

TEACHING AMERICAN HISTORY PROJECT

Lesson Title –Establishment of Plainfield from Kevin Grant

Grade - 8

Length of class period – **Block Period approximately 90 minutes, or two 45 minute classes**

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Where was Plainfield established? (Using a local history example of Plainfield, CT)

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will analyze primary and secondary documents that chronicle the establishment of Plainfield, CT.

Students will practice map reading and map making skills.

Compare and contrast maps of Plainfield at different time periods.

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

***Plainfield Transformed: Three Centuries of Life in a Connecticut Town 1699-1999,*
Christopher P. Bickford**

A Map of the Mohegan Sachems Hereditary Country, Platted August 1st, 1705, by John Chandler, Surveyor. (Attached at the end of this document)

Plainfield Land Divisions 1703-1710, Louis J. Soja, Jr., 1998 (attached at the end of the document)

A current map of the Town of Plainfield, CT. (To be located)

Boundary free map of all Eastern CT. (To be located)

Activities (What will you and your students do during the lesson to promote learning?)

- 1. Initiation: Show current map of Plainfield on an overhead projector, smart-board, or wall map. Have students identify town landmarks (schools, ball fields, main roads, house lots, boundaries with other towns, etc.). Ask students how the boundaries of the town were established.**

2. After students have read background information about the founding of Plainfield, CT, they will view a current map of Plainfield and identify its current boundaries.
3. Students will then read primary and secondary sources (Plainfield Transformed, pg. 6 paragraph 4-pg.7) that identify the boundaries of Plainfield in 1699 and locate them on the current map of Plainfield. (Other written documentation needed to support this description)
4. Students will analyze, *A Map of the Moheagan Sachems Hereditary Country and Plainfield Land Divisions 1703-1710*, then compare and contrast these maps to the current Plainfield map.
5. Students will work in groups of 3-4 and create accurate maps of Plainfield in 1699, 1705, and present. Each group will be assigned a specific time period.
6. Closure: The class will share their maps that they have created and will discuss the similarities and differences of their maps comparing the changes over time from 1699, 1705, and present boundaries for Plainfield over time.

How will you assess what student learned during this lesson?

Students will successfully create an accurate boundary map for the Town of Plainfield in 1699, 1705, or present. Map will be assigned by teacher.

The maps should include:

Boundaries of Plainfