

Midway Village Museum
Rockford History Outreach: Making Rockford History Come Alive
Creating Community

To schedule a tour contact Mark Herman at (815) 397-9112 ext 105

Curriculum questions contact Lydia Cassinelli at (815) 397-9112 ext 106

Description

This outreach presentation involves an examination of Rockford in its infancy. It will focus on what makes up a community and how a community is designed. We will address the reason streets are laid out as they are and what happens if there is no plan or if planners cannot agree, stressing the importance of a community working together for the common good. Some questions we will be addressing are, how did Rockford end up with bridges set at angles like our State Street Bridge? And, why do roads running east and west not meet?

The basic concepts, material and artifacts will be presented by a Midway Village Museum interpreter. The program will last for 1 ½ hours during which time the students will be involved in hands-on and cross-curricular activities. Teachers will be provided with a packet containing pre and post activities that will support the presentation's concepts, but are not necessary to use if the teacher has no available classroom time. The packet will also include a suggested book list and supportive websites.

Objectives

1. To familiarize the students with Rockford's history
2. To identify the needs of creating a community
3. To understand the methods used to lay out streets
4. To encourage discussion on the need for working together
5. To provide students with the opportunity to identify their place in the Rockford community both physically and socially.
6. To introduce student to map reading skills

Vocabulary

Community – a place where people live, work and play together.

Rights - a freedom

Responsibilities – a duty you should do

Urban – city land and spaces

Rural – a place far from the city

Citizen – an official member of a community, state or country

Common Good – whatever helps the most people in a community

Conflict – a disagreement

Compromise – a plan that everyone agrees on

Map Title – Information that tells what is shown on a map

Map Key – the part of a map that explains any symbols or colors on a map

Map grid – a set of straight lines that cross to form squares of equal size

Compass Rose – a symbol that shows the 4 main directions on a map.

Basic Outline of Activities

Throughout the lesson the interpreter will be passing around artifacts, introducing vocabulary, discussing primary source sheets, using maps math, music, and art to introduce the concepts to the students. The activities will be introduced in the following order.

1. Basic Introduction to Early Rockford. How did they decide where to build?
2. Examination of a map of early Rockford
Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.

- Power Standard MA3-16: Locate and identify points using numbers and symbols on a grid.
3. Surveying activity relating to laying out communities using a surveyor's chain, transit and mapping grid.
Power Standard MA3-02: Recognize fractions from pictorial models.
Power Standard MA07: Use measurement tools and units (length).
Power Standard MA10: Solve problems involving perimeter of a polygon.
Power Standard MA17: Identify congruent and similar shapes and lines of symmetry.
Power Standard MA18: Read and interpret and represent data in a table.
 4. Giant Compass Rose activity reinforcing north, south, east and west.
 5. Locating their school and home on copies of a Google map.
Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.
Power Standard MA3-18: Read, interpret and represent data on a pictograph.
 6. Addressing the ever changing Rockford community and their role in it.
Power Standard LA3-23: Respond to questions with appropriate elaboration.
 7. Identifying the basic responsibilities of good citizens and working for the common good
Power Standard LA3- 11: Differentiate between fact and opinion in text.
Power Standard LA3-23: Respond to questions with appropriate elaboration.
 8. Write a paragraph describing one of your responsibilities to your community.
Power Standard LA3-15: Create a single paragraph developing with a topic sentence.
Power Standard LA3-19: Write descriptions that use concrete sensory details to present and support impressions of people, places, things or experiences.
 9. Singing the Rockford song
 10. Making a Rockford neighborhood mosaic.

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Rockford History Outreach: Making Rockford History Come Alive
Rockford Evolves: Location & Development

To schedule a tour contact Mark Herman at (815) 397-9112 ext 105
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Description

This outreach presentation will focus on the who, what, where, when and why of Rockford's beginning and its subsequent growing pains. We will introduce key people such as Germanicus Kent, Lewis Lemon, Thatcher Blake and Daniel Haight. We will discuss the role the Rock River played in the development of this area as well as other local resources in regard to influencing settler's choices. Through the use of photographs we will see how Rockford has changed over time. We will also take a look at getting goods to market and how changing conditions influenced markets.

The basic concepts, material and artifacts will be presented by a Midway Village Museum interpreter. The program will last for 1 ½ hours during which time the students will be involved in hands-on and cross-curricular activities. Teachers will be provided with a packet containing pre and post activities that will support the presentation's concepts, but are not necessary to use if the teacher has no available classroom time. The packet will also include a suggested book list and supportive websites.

Objectives

1. To familiarize the students with some of the key people responsible for the settlement of Rockford
2. To Discover why people chose to settle in this area and their lifestyles
3. To introduce the concept that as roads and areas developed, the time it took to go from here to there influenced settler's choices.
4. To identify Rockford's resources.
5. To compare/contrast Early Rockford with today.

6. To use a timeline to understand the evolution of Rockford

Vocabulary

Power Standard LA3-05: Use knowledge of prefixes and suffixes to determine the meaning of unknown words.

Population – The number of people who live in an area.

Environment – The water, soil, air and living things around you.

Scarcity – A lack of goods or services.

Service – Work that one person does for another.

Slavery – A system under which people have no freedom.

Natural resources – Things found in nature that are useful to people.

Renewable resources – Resources that can be replaced.

Non-renewable resources – Resources that cannot be replaced.

Timeline – Something that show the dates of events and the order in which they occur.

Competition – The effort sellers make to attract buyers.

Basic Outline of Activities

Throughout the lesson the interpreter will be passing around artifacts, introducing vocabulary, discussing primary source sheets, using maps math, music, and art to introduce the concepts to the students. The activities will be introduced in the following order.

1. Necessary resources for settlement of an area
2. Basic introduction to Kent, Haight, Lewis Lemon and other key people through the use of artifacts, stories and lifestyles.

Power Standard LA3-11: Differentiate between fact and opinion in text.

3. Identifying and using primary source photos and materials

Power Standard LA3-08: Use information in illustrations, charts and graphs to help understand the meaning of text.

Power Standard LA3-09: Ask questions and support answers by connecting prior knowledge with literal knowledge.

4. Game activity in which the students must earn money to cross the river on the ferry (they are towed across on a rolling scooter. The focus of the game is discovering the importance of crossing the river for commerce and trade.

Power Standard LA3-23: Respond to questions with appropriate elaboration.

Power Standard LA3-24: Make descriptive presentations that use concrete sensory details to support people, places, things, or experiences.

Power Standard MA3-08: Use measurement tools and units (time).

5. Handout of timeline of the first 150 years of Rockford and activity locating information and dates.

Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.

Power Standard MA3-18: Read, interpret and represent data in a pictograph.

6. Creating a Rockford Mandala using circular geometry.

Power Standard MA3-02: Recognize fractions from pictorial models.

Power Standard MA3-07: Use measurement tools and units (length).

Power Standard MA3-17: Identify congruent and similar shapes and lines of symmetry.

7. Write a paragraph as if you were an early Rockfordian and describe what you would have done if the bridge washed out and you needed to get to the other side.

Power Standard LA3-15: Create a simple paragraph developing a topic sentence, including simple supporting facts and details.

8. If time allows we will play another game designed to represent the uncertainty and problems facing settlers, such as ice storms, bridge washouts, etc. based on actual experiences of early Rockfordians.

Power Standard LA3-11: Differentiate between fact and opinion in text.

Power Standard LA3-12: Follow simple multiple step written directions.

Power Standard MA3-08: Use measurement tools and units (time).

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Rockford History Outreach: Making Rockford History Come Alive
Many Faces of Rockford: Immigrants & Culture

To schedule a tour contact Mark Herman at (815) 397-9112 ext 105
Curriculum questions contact Lydia Cassinelli at (815) 397-9112 ext 106

Description

This outreach presentation is designed to familiarize the students with several of the immigrant groups who chose to settle in the Rockford area and they types of jobs they did. Emphasis will be on the skills and traditions they brought with them and what roles these play in our life today. We will compare/contrast the immigrant experiences of early Rockford to present time, and include a brief look at the orphan trains.

The basic concepts, material and artifacts will be presented by a Midway Village Museum interpreter. The program will last for 1 ½ hours during which time the students will be involved in hands-on and cross-curricular activities. Teachers will be provided with a packet containing pre and post activities that will support the presentation's concepts, but are not necessary to use if the teacher has no available classroom time. The packet will also include a suggested book list and supportive websites.

Objectives

1. To identify several of the immigrant groups who have settled in Rockford.
2. To discuss how these groups have influenced our lives today.
3. To compare /contrast the issues facing early immigrants with today's.
4. To connect immigrants to the tools and materials they brought to Rockford & America.
5. To understand how to read and evaluate a line graph.
6. To recognize that all of us are here because of our immigrant ancestors.

Vocabulary

Immigrants – Someone who leaves one country and moves to another.

Tradition – A culture’s special way of doing something.

Ancestors – A relative who was born long ago.

Heritage – The history, ideas and beliefs that people receive from the past.

Culture – The way of life or beliefs, ideas and language of a group of people.

Diversity – Variety.

Generation – A group of people born and living around the same time.

Adapt – To change the way you live to fit a new place.

History – The record of past events.

Climate – The weather of a place over a long period of time.

Decision – The act of making up one’s mind.

Basic Outline of Activities

Throughout the lesson the interpreter will be passing around artifacts, introducing vocabulary, discussing primary source sheets, using maps math, music, and art to introduce the concepts to the students. The activities will be introduced in the following order.

1. Basic introduction to various groups that have settled in Rockford.

2. Play a game in which the students are assigned roles as particular immigrant groups and must collect items from a table that contains items representing the various groups.
3. Read Orphan Trains and discuss.
Power Standard LA3-11: Differentiate between fact and opinion in text.
Power Standard LA3-22: Retell, paraphrase, and explain what a speaker has said.
Power Standard LA-23: Respond to questions with appropriate elaboration.
4. Examine a line graph and read to discover groups, #s of immigrants and years.
Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.
Power Standard LA3- 23: Respond to questions with appropriate elaboration.
Power Standard MA3-18: Read, interpret and present data in a graph.
5. Learn a dance we do today that was brought from another country.
6. Discuss a handout of vocabulary, sayings, games and traditions we use today that have been adapted from immigrants and their country of origin.
Power Standard LA3-01: Know and use complex word families when reading.
Power Standard LA3- 09: Ask questions and support answers by connecting prior knowledge with literal knowledge.
Power Standard LA3- 23: Respond to questions with appropriate elaboration.
Power Standard LA3-24: Make descriptive presentations that use concrete sensory details to support people, places, things, or experiences.
7. Write a paragraph describing one of your family traditions.
Power Standard LA3-15: Create a single paragraph developing a topic sentence, including simple supporting facts and details.
8. Make a family map outline tracing ancestors back through their journey from Rockford, through states and back to original country. Several countries may be involved. They will need to take this home and complete as a family project.
Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.

Power Standard LA3- 12: Follow simple multiple step written directions.

Power Standard LA3- 19: Write descriptions that use concrete sensory details to present and support impressions of people, places, things, or experiences.

Power Standard LA3-24: Make descriptive presentations that use concrete sensory details to support people, places, things, or experiences.

9. If time allows we will make an origami craft or another craft representing a group of Rockford immigrants.

Power Standard MA3-07: Use measurement tools and units (length).

Power Standard MA3-11: Perform conversions within the same measurement system.

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Rockford History Outreach: Making Rockford History Come Alive

Rockford: How Did I Get Here and What Will I Do Now? A Look at
Transportation, Jobs & Economics.

To schedule a tour contact Mark Herman at (815) 397-9112 ext 105

Curriculum questions contact Lydia Cassinelli at (815) 397-9112 ext 106

Description

This unit will focus on the different forms of transportation and how it affected the way Rockfordians lived. We will begin with horse & buggies and follow through to automobiles. We will look at flat boats and move onto steamboats and motorboats. It will include the arrival of the railroad in 1852 and it's link between Rockford and distant markets. And last but not least, we will talk about airplanes. As we examine each of these types of transportation we will be including its affect on industries with an emphasis on how Rockford's industry has changed from an agricultural to industrial and now a service industry. We will include local business leaders and inventors.

The basic concepts, material and artifacts will be presented by a Midway Village Museum interpreter. The program will last for 1 ½ hours during which time the students will be involved in hands-on and cross-curricular activities. Teachers will be provided with a packet containing pre and post activities that will support the presentation's concepts, but are not necessary to use if the teacher has no available classroom time. The packet will also include a suggested book list and supportive websites.

Objectives

1. To identify how transportation evolved in the Rockford area.
2. To recognize how the changes in transportation affected markets and industries as well as the need for time synchronization.

3. To understand that Rockford has changed from an agricultural community to industrial and on to today's service industry. (We will look at the need and ability to recreate itself)
4. To familiarize the students with local business leaders and inventors.
5. To discover information from historical photographs
6. To understand the roles of work & protest songs.

Vocabulary

Century – A period of 100 years.

Economy – The way that people make, buy, sell and use things.

Budget – A plan for using money.

Producer – Someone who makes and sells goods.

Consumer – Someone who buys goods.

Goods – Things people buy or sell.

Supply – The amount producers will make for a certain price.

Demand – The amount of something consumers are willing to buy for a certain price.

Trade – To exchange things with someone else.

Barter – To trade one item for another.

Industry – All of the people and companies that sell similar goods or services.

Entrepreneur – A person who takes a risk, or chance, and starts a business.

Profit – The money a business earns after paying its costs.

Cause – Something that makes an event happen.

Effect – What happens as the result of a cause.

Basic Outline of Activities

Throughout the lesson the interpreter will be passing around artifacts, introducing vocabulary, discussing primary source sheets, using maps math, music, and art to introduce the concepts to the students. The activities will be introduced in the following order.

1. Basic intro to the history of transportation in the Rockford area and how it affected the economy and trade.

Power Standard LA3-22: Retell, paraphrase, and explain what a speaker has said.

Power Standard MA3-19: Classify or describe probability using words such as certain, most likely, equally likely, possible, impossible, and 2 out of 3 chance.

2. After the brief discussion of horses and buggy's we will play the Stage Coach Stop Relay Game in which we will lay out 3 or 4 tracks with yarn representing the path from Galena to Chicago via Rockford. Each path will be different. Some will be straight, some curved and still others will go over or under things. The students will be divided into two teams and will draw a color coded card as they step up to the start line. That is the path they must follow. All parts will be timed. After they have completed their journeys we will discuss the outcomes and do math problems related to the game.

Power Standard LA3-12: Follow simple multiple step written directions.

Power Standard MA3-08: Use measurement tools and units (time).

3. Next we will discuss trains and sing "I've been working on the railroad" or another train song.

Power Standard LA3-22: Retell, paraphrase, and explain what a speaker has said.

4. We will practice time skills as we discuss how railroads brought about the need for synchronized time and time zones.

Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.

Power Standard LA-09: Ask questions and support answers by connecting prior knowledge with literal knowledge.

Power Standard MA3-07: Use measurement tools and units (length).

Power Standard MA3-08: Use measurement tools and units (time).

5. We will briefly discuss the automobile and move on to water and air transportation
Power Standard LA3-23: Respond to questions with appropriate elaboration.
6. Identify local businesses and compare/contrast them to the past via photo evaluation.
Power Standard LA3-08: Use information in illustrations, charts, and graphs to help understand the meaning of text.
Power Standard LA3-22: Retell, paraphrase and explain what a speaker has said.
7. We will discuss the roles of work and protest songs and the role they played in changing conditions. As a group we will write a simple work or protest song.
Power Standard LA3-19: Write descriptions that use concrete sensory details to present and support impressions of people, places, things or experiences.
Power Standard LA3-24: Make descriptive presentations that use concrete sensory details to support people, places, things or experiences.
8. The students will chose a craft to make, a paper airplane with nose art, a simple flat boat or a race car. After they complete their project they will write/tell why they chose it and how it was used for transportation and or jobs and economics.
Power Standard LA3-22: Retell, paraphrase and explain what a speaker has said.
Power Standard LA3-23: Respond to questions with appropriate elaboration.
Power Standard LA3-24: Make descriptive presentations that use concrete sensory details to support people, places, things, or experiences.
Power Standard MA3-17: Identify congruent and similar shapes and lines of symmetry.

Evaluations

Evaluation will be conducted in the form of:

1. Teacher evaluation form
2. Student evaluation form
3. Interpreter evaluation form