluation for all groups; Your evaluations did not follow the directions: during the presentations you did not model the proper behavior of and audience member	You turned in a peer evaluation for all the groups but your comments did not follow the prescribed directions.	You turned in a peer evaluation for all groups and provided some insightful comments

Section One: Health and Safety on the Work Site

ALT Three: Safety and Emergency Procedures – Part 2: *The American Red Cross to the Rescue*

Summary

The students will take part in developing and participating in Safety and Emergency procedures that are needed in all industries.

Competencies

STUDENTS WILL BE ABLE TO :

- determine the safe response to an emergency situation.
- Recognizing and caring for life-threatening emergencies in adults, such as respiratory, choking and cardiac problems.
- Care for injuries including severe cuts and burns, sprains and strains
- Develop a Workplace emergency plan.

Time

This project will take approximately 8 hours.

Materials

1. American Red Cross Instructor
2. American Red Cross Materials
3. Written Tests
4. Dummies for CPR

Instructions

1. Contact your local Red Cross provider and set up a meeting to discuss the lesson plan.
2. Have Red Cross Instructor lead the Students through a short version to the Federal Emergency Managements Agency's Emergency Management Guide for Business and Industry. Section 1 of this guide is an expand version of what the students put together.
3. Give the students 30 minutes to make comparisons between the FEMA Guide and the Guide they produced.
4. Have Red Cross Instructor train and test the students in the American Red Cross Workplace Training: Standard First Aid Course.
5. Have Red Cross Instructor train students in CPR

Evaluation/Assessment of Student's Competency

Students will take a written test on Workplace Training: Standard First Aid material that was covered by the American Red Cross Instructor.

Students will also be evaluated by a CPR performance test.

Closure

The last part of the American Red Cross to the Rescue will be a class discussion on what went well, what was difficult and how did our brainstorming and presentations look compared to the American Red Cross and FEMA's plans.

Section One: Health and Safety on the Work Site

ALT Four: Safety and Emergency Procedures – Part 3: The Student Plan: *Back to the Drawing Board*

Summary

The students will take part in developing and participating in Safety and Emergency procedures that are needed in all industries.

Competencies

STUDENTS WILL BE ABLE TO :

- Determine the safe response to an emergency situation.
- Recognizing and caring for life-threatening emergencies in adults, such as respiratory, choking and cardiac problems.
- Care for injuries including severe cuts and burns, sprains and strains
- Develop and organize a Workplace Emergency plan.

Time

This project will take approximately 2 hours.

Materials

1. Poster board or Art Paper
2. Pens
3. Presentations
4. Guest Speaker from Industry Sponsor (Tom Isaac, Isaac Shaker Hill Woodworking Shop)
5. American Red Cross Instructor

Instructions

1. Students will return to their original groups to develop a new Workplace Emergency Plan.
2. Students will re-develop their plan after receiving the American Red Cross Workplace and CPR training.
3. Students will present their new Workplace Emergency Plan to the class and guest judges (industry Sponsor and American Red Cross Instructor)
4. The Industry Sponsor will share some insight on the importance of Safety, having a Workplace Plan, and training employees for emergencies.

5. Students will be given time to ask questions to the guest judges about Safety and Emergencies.
6. The Awards for best Workplace Emergency Plan will be given out to the respective groups.

Evaluation/Assessment of Student's Competency

Students will be evaluated using a Rubric for their Workplace Plan.

Closure

Students will present their final drafts of their Workplace Safety Plans and will be given a chance to discuss their final product with the guest judges. The final part of this project will be a comparison paper on the students Workplace Safety Plans and the Shaker's Trustees Office. The idea behind this essay is to get the students to use their knowledge from the Field trips and their experience with the American Red Cross Training. This will help bring this project to a close and provide a connection with the overall theme of the importance of the Shaker Lifestyles.

Evaluation/Assessment of Student's Competency

Rubric - ALT One: Safety and Emergency Procedures – Part 1: *The Student Plan*

Emergency Plan: Final Draft	Below-to-Average: 1 or 2	Average-to-Above 3 – 4 - 5	Above-to-EXCELLENT 6 or 7
<u>Format:</u> SCORE: _____	The Student generated plan is not organized and is confusing to follow.	The Student generated plan is organized but is difficult to follow.	The Student plan is very organized and is easy to follow
<u>ORAL PRESENTATION</u> SCORE: _____	Presenters seems to be unorganized and does not engage the audience	Presenters are easy to follow but do not engage the audience throughout the whole presentation.	Presenters are easy to follow and are enjoyable and interesting to listen; Presenters engage the audience throughout the entire presentation.
<u>Content:</u> SCORE: _____	The Student generated plan does not have a clearly stated goal.	The Student generated plan has a goal but it is not evident in all parts of the presentation.	The Student generated plan has a clearly stated goal and is evident in all parts of the presentation.
<u>RESEARCH</u> SCORE: _____	You did not change your first draft after going through the American Red Cross training and research .	You used the American Red Cross and research time to make some improvements but you still have parts of your presentation that can not actually used.	You used the American Red Cross and research time to make some improvements. Your final plan could be used as an actual Workplace Safety Plan.

Section TWO: Language Arts/Communications

ALT One: In Search of the Shakers

Summary

The “hook” activity for the Shaker’s Life styles Then and Now is the field trips to the Warren County Historic Society Museum in Lebanon, Ohio and Tom Isaac’s Shaker Woodworking shop. This all day field trip will expose the students to a look into the Lifestyle of the Shaker’s as compared to the “outside world” during the peek the popularity of the Shaker society.

Competencies

STUDENTS WILL BE ABLE TO :

- Identify important aspects of the Shakers
- Make a comparison between the Shakers lifestyle and the today's lifestyle
- Observe and investigate their surroundings to find information.
- Make comparisons between the Shaker lifestyle and Victorian lifestyle

Time

The field trip to the Warren County Historical Society Museum will take approximately 4.5 hours.

The field trip to Tom Isaac’s Woodworking shop will take approximately 1 hour to 1.5 hours. (You will need to allow for time to travel and to each lunch during the field trips)

Materials

Field Trip Forms:

Permission Slips

Emergency Medical Forms

Medication Forms

Transportation Forms

Contact Information for each Location:

Warren County Historical Museum

105 South Broadway

Lebanon, Ohio 45036

Phone (513) 932-1817

Tom Isaacs Shaker Hill Woodworking Shop

3480 East U.S. Route 22

Morrow, Ohio 45152

Phone (513) 899- 4721

www.Isaacsshakerhill.com

Extra Pens and Pencils

Student Worksheets

Instructions

1. Make request to Administration for permission to go on Field Trip.
2. Contact and Finalize Field Trip dates and times.
3. Contact Transportation office and arrange for transportation.
4. Team meeting to establish each teacher’s main and secondary responsibilities.
5. Send Permission slip home with students.

6. Establish a plan for those students who will not be going on field trip.
7. Discuss with the students the field trip expectations and goals.
8. Team of teachers should (if possible) do a pre visit to the locations to get a feel for what could be potential problems and logistical nightmares(The Historic Society does not open until 9:00 am and is closed on Mondays).
9. Develop an assignment for students(I have developed a series of questions that the students would have to answer while they are at the locations).
10. Visit the Warren County Historical Museum.
11. Visit the Tom Isaacs Shaker Hill Woodworking Shop.
12. Class Discussion on the Worksheet and the different visits.

Evaluation/Assessment of Student's Competency

This activity is the basis for the Unit so they assessment of the field trips will be throughout the unit. The students will be asked to use the information that they have learned to help them write essays, take tests, put together presentations, and take part in class discussions.

Closure

Following the field trips the class will participate in class discussions to share insights on the information that they investigated. The worksheets will be the guide for the class discussion and will be spot-checked for a grade. The final part of the discussion will be a brainstorming session on important aspects of the Shakers.

Section TWO: Language Arts/Communications

Handouts: ALT One: In Search of the Shakers

Field Trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop
Name: _____

Class Period: _____

Directions: During the field trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop you are expected to answer the following questions. Some questions will be answered by the Museum presenter and Mr. Isaac, but other questions you will need to look closely at the displays to find answers.

1. Who are the Shakers?
2. What was one common characteristic of all the display rooms of the shakers?
3. Who was considered to be the first leader of the Shakers?
4. What was the full name of the Shakers?
5. How did the name "Shakers" come about?
6. What were the basic concepts of the Shaker religion?
7. What were the basic principles of the Shaker religion?
8. What were the Resultant Beliefs and Practices held as ideals for the Shakers?
9. What 3 areas are CURRENTLY occupying the land that once was Union Village?
10. What were the sleeping and living arrangements for the Shakers?
11. Describe the Shaker bedroom.
12. What were some of the Shaker inventions that could be found in the Laundry room display?
13. What does the importance of "cleanliness" by the Shakers lead you to believe about their lifestyle?
14. What was the business center of the Shakers?
15. Find the Shaker rules for visiting outsiders and make a list of the 7 rules and describe how the Shakers treated outsiders?
16. Why was the textile room so important to the Shakers?
17. What animal was used to run the threader?
18. What Shaker innovation that was sold to the "outside world" became a very lucrative business for the Shakers?
19. Make a list of the Shaker innovations or contributions to American Society?
20. What does the expression "Shaker your plate" mean?
21. Compare and Contrast the Shaker Kitchen to a modern kitchen.
22. Describe the manner in which the Shakers choose to live?
23. How were the rooms in the Victorian display decorated?
24. What are some of the major differences between the lifestyle of the Shakers and those living in the "outside world"?
25. After comparing the two different lifestyles that existed at the same time which one do you think had a larger impact on American society?
26. Do you think that anyone in today's society tries to live in a similar manner to the Shakers?
27. What were some of the important aspects of the Shaker furniture?
28. Explain one aspect of the Shaker lifestyle that you found interesting?
29. Do you think the Shakers have had an impact on today's society?(Explain)
30. Do you think that there is a group or groups in today's society that try to isolate from the "outside world"?

Section TWO: Language Arts/Communications

ALT Two: The Shakers in Literature

Summary

Students will be engaged in reading and discussing the novel *A Day No Pigs Would Die* by Robert Newton Peck. The students will focus on the role of the Shaker lifestyle in the novel.

Competencies

STUDENTS WILL BE ABLE TO :

- Identify important aspects of the Shakers lifestyle and impact on Robert Peck
- Identify and explain the role the Shaker lifestyle played in the struggles between Robert Peck and his father
- Evaluate the struggles of Robert Peck and compare them to teenage struggles in today's society

Time

This project will take approximately 400 to 500 minutes or 7 to 8 and hours.

Materials

- Class set of *A Day No Pigs Would Die* by Robert Peck
- List of discussion questions
- Journal, notebook, or note cards to keep research notes and information

Instructions

1. Class daily reading of the Novel *A Day No Pigs Would Die*. (Depending on your preference and the level of the class you can assign nightly readings or just read in class. The project has been complete successfully both ways. The advantages to nightly readings are the time to read and test over the Novel is cut in half. However the disadvantage is that you will have some students not participate in discussions because they are not reading. The advantage to reading during class is that you can involve more students and keep students on task. The disadvantage is it can take up to two weeks to read and test over the Novel.)
2. Daily discussions of the reading for the day.
3. Writing responses to the readings
4. Assessments of the readings

Evaluation/Assessment of Student's Competency

Students will be evaluated through quizzes, tests, writing responses and participation in discussion.

Handouts: ALT Two: The Shakers in Literature

Possible Pre-reading Questions:

- Discuss how adulthood is different than being a teenager?
- Discuss what is a lifestyle?

- How do adult perspective on lifestyles differ from teenage perspectives?
- Was there a time when you were made fun of for being different? What was different about you? How did you react to those making fun of you?
- What does it mean to be rich?

Possible Discussion questions, reading response questions, or quiz questions:

- Describe the Shaker way of life as it is presented through the Peck Family.
- Discuss the role of the women in a Shaker family
- What does Rob's father mean when he tells him that the worldly people are poor, but the Peck family is rich? In your opinion was this an accurate statement?
- Discuss how Haven Peck's funeral is an example of Shaker lifestyle.
- Explain the relationship between the boy and his father. Why is the young boy fighting against the father's lifestyle?
- What would be some challenges of living the Shaker lifestyle today? Are there any examples of people trying to live like the Shakers today?

Section TWO: Language Arts/Communications

ALT Three: Shaker Beliefs and Practices

Summary

Students will use their readings and discussion of the novel A Day No Pigs Would Die and research to explain the importance of the Shaker lifestyle in American society.

Competencies**STUDENTS WILL BE ABLE TO:**

- Identify important beliefs and practices of the Shakers
- Research one of the beliefs and practices of the Shakers discussed in the novel A Day No Pigs Would Die
- Write a five paragraph essay using examples from the Novel and research on the importance of one of the Shakers beliefs and practices and how it has impacted American Society

Time

Estimated time to complete this part of the project will take between 3-5 hours.

Materials

- Class set of A Day No Pigs Would Die by Robert Peck
- Computer Lab for Research
- Note Cards to record websites that are used to write your essay
- Class list of topics that each student will be researching

Instructions

- After finishing the Novel A Day No Pigs Would Die students will begin to research different aspects of the Shaker lifestyle (Music, Religion, Communal living, Separation of the Sexes, Clothing, Farming, Furniture)
- Students will spend 2 hours research their chosen topic.
- Students will spend one hour developing an outline and begin a rough draft.
- Students will be assigned to finish the Rough Draft as a homework assignment.
- Students will spend one hour participating in peer evaluations.
- Students will spend one hour in re-writing of their rough draft for the final paper to be handed in to the teacher.

Evaluation/Assessment of Student's Competency

The students will be evaluated by a Rubric.

Closure

The final part of this project will be to discuss the Shakers impact on American Society in the past, present, and future.

The Shakers THEN and NOW

Section TWO: Language Arts/Communications

ALT Three: Shaker Beliefs and Practices

Rubric: Shaker Beliefs and Practices Essay

Name: _____

TOPIC OF ESSAY: _____

Shaker Essay	Below-to-Average	Average-to-Above	Above-to-EXCELLENT
Format: 5 Paragraph essay with an Introduction, Body and Conclusion	1 2	3 4 5	6 7
Mechanics: Grammar and Spelling	1 2 5 or more Grammar and/ or Spelling errors	3 4 5 3 to 4 Grammar and/ or Spelling errors	6 7 2 or less Grammar and/ or Spelling errors
Content: 1. Clearly stated Thesis and support of Thesis. 2. Use of examples from Internet Research and the Novel.	1 2	3 4 5	6 7
References: Standard MLA Form.	1 2	3 4 5	6 7
Class Participation	1 2 Disruptive during Research and Class Time. Had to be remind several times to stay on task.	3 4 5 Worked during Research and Class time, but had to be remind to stay on task	6 7 Worked extremely hard during Research and Class time.

