

Stan Hywet Hall & Gardens “Meet the Staff” Program Post-Visit Lesson Plan

Post-Visit Lesson	“A Letter Home” (30-40 min lesson with an additional assignment)
Standard	<p>Geography Human Systems 9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today</p> <p>Spatial Thinking and Skills 4. Globes and other graphic tools can be used to gather, process and report information about people, places and environments.</p> <p>Financial Literacy 14. The choices people make have both present and future consequences. 18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationship or interaction between 2 or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text. CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes, speaks clearly at an understandable pace.</p>
Objectives	<ul style="list-style-type: none"> • Identify various “pull factors” such as historic job opportunities available at Stan Hywet and in Summit County in the 1910s and 1920s. • Describe several skills that would be required and the qualifications necessary to be successful as a member of Stan Hywet’s domestic staff in the 1910s and 1920s. • Integrate gathered information in order to relate a typical immigrant’s or migrant’s experience in the early 20th Century.
Materials	<p>Student Packets Pencil</p>
Anticipatory set	<p>Review what the students remember from their visit to Stan Hywet. Possible questions to ask:</p> <ul style="list-style-type: none"> -What was your favorite part about your visit? -What kinds of sources did you get to use? -What did you learn about the family you investigated? -Who did you meet during your tour of the house? -What did they do for living? -What jobs were available at Stan Hywet in the 1920s? -Why would someone want to work at Stan Hywet? -Why do you think the Seiberlings hired so many immigrants? -What were the chances that one or more members of the immigrant or migrant family you learned about at Stan Hywet had of getting a job working for the Seiberling family?

<p>Procedures</p>	<p>Follow-up investigation done in class about Stan Hywet staff during the 1920s.</p> <p>Have the students choose 2 Stan Hywet jobs described in their workbook that sound interesting from the perspective of the person they investigated and “became” at Stan Hywet.</p> <p>Have the students read through the job descriptions of those 2 jobs, focusing on the skills and experience required for the positions.</p> <p>Students may investigate other jobs (e.g. Goodyear factory worker) that would have been available in Akron during the 1920s – paying special attention to salary information and cost of living resources.</p> <ul style="list-style-type: none"> • Why would you (the person you investigated during the “Who Are You” primary source investigation activity) or another immigrant or migrant want this job? • How much did a Stan Hywet employee make per month or per week compared to the average Goodyear employee? • Why might this job appeal to you or any of your family members? Do you think you have the skills to apply for this type of work? If not, what could you do to obtain these skills? <p>Resource: 1920’s federal census record for F.A. Seiberling - https://familysearch.org/ark:/61903/1:1:MDTP-NXH</p>
<p>Assessment</p>	<p>Final Assignment “A Letter Home” Instructions:</p> <p>Writing from the point of view of their new identity, your students will write a letter to someone back “home” (Alabama, Italy, etc.). In their letter, make sure they include their person’s name and from where they most recently moved. Have them explain why they decided to leave their home and why they decided to move to Akron, Ohio. Describe what jobs might be available at Stan Hywet and which one(s) they would like to apply for. Make sure they include the skills that would be necessary to be successful at that job and what qualifications or experiences they would have to have or obtain in order to apply for that particular job.</p> <p>If a particular student thinks working at Stan Hywet was not an option for their person, tell them to write about where they might work instead. What skills would they need in order to obtain <i>that</i> job?</p> <p>Students must incorporate the vocabulary terms they have learned and should strive to be creative in their writing. For help, have them refer to the “A Letter Home” Rubric which is included in their packet. An example of a well-written letter has been provided in this teacher edition.</p>