

Aurora University OEDC 5197: History of Rockford

Course/Grade Level: 7th grade Social Studies

Lesson Title: What's in a Name?

Teacher: Mary Gummow

1. Set Induction:

Students will answer the following questions in a whole class discussion:

- a. What is your full name?
- b. Do you know why you were given that name?
- c. Is there any story behind your name?
- d. Do you know the meaning of your name?

After the discussion is exhausted, brainstorm the following question:

- a. Why do you think certain places (buildings, schools, parks, etc...) have certain names?

Record their answers on the board.

2. Aims/Objectives and Standards:

- a. Student will research name origins of places in the Rockford area.
- b. Students will work in groups of 2-3 to create a presentation on their research findings. The presentation will include a speech and a poster created by the group.
- c. Students will design a building, school or park that is named after them. They will include an explanation of why it was given their name. It should include an achievement that he/she accomplished. (This part of the assignment is not based on fact, but students are to use their imaginations.)

District 205 Grade 7 Social Studies Standards

HISTORY

- Apply skills of historical research (e.g., primary and secondary sources, literary works, the Internet), identifying the differences between historical fact and interpretation. *SS7-04*

SOCIAL SYSTEMS

- Explain how individuals, groups, and cultures have affected and contributed to the development of the United States social systems over time.

3. Procedures, Assessments and Materials Required:

Materials:

Teacher provided: computer lab for day 1, power point, poster paper, markers (1 box per group), groupings, whiteboard, dry-erase markers, photographs and names of places around Rockford. (Each student will receive one for research. The place will match 2 other students, which is how they will be grouped on the second day when they create their poster, and plan their presentations.) Several books on Rockford history (see resources for list of books), index cards (1-2 per group), presentation and processing worksheets (one per student)

Student provided: paper, pencil or pen

Procedures:

Day1:

- a. Teacher will direct a short discussion on names by questioning the students about their given name. (See Set Induction)
- b. Using the power point, teacher will introduce the assignment.
- c. Teacher will pass out assignment worksheets to students. Teacher will hand these out so a student has the same place as 2 other students that the teacher want him/her to work with as a group.
- d. Teacher will give students an opportunity to ask questions about the assignment.
- e. Students will go to the computer lab and research their given topic. Teacher will circulate and help where needed.

Day2:

- a. Before students arrive, desks will be set up in groups of 3.
- b. Students will enter the classroom, and find the other 2 students that have the same place. Then they will sit together. (These instructions will be on the power point.)
- c. Teacher explains the following:

Preparing the Presentation

- i. In your group, create a poster using the paper and markers provided.

- ii. Also, using the index card, create a speech to read for your presentation.
- iii. Rehearse the speech until you know it forwards and backwards.
- iv. Decide who will do which job:
 - 1. Artist: creates the poster
 - 2. Writer: writes the speech
 - 3. Reporter: delivers the speech

Make sure to involve all in the creative process.
Teacher will circulate and help where needed.

Day 3:

- a. Students will take 5-10 minutes to gather with their group and make any finishing touches to their poster, and rehearse their speech.
- b. Each group will give their presentation to the class.
- c. While groups are presenting, the audience will be filling out the questions on the processing activity worksheet.

4. Resources and Scholarship:

Books:

Rockford An Illustrated History, John W. Lundin, Rockford:
American Historical Press. 1996

Rockford: Big Town Little City: A History Of Rockford Illinois
Rockford: Bannan Multimedia Group/Rockford Register Star 2000. 1st printing.