Section Three: History

ALT One: In Search of the Shakers

Summary

The “hook” activity for the Shaker’s Life styles Then and Now is the field trips to the Warren County Historic Society Museum in Lebanon, Ohio and Tom Isaac’s Shaker Woodworking shop. This all day field trip will expose the students to a look into the Lifestyle of the Shaker’s as compared to the “outside world” during the peek the popularity of the Shaker society.

Competencies

STUDENTS WILL BE ABLE TO :

- Identify important aspects of the Shakers
- Make a comparison between the Shakers lifestyle and the today's lifestyle
- Observe and investigate their surroundings to find information.
- Make comparisons between the Shaker lifestyle and Victorian lifestyle

Time

The field trip to the Warren County Historical Society Museum will take approximately 4.5 hours.

The field trip to Tom Isaac’s Woodworking shop will take approximately 1 hour to 1.5 hours. (You will need to allow for time to travel and to each lunch during the field trips)

Materials

Field Trip Forms:

Permission Slips
Emergency Medical Forms
Medication Forms
Transportation Forms

Contact Information for each Location:

Warren County Historical Museum
105 South Broadway
Lebanon, Ohio 45036
Phone (513) 932-1817

Tom Isaacs Shaker Hill Woodworking Shop
3480 East U.S. Route 22
Morrow, Ohio 45152
Phone (513) 899- 4721
www.Isaacshakerhill.com

Extra Pens and Pencils
Student Worksheets

Instructions

1. Make request to Administration for permission to go on Field Trip.
2. Contact and Finalize Field Trip dates and times.
3. Contact Transportation office and arrange for transportation.

4. Team meeting to establish each teacher's main and secondary responsibilities.
5. Send Permission slip home with students.
6. Establish a plan for those students who will not be going on field trip.
7. Discuss with the students the field trip expectations and goals.
8. Team of teachers should (if possible) do a pre visit to the locations to get a feel for what could be potential problems and logistical nightmares(The Historic Society does not open until 9:00 am and is closed on Mondays).
9. Develop an assignment for students(I have developed a series of questions that the students would have to answer while they are at the locations).
10. Visit the Warren County Historical Museum.
11. Visit the Tom Isaacs Shaker Hill Woodworking Shop.
12. Class Discussion on the Worksheet and the different visits.

Evaluation/Assessment of Student's Competency

This activity is the basis for the Unit so they assessment of the field trips will be throughout the unit. The students will be asked to use the information that they have learned to help them write essays, take tests, put together presentations, and take part in class discussions.

Closure

Following the field trips the class will participate in class discussions to share insights on the information that they investigated. The worksheets will be the guide for the class discussion and will be spot-checked for a grade. The final part of the discussion will be a brainstorming session on important aspects of the Shakers.

Handouts: ALT One: In Search of the Shakers

Field Trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop
Name: _____

Class Period: _____

Directions: During the field trips to Warren County Historical Museum and Tom Isaacs Shaker Hill Woodworking Shop you are expected to answer the following questions. Some questions will be answered by the Museum presenter and Mr. Isaac, but other questions you will need to look closely at the displays to find answers.

1. Who are the Shakers?
2. What was one common characteristic of all the display rooms of the shakers?
3. Who was considered to be the first leader of the Shakers?
4. What was the full name of the Shakers?
5. How did the name "Shakers" come about?
6. What were the basic concepts of the Shaker religion?
7. What were the basic principles of the Shaker religion?
8. What were the Resultant Beliefs and Practices held as ideals for the Shakers?
9. What 3 areas are CURRENTLY occupying the land that once was Union Village?
10. What were the sleeping and living arrangements for the Shakers?
11. Describe the Shaker bedroom.
12. What were some of the Shaker inventions that could be found in the Laundry room display?
13. What does the importance of "cleanliness" by the Shakers lead you to believe about their lifestyle?
14. What was the business center of the Shakers?
15. Find the Shaker rules for visiting outsiders and make a list of the 7 rules and describe how the Shakers treated outsiders?
16. Why was the textile room so important to the Shakers?
17. What animal was used to run the threader?
18. What Shaker innovation that was sold to the "outside world" became a very lucrative business for the Shakers?
19. Make a list of the Shaker innovations or contributions to American Society?
20. What does the expression "Shaker your plate" mean?
21. Compare and Contrast the Shaker Kitchen to a modern kitchen.
22. Describe the manner in which the Shakers choose to live?
23. How were the rooms in the Victorian display decorated?
24. What are some of the major differences between the lifestyle of the Shakers and those living in the "outside world"?
25. After comparing the two different lifestyles that existed at the same time which one do you think had a larger impact on American society?
26. Do you think that anyone in today's society tries to live in a similar manner to the Shakers?
27. What were some of the important aspects of the Shaker furniture?
28. Explain one aspect of the Shaker lifestyle that you found interesting?
29. Do you think the Shakers have had an impact on today's society?(Explain)
30. Do you think that there is a group or groups in today's society that try to isolate from the "outside world"?

