# Stan Hywet Hall & Gardens “Meet the Staff” Pre-Visit Lesson Plan

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<tr>
<th>Pre-Visit Lesson 1</th>
<th><strong>40min “Moving Through Time”</strong> Introduction to Meet The Staff Program, Stan Hywet Hall &amp; Gardens and Human Population Movement.</th>
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<tr>
<td><strong>Standards</strong></td>
<td><strong>Geography</strong>&lt;br&gt;<strong>Human Systems</strong>&lt;br&gt;9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today&lt;br&gt;<strong>Government</strong>&lt;br&gt;11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.&lt;br&gt;<strong>Spatial Thinking and Skills</strong>&lt;br&gt;4. Globes and other graphic tools can be used to gather, process and report information about people, places and environments.&lt;br&gt;<strong>Financial Literacy</strong>&lt;br&gt;14. The choices people make have both present and future consequences.&lt;br&gt;18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</td>
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<td></td>
<td><strong>CCSS.ELA-Literacy.RI.5.3</strong> 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.</td>
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<td><strong>CCSS.ELA-Literacy.RI.5.4</strong> Determine the meaning of several academic and domain-specific words and phrases in a text relevant to grade 5 topic or subject area (vocabulary)</td>
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<td><strong>CCSS.ELA-Literacy.RI.5.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</td>
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<td><strong>CCSS.ELA-Literacy.RH.6-8.9</strong></td>
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<td><strong>Objectives</strong></td>
<td>• Summarize the story Stan Hywet as it applies to Akron’s history.&lt;br&gt;• Define basic relevant vocabulary.&lt;br&gt;• Investigate various “push” factors (political, environmental, social and economic) that cause people to leave their homeland and the “pull” factors that brought them to Akron and Northeast Ohio.&lt;br&gt;• Apply critical thinking skills to analyze primary and secondary source documents in order to answer questions relating to the movement of human populations.</td>
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<td><strong>Materials</strong></td>
<td>- Projector/Computer for viewing video&lt;br&gt;- Student “Meet the Staff” packets&lt;br&gt;- Pencil</td>
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<td><strong>Anticipatory set</strong></td>
<td>Show students video(s) of Stan Hywet. When students receive their packets, have them look at the population graph and think about the question: <em>What reasons would cause the population to increase so much in the late 1800s and early 1900s in the United States?</em></td>
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<td><strong>Procedures</strong></td>
<td>Go to <a href="http://www.stanhywet.org">www.stanhywet.org</a>, scroll down to the bottom underneath “Hours &amp; Contact” and click on the YouTube button. Select “Playlists” Tab, then click on the “Stan Hywet Education” Playlist. You may play these video for the students:</td>
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• Video Stan Hywat’s “Meet the Staff” Education Program gives a brief summary of the “Meet the Staff” program. 
  https://www.youtube.com/watch?v=H9o8rGnqFRQ&list=PLFEPVCsdEtd3CfAqXdG8OkyHG-mWpBQuZ

• Video Stan Hywat trailer with campaign provides an overview of Stan Hywat, the Seiberling family and its history. 
  https://www.youtube.com/watch?v=7CJD11sQW7w&index=2&list=PLFEPVCsdEtd3CfAqXdG8OkyHG-mWpBQuZ

• You may peruse other videos on the Stan Hywat YouTube channel and show segments that you think will help give students an overview of the site.

• Introduce students to the idea of immigration, migration, primary and secondary documentation, etc. by going over the provided vocabulary sheet.

• Explore why people left their native countries to live in the United States in the early 20th Century.

• Inspect the primary and secondary sources provided in the packet and discuss the information gathered from each. Allow students time to discuss with their neighbors.

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<th>Pre-Visit Lesson 2</th>
<th>40 min. “Using Primary and Secondary Sources for Historical Research” Presentation by library staff of the Akron-Summit County Public Library, Special Collections Division.</th>
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**Standards**

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**Objectives**

- Observe and analyze a primary source.
- Speculate on the meaning and context within which the source was created.
- Draw conclusions and support with evidence found in source.

**Procedures/Materials**

Resources from Akron-Summit County Public Library (Please choose one):
1) In-class visit from library staff
2) Video Conference with library staff (laptop/screen/speakers/microphone)
3) In-class pre-recorded video (laptop/screen/speakers/microphone)

**Web/Video Extension**

[www.akronlibrary.org](http://www.akronlibrary.org) – Akron Public Library
[http://sc.akronlibrary.org/](http://sc.akronlibrary.org/) - Special Collections (Click on the “Teachers” tab for classroom resources and links to additional projects and topics related to local history)
[http://www.akronlibrary.org/databases/index.html#genealogy](http://www.akronlibrary.org/databases/index.html#genealogy) – Genealogy and Local History
**Meet the Staff Pre-Visit Activity**

In 1800 the United States had a population of about 5 and ½ million people. By the end of the 1800s the population had grown to over 76 million people. Today the US population is over 300 million people.

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<th>Pre-Visit Lesson 3</th>
<th>30 min. “From the Source” Primary Source Investigation Activity</th>
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| **Standards**     | CCSS.ELA-Literacy.RL.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.RL.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.  
                      CCSS.ELA-Literacy.RH.6-8.9 |
| **Objectives**    | • Observe and analyze a primary source.  
                      • Speculate on the meaning and context within which the source was created.  
                      • Draw conclusions and support with evidence found in source. |
| **Materials**      | - Magnifying glasses for each student if possible  
                      - Student “Meet the Staff” packet- “Primary Source Analysis Tool” |
| **Procedures**    | Divide students into 6 teams of 3-5. Groups should be numbered group 1, group 2, etc. *These are the same groups your class will be working in during their visit to Stan Hywet.*  
                      Have students look individually, with magnifying glasses, at the Primary Source given to them.  
                      Students then fill out “Primary Source Analysis Tool,” writing down what they observe, reflect, and question.  
                      Teachers lead students through this process by prompting them with questions from the “Teacher Guide to Analyzing Primary Sources” (in “Meet the Staff” Teacher packet.)  
                      Groups then compare answers in their group and report out. |
| **Reflection**     | Have students talk to a family member about when and why their families settled in Akron.  
                      Next, have them fill out their other “Exit Tickets” with 3 things they learned about immigration as well as 3 things they learned about primary and secondary sources. |
| **Web/Video Extension** | **Safari Montage** (subscription-based video collection)  
                              **“Virtual Field Trip to Ellis Island”** (30 min. video)  
                              “Rebecca Lobo’s Immigrant Ancestors”  
                              [http://video.pbs.org/video/2365334669](http://video.pbs.org/video/2365334669) from PBS series Finding Your Roots  