Rockford: 1900-World War I [Book]
by Eric A. Johnson - ARCADIA PUB (SC) (2003.01.01) – paperback

History Of Rockford And Winnebago County, Illinois: From The First ...
Contributors: Charles A. Church - Author. Format: Paperback

Sinnissippi Saga Winnebago County History Rockford II
Historical Even
Sinnissippi Saga by C. Hal Nelson Illustrated w/photos Winnebago County Sesquicentennial Committee, c1968,

Rockford, Illinois (Images of America Series)
Contributors: Don Swanson - Author. Format: Paperback

Websites:

www.gorockford.com

www.Wikipedia.org

www.Rockfordhistoricalsociety.org

www.midwayvillage.com

www.swedishhistorical.org

5. Conclusion/Lesson Wrap-up:

Students will complete the last page of their assessment worksheet. When most students have completed it, the teacher will lead a discussion of the student's answers.

6. Follow Up Activities:

Students will draw an imagined building, school, or park and name it after themselves. On the back of the drawing, student will creatively imagine and write about the great achievement they did to get their name on that place.

Name _____

Hour _____

What's in a Name?

Presentation Worksheet

Directions: As groups are giving presentations, record your answers.

Group #1

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #2

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #3

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #4

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #5

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #6

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #7

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #8

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #9

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #10

Name of place

Origin (story) of the name:

Positive comments about the presentation

Group #11

Name of place

Origin (story) of the name:

Positive comments about the presentation

Name _____

Hour _____

Processing Activity Worksheet

Directions: Answer the following questions.

1. What did your group do well?

2. What were some problems that your group had, and how did you solve those problems?

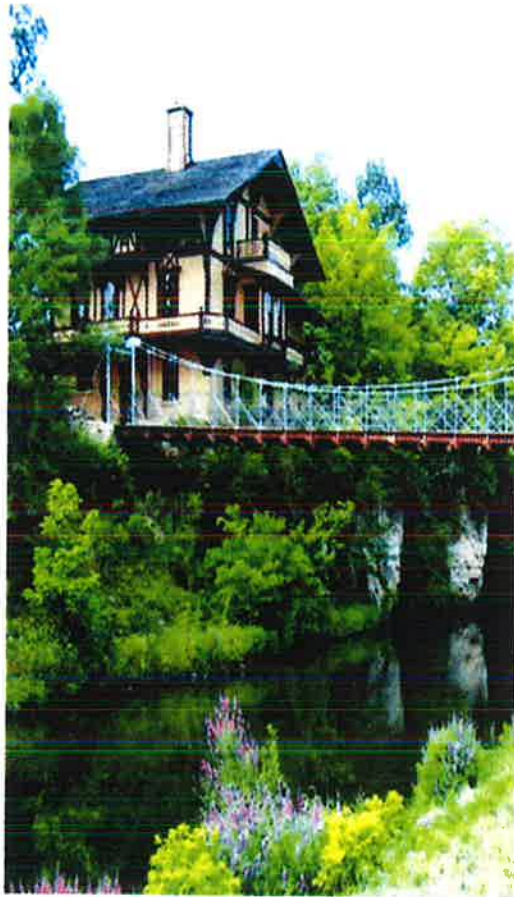
3. Which place had the most interesting story of how it got its name?

4. What is one new thing you learned about Rockford that you didn't know before?

Tinker's Cottage

Robert Hall Tinker

photograph by Rockford Register Star



Research the following:

- State the name of the place.
- What is the place's function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was given?
- You may use the photograph that you were given in your presentation.

Lewis Lemon School

Lewis Lemon

Photograph by Rockford Register Star



Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Atwood

Seth Atwood

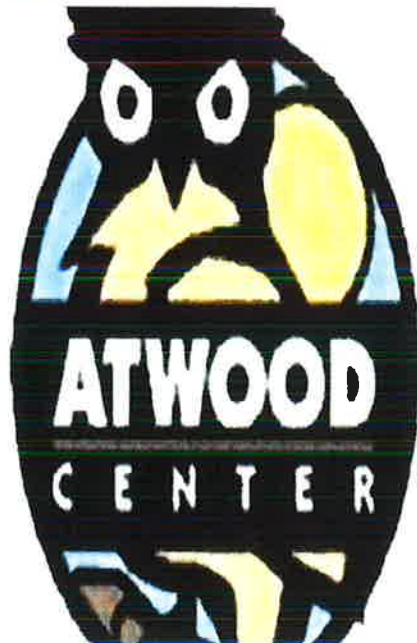
photograph by Rock River Times

Graphic by Rockford Park District



Research the following:

- State the name of the place.
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Haight Village

Daniel Shaw Haight

Photograph by Haight Village.org

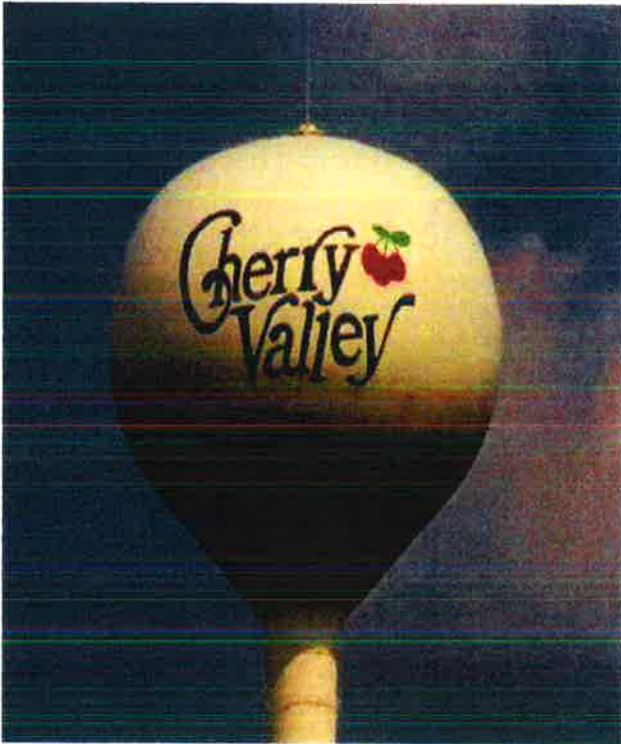


Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Cherry Valley

photograph by Ohiobarns.com



Research the following:

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- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Julia Lathrop School