Section Three: History

ALT Two: The Shaker Beginnings

Summary

Students will view and study the Ken Burns Film *The Shakers* to investigate the key components of the Shaker Societies.

Competencies

STUDENTS WILL BE ABLE:

- To learn about the enduring legacy of the Shakers to American design and architecture.
- To study the important contribution of a woman (Mother Ann Lee) to American life
- To understand ways in which values (in this case religious values) can influence lifestyle choices.
- To look at ways in which the search for utopia has been part of the American dream since its inception.

Time

This part of the project will take approximately 180 to 210 minutes or 3 to 4 hours

Materials

- A copy of the Ken Burns film *The Shakers* is highly recommended for all parts of the lesson.
- Internet access to the website <http://www.pbs.org/kenburns/shakers/educators/>
- Internet access for research purposes.
- A Copy of the lyrics to the song "Tis a Gift to Be Simple" and Discussion Questions
- Bamboo or another basket-weaving material, enough for each student to make one small item to complete the Hands-on Activity.

Instructions

- Begin the activity by displaying the Lyrics to "Tis a gift to be Simple" on the overhead. After you get through sing it (or you can listen to it at <http://home.att.net/~shakercrafts/docs/hall.html>) use the discussion questions to introduce some of the basic Shaker beliefs and practices.
- View the first 40 minutes of the video and answer the 11 questions and complete one Discussion Activity and one hands on Activity.
- Discuss with the class the meaning of manual labor, the Shakers attitudes towards manual labor, and Shaker inventions that made work more efficient. Students should use their prior knowledge from the Field Tips and from the Video.
- Students will be challenged them to make a useful and simple invention, using only the simplest of materials.
- Students will take a test on The Shaker Beginnings.
- Class Discussion and brainstorming on strengths and weaknesses of the Shaker Society

Evaluation/Assessment of Student's Competency

Rubric for the Inventing Useful and Simple Objects

Written test on the Shaker Beginnings

Video Questions

Class participation

Closure

Students will develop a list of strengths of the Shaker Society and possible problems that could cause the downfall of the Shakers.

The Shakers THEN and NOW

Section Three: History

Handout One

ALT Two: The Shaker Beginnings (From the Ken Burns The Shakers: *Hands to Work, Hearts to God*)

Lyrics to the song "'Tis a Gift to Be Simple."

A Gift To Be Simple

'Tis a gift to be simple

'Tis a gift to be free

'Tis a gift to come down

Where we ought to be

And when we find ourselves

In that place just right

We will be in the valley

Of Love and delight.

When the true simplicity

Is gained

To bow and to bend

We shall not be ashamed

To turn and to turn it will

Be our delight

'Till by turning and turning we

Come 'round right.

(repeat)

Questions for Discussion:

- What do you think *simple* means in this song? What is your own definition of *simple* and *simplicity*? What are some antonyms? Also ask a student to look up the words in a dictionary. Do we usually take the word *simple* to be a good or bad thing? Which is it in the song, and why do students think so?
- What do you think *free* means here? Free from what? Free to do what?
- What words in the song suggest that it may have been accompanied by dance movements? Some students may wish to choreograph movements suggested by the song and/or to dance while the words are sung.
- How does the tune reflect *simplicity*, and the pattern of *turning*?
- What words do you think of when you think of "bow and bend"? When might a person be ashamed to bow and bend? When might these words have a religious meaning?
- When all things are right, when true simplicity is found, the song says "We will find ourselves in the valley of Love and delight." Is this a real place, and imagined one? For some people would it have a religious meaning, and if so what? How does the song suggest that it is *simplicity* that will bring us to the garden?

The Shakers THEN and NOW

Section Three: History**Handout Two****ALT Two: The Shaker Beginnings (From the Ken Burns The Shakers: *Hands to Work, Hearts to God*)**

Questions: To be answered and discussed while viewing The Shakers: Hands to work, Hearts to God Video.

1. What information from the list on the board can be confirmed and/or rejected?
2. What new information have they learned?
3. How are the Shakers similar to and different from other groups that came to America during the colonial period, especially those seeking religious freedom (i.e. the Puritans, Quakers)?
4. What leadership roles were open to women at this time in America? What qualities made Mother Ann an inspired leader?
5. In what ways would Shaker lifestyle have been benefit to women who joined?
6. Can students think of any other religion founded by a woman?
7. Today, would we define Shakers as a cult or a religion?
8. Do students think there is a difference between the two? Why or why not?
9. How would the lives led by Shakers in the early 1800's have been different from ordinary Americans living in families? How better, how worse?
10. Who might have joined the Shakers in the early 1800's, and why?
11. In what ways did the Shakers try to create the valley of Love and delight on earth?

The Shakers THEN and NOW

Section Three: History

Handout Three

ALT Two: The Shaker Beginnings (From the Ken Burns The Shakers: *Hands to Work, Hearts to God*)

Hands on Activity: Inventing Useful and Simple Objects.

Now tell students that you are going to challenge them to make a useful and simple invention, using only the simplest of materials.

1. Distribute to each student one thin strip of bamboo. The best way to find these in quantity is to buy two bamboo roll-up shades, the kind with very thin round strips. Cut the ropes and detach the strips. Each strip is strong, flexible, and easy to peel into smaller strips. Thus it is a versatile building material. Your art teacher may have other basket weaving materials that would work well too.
2. Ask students simply to experiment with the one strip, cutting it, tearing it into strips, bending it, testing its potential.
3. Now distribute an equal number of bamboo strips to each student (six or more strips, for example). Also distribute some yarn or thin string. These are the only materials the students can use for their project. The bamboo can be split apart, cut and bent. With the string, students can tie parts of their invention together, or use them to weave the bamboo strips together.

Assignment To Students

1. You should make a drawing of the object you are going to invent. The finished project should be of some real use, or have multiple uses. Your blueprint should reflect your object's relative size and describe how it will be made and used. The blueprint should reflect the perfection of execution demanded by the Shaker ethic.
2. The final project should include:
 - The finished object
 - The blueprint for its manufacture.
 - A description of how the object will be used.
 - A statement about how the object meets the requirement of Shaker aesthetics (artistic ideals) in its form and function.
 - A statement about what you learned from making it.

The Shakers THEN and NOW

Section Three: History

Handout Four

ALT Two: The Shaker Beginnings (From the Ken Burns The Shakers: *Hands to Work, Hearts to God*)

Rubric: Inventing Useful and Simple Objects

PARTS OF THE PROJECT	GRADE FOR EACH PART
DEVELOPMENT 1. Used class time efficiently 2. Description on why you choose this design 3. A blueprint for the object manufacturing 4. A description on how this project will be used TOTAL	20 Points Possible _____ / 5 _____ / 5 _____ / 5 _____ / 5 _____ / 20
THE FINISHED PROJECT 1. The project was finished and functional 2. A statement about how the object meets the requirement of Shaker aesthetics (artistic ideals) in its form and function. 3. A statement about what you learned from making it TOTAL	25 Possible Points _____ / 10 _____ / 10 _____ / 10 _____ / 30

Section Three: History

ALT Three: Investigation of the disappearance of the Shakers Society.

Summary

Students will use the Shaker Video and research to investigate the disappearance of the Shaker Society. The Students will research and compare other similar societies that also disappeared.

Competencies

STUDENTS WILL BE ABLE:

- To learn about the enduring legacy of the Shakers to American design and architecture.
- To study the important contribution of a woman (Mother Ann Lee) to American life
- To understand ways in which values (in this case religious values) can influence lifestyle choices.
- To look at ways in which the search for utopia has been part of the American dream since its inception.

Time

Estimated time to complete this part of the project is 2 hours of class time and 2 to 3 hours of independent research.

Materials

- A copy of the Ken Burns film *The Shakers* is highly recommended for all parts of the lesson.
- Internet access to the website <http://www.pbs.org/kenburns/shakers/educators/>
- Internet access for research purposes.
- Copies of the Worksheet Investigating the Disappearing Societies

Instructions

- Students will view last 20 minutes of the Shaker Video. The students will participate in a class discussion and develop a list of reasons why the Shakers Society disappeared.
- Students will complete the worksheet: Investigating the Disappearing Societies – The Shakers (Handout Number 1). This will be used as a model for the students to research other Utopian communities of the 19th Century.
- Divide Students in to groups and assign each group a Utopian Society of the 19th Century. Students are to research Utopian Society and develop a power point presentation on their topic
- Have Students research their Utopian group in the Media Center or in the Computer lab.
- Students are to present their Power Point Presentations.

- As Presentations are taking place the rest of the class should be filling out Handout Number 2: Investigating the Disappearing Societies: Utopian Societies. Handout Number 2 will be used as a study guide for the written test. (The number of Handout 2 each student gets is based on the number of Utopian Societies you assign to be researched.)
- Students will be engaged in a class discussion/question based lecture on the similarities and differences of the Shakers and other Utopian Societies.
- Administer a Test on the Disappearing Utopian Societies.

Evaluation/Assessment of Student's Competency

Class Discussions

Rubric on Power Point Presentation

Written Test on the Disappearing Utopian Societies

Closure

Students will be engaged in a class discussion/question based lecture on the similarities and differences of the Shakers and other Utopian Societies.

The Shakers THEN and NOW

Section Three: History

Handout One

ALT Three: Investigation of the disappearance of the Shakers Society.