Julia Lathrop

photograph by Rockford School District 205

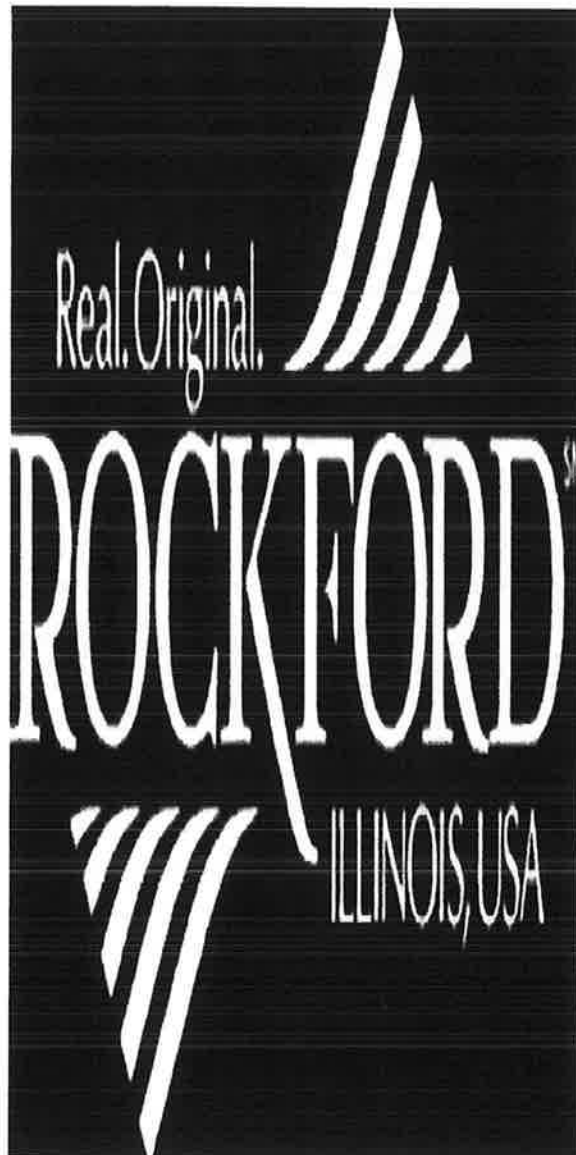


Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Rockford

graphic by iamnext.com



Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Bernard Flinn Middle School

Bernard Flinn

Photograph by Rockford School District 205



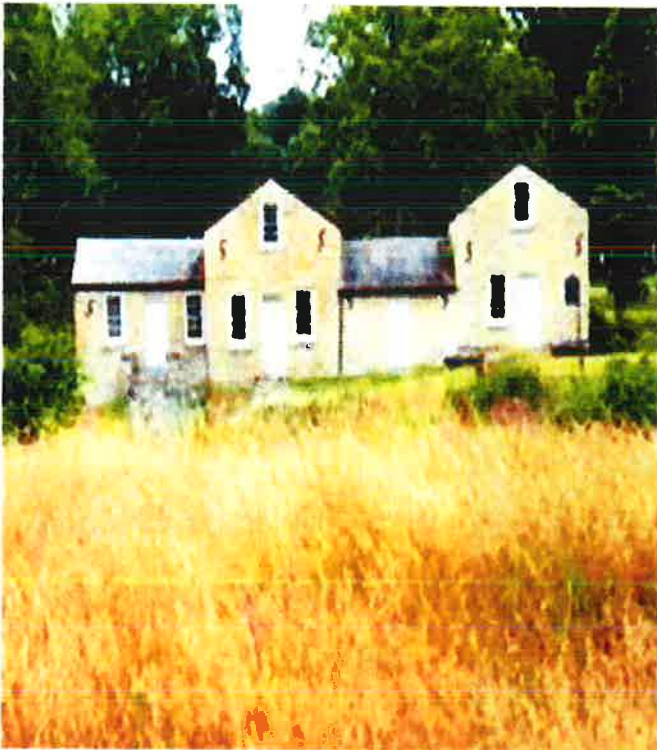
Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Macktown

Stephen Mack

Photograph by flickr.com

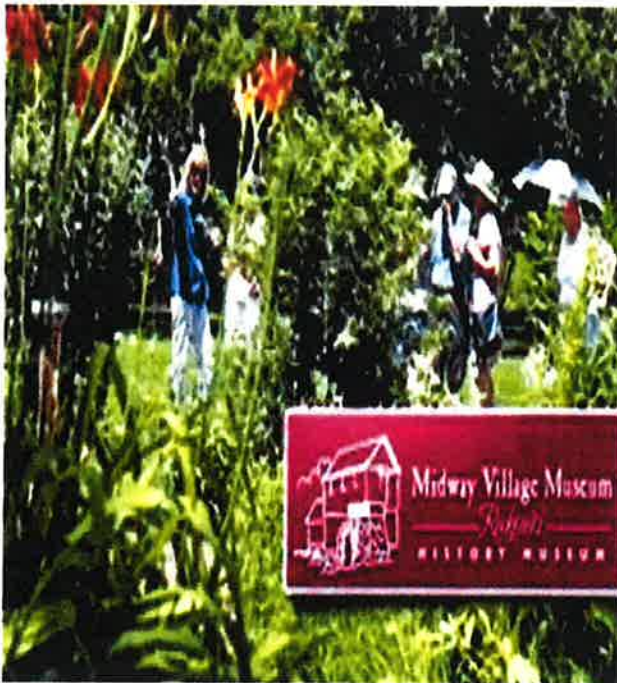


Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Midway

photograph by Rockford Register Star



Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.

Ellis


Edward F. W. Ellis

Photograph by Rockford School district 205



Research the following:

- State the name of the place.
- What is the places function?
- Where is it located? (map it)
- What is the significance and/or history of the name it was gives?
- You may use the photograph that you were given in your presentation.




What's in a Name?

Objectives: Student, in groups of 2-3, will create and present the background of a place in Rockford and how it got its name.



Your Name

- What is your full name.
- Do you know why you were given that name?
- Is there an interesting story behind your name?
- Do you know the meaning of your name?




Why do you think places get named certain names?

- Lets create a list of reasons: (brainstorm)


Assignment

- Today: You will be given the name of a place and a photograph in or around Rockford, Illinois.
- Using the various books on Rockford, and searching the internet, answer the questions on your assignment worksheet.



Assignment continued

- Tomorrow you and your group will create a presentation.
- You presentation should do the following:
 - State the name of the place.
 - What is the places function?
 - Where is it located? (map it)
 - What is the significance and/or history of the name it gives?
 - Use the photograph to draw a larger image of the place on your poster paper.



Example: Machesney Park, Illinois

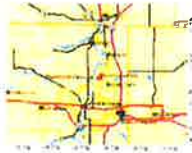
www.machesney-park.il.us

One of the community's symbols in the early days was Machesney Airport, founded in 1927 by barnstormer-aviator Fred Machesney on the present site of Machesney Park Mall. The airfield served as the Rockford metro area airport until the 1950's and was the site of much activity. In 1928, an attempted flight from Rockford to Sweden took off from the field; the two pilots crashed in Greenland and were safely rescued. During World War II, Machesney Field, was a regular stop for many fighter aircraft being ferried to the Soviet Union.

The postwar period saw an even greater pattern of growth in residences and businesses, coupled with the formation of the North Park Public Water District and volunteer firefighting companies. The area was still unincorporated and was informally known as "North Park". The airport closed in 1974 and within a few years, Machesney Park Mall was developed. Citizens began a grass-roots incorporation movement in 1980 to form a Village, in order to ensure better services and to prevent adjacent cities from nibbling away at their commercial properties. In the winter of 1981, voters in a referendum decided to form the Village of Machesney Park, and the first Village officers were elected that Spring.

The Village celebrated its 25th year of incorporation in 2006, and now has 22,707 residents. This residential growth has helped to spur commercial growth, and the 2006-07 construction of an interchange ramps at IL 175 and I-90 has put the village on the map and opened the area to continued development. With an outstanding Harlem School District, no local property tax, and miles of Rock River frontage, Machesney Park is one of the more desirable locations with the Rockford metropolitan area.

Example: Machesney Park



Here are some key terms to use when searching the internet.

- Origin of name
- Include "Rockford, Illinois"
- Look at many pages on the search results. Sometimes the history is buried on page 2, 3, or 4.
- "Map it"
- Images

Day 2

- Find the 2 students that have the same place as you have.
- Sit with those students.
- You may use the various books on Rockford to continue your research-if needed.



Preparing the Presentation

- In your group, create a poster using the paper and markers provided.
- Also, using the index card, create a speech to read for your presentation.
- Decide who will do which job:
 - Artist: creates the poster
 - Writer: writes the speech
 - Reporter: reads the card to the audience
- Make sure to involve all in the creative process.



Day 3: Presentations

- Take 5 minutes to get with your group and do any final preparations before you present.
 - Practice the speech.
 - Make sure the poster is complete.



Presentations

- Listen to the presentations with respect.
- Wait until the end of the presentations to raise your hand and ask questions.



Processing Worksheet

- Answer the last questions in your packet.



Follow-up Activity



- Imagine that Rockford has decided to name a building, school or park after you.
- Draw a picture of the place with your name on it.
- On the back of the illustration explain what it is, what's its name, and why they decided to name it after you.