Investigating the Disappearing Societies: THE SHAKERS

TOPIC	SHAKERS	Name of 2nd Utopian Group
When Founded, Where		
Why Founded; goals		
Religious or Secular		
Leader in relation To group's survival		
Gender relationships/role of women		
Ownership of property		
Means of support		
Relationship to society at large		
Attitude towards War		
Reasons members join		
A movement that spreads? Why or why not?		
Main difficulties faced		
Longevity/ reasons for ultimate success or failure		
Lasting legacy		

The Shakers THEN and NOW

Section Three: History

Handout TWO

ALT Three: Investigation of the disappearance of the Shakers Society.

Investigating the Disappearing Societies: Utopian Societies

TOPIC	Name of Utopian Group	Name of Utopian Group
When Founded, Where		
Why Founded; goals		
Religious or Secular		
Leader in relation To group's survival		
Gender relationships/role of women		
Ownership of property		
Means of support		
Relationship to society at large		
Attitude towards War		
Reasons members join		
A movement that spreads? Why or why not?		
Main difficulties faced		
Longevity/ reasons for ultimate success or failure		
Lasting legacy		

The Shakers THEN and NOW

Section Three: History

Handout Three

ALT Three: Investigation of the disappearance of the Shakers Society.

Power Point Rubric

Investigating the Disappearance of the Shaker Society	Below-to-Average: 1 or 2	Average-to-Above	Above-to-EXCELLENT 6 or 7
<u>Format:</u> SCORE: _____	The Student Power Point is not organized and is confusing to follow.	The Student Power Point is organized but is difficult to follow.	The Student Power Point is very organized and is easy to follow
<u>ORAL PRESENTATION</u> SCORE: _____	Presenters seems to be unorganized and does not engage the audience	Presenters are easy to follow but do not engage the audience throughout the whole presentation.	Presenters are easy to follow and are enjoyable and interesting to listen; Presenters engage the audience throughout the entire presentation.
<u>Content:</u> SCORE: _____	The Student Power Point did not contain all items asked for on the Investigating the Disappearing Societies Worksheet	The Student Power Point contained all items asked for on the Investigating the Disappearing Societies Worksheet, but not all items were historically accurate.	The Student Power Point contained all items asked for on the Investigating the Disappearing Societies Worksheet. Information was Historically Accurate.
<u>RESEARCH</u> SCORE: _____	Group members did not use their research and class time efficiently. Group members failed to find and analyze information to answer project questions.	Group members failed to correctly analyze information in order to complete answer all questions.	Group members used their research time efficiently and answered questions accurately and historically correct.

Transfer Activity

Summary

The transfer Activity for the Lifestyles of the Shakers Then and Now will be Shaker Days. The students will take one part of their research and expand into a presentation that will be judge and graded by the team of teachers

Competencies

STUDENTS WILL BE ABLE:

- To learn about the enduring legacy of the Shakers to American design and architecture.
- To study the important contribution of a woman (Mother Ann Lee) to American life
- To understand ways in which values (in this case religious values) can influence lifestyle choices.
- To look at ways in which the search for utopia has been part of the American dream since its inception.
- To Identify important aspects of the Shakers
- To Identify important beliefs and practices of the Shakers
- To Write a research paper on one of the following aspects of the Shaker lifestyle; Food, Clothing, Furniture, Architecture, Music, Innovations, and History.
- To Make a comparison between the Shakers lifestyle and the today's lifestyle in their research paper
- To Make comparisons between the Shaker lifestyle and Victorian lifestyle in their research paper

Time

The estimated time for this Transfer Activity is approximately 6 to 8 hours or 5 to 10 school days.

Materials

Shaker field trip information

A Day No Pigs Would Die research on Shaker beliefs and practices

Information from the Shaker Beginnings project

Information from the Inventing Useful and Simple Objects

Research from the Investigation of the disappearance of the Shakers Society

Instructions

Students can work by themselves, in a group of 2, or in a group of 4.

Students will be given an opportunity to choose the topic in which they will present.

Students will be given class time, research time, discussion time, and construction time for a period of 6 hours.

Students will be given an assignment sheet with guidelines and a timeline in which the student will be expected to follow.

Students will present their written, oral, and authentic presentation on the last day of the project.

Evaluation/Assessment of Student's Competency

Shaker Days will be evaluated and assessed by a panel of judges that will visit and investigate the different presentations. The judges will be given a rubric in which they are to score the presentations. The judges will also be responsible for handing out awards in several categories for the different presentations.

Closure

The final piece to the Lifestyles of The Shakers THEN and NOW will be a team (school, or class) fair on the Shakers. The Shaker Days will be a chance for students to demonstrate what they have learned about the Shakers impact on American Society. It will give students to display their talents and unique insights on the impact of the Shakers on the past, present and future.

The Shakers THEN and NOW
Section Three: History
Handout One
Transfer Activity Assignment Sheet

Shaker Days

Over the next two weeks you will be working on the final part of your Team project. This project will include the information from your Health and Safety, Language Arts, and American History units. You will need to organize your Shaker information from all your classes to help with your research and presentation. Shaker Days is a Historical fair on the importance of the Shakers on American Society. There will be 7 different aspect of the Shaker culture that you can choose from. You or your group will be expected to perform 3 tasks (written research, paper, oral presentation, and a visual representation) for the culture area you choose.

(This assignment timeline is based on the idea that a team of teachers would be working on this together. Students would be working throughout the school day on this project.)

Timeline:

- Day One: Choose Groups and topics; Begin organizing information
- Day Two: Research Topic and Formulate an outline
- Day Three: Meet and discuss Topic and outline with assigned teacher; Begin Work on Written paper.
- Day Four: Rough Draft is due to assigned teacher! Meet with assigned teacher about Oral Presentation ideas
- Day Five: Rough Draft is returned. Outline for Oral Presentation should be started and more than 50% accomplished
- Day Six: Work on revisions to Rough Draft. Visual Representation should be Outlined
- Day Seven: Written paper is Due to assigned teacher. Oral Presentation should be complete and polished
- Day Eight: Visual Representation work. Fine tuning of Oral Presentation
- Day Nine: Wrap-up!!! The final project is due tomorrow!
- Day TEN: SHAKER DAYS!!!!!! There is a whole lot of Shaken Going on!

The 7 Cultural Areas of the Shakers

- Food
- Clothing
- Furniture
- Architecture
- Music
- Innovations
- History

(The Shaker Days is based on the idea of History Fair. Students will be in the cafeteria or Gymnasium presenting their projects. You can also set up in the different classrooms of the team of teachers.)

The Shakers THEN and NOW

Section Three: History

Handout Two

Transfer Activity Assignment Sheet

Shaker Days Rubric (Sample)

	BELOW AVERAGE 0-10 POINTS	AVERAGE 17-19 POINTS	GOOD 20-24 POINTS	SUPERIOR 25 POINTS	POINTS EARNED	TOTAL POINTS
Length	>3 minutes	3 minutes	4 minutes	5 minutes		
Content	Team was unable to answer all questions of the judges accurately	Team was able to answer a few questions of the judges accurately	Team was able to answer most questions of the judges accurately	Team was able to answer all questions of the judges accurately		
Visual Display	Display was either not complete or was done very poorly	Display was not organized and contained historically inaccurate information	Display was well organized	Display was creative and Historically Accurate		
Speaks Clearly	Speaks clearly but does not engage the audience throughout the entire presentation. Mispronounce several words	Speaks clearly but does not engage the audience throughout the entire presentation. Mispronounce more than two words.	Speaks clearly and engages the audience. But mispronounce one or two words.	Speaks clearly and engages the audience. Does not mispronounce any words.		

This is a sample of a Rubric that could be used for the judges or teachers to evaluate the presentations. You can develop your own or you can visit <http://rubistar.4teachers.org>. This is a helpful website in developing Rubrics.

Appendix One: Lifestyles of The Shakers THEN and NOW

Section One: Health and Safety on the Work Site

Helpful websites:

<http://www.redcross.org/>
<http://www.fema.gov/library/bizindex.shtm>
<http://www.fema.gov/pdf/library/bizindst.pdf>
www.Isaacsshakerhill.com

Section TWO: Language Arts/Communications

1. Helpful Websites:

<http://www.sdcoe.k12.ca.us/score/pig/pigtg.htm>

This website contains more ways on using A Day No Pigs Would Die. It has some good Cross-curriculum ideas.

<http://www.kn.pacbell.com/wired/fil/pages/listadaynopimr.html>

2. Not a website but was extremely helpful:

a. Guidon Teacher's Supplement to A Day No Pigs Would Die.

i. This contains questions for discussion, writing essays, character descriptions, tests, overheads, and a general overview of the important themes of the novel.

Section Three: History

AWESOME WEBSITE:

<http://www.pbs.org/kenburns/shakers/>

This website I have used in the past to teach this unit and it provides great activities and helpful hints for teachers. The Authentic Learning Tasks Two and Three in the History section came from this website. I modified them a little each time I use them to fit the needs of my students and time frame I have to work with. It also provided some support for the Transfer activity. The website also contains some great links to other websites about Shakers.

GENERAL WEBSITES FOR SHAKERS

<http://www.cr.nps.gov/nr/travel/shaker/shakers.htm>

<http://religiousmovements.lib.virginia.edu/nrms/Shakers.html>

http://www.shakerworkshops.com/19th_sm.htm

http://www.serial-design.com/articles/shaker_clothing.htm

http://www.serial-design.com/articles/shaker_clothing2.htm

<http://www.oldtymewood.com/ShakerFurnitureThenandNow.html>

<http://www.geocities.com/junipercreekfarm/Information/shaker/shaker.htm>

http://www.barry-horton.com/shaker_history.html

<http://www.shakerwssg.org/Shaker%20Schoolhouse.html>

<http://www.shakerworkshops.com/shakindx.htm>

<http://www.ralphmag.org/AB/shaker.html>

<http://www.cookn.com/shakerspirit/>

<http://members.aol.com/MusBuff/page40.htm>

<http://www.hancockshakervillage.org/old/shakers.html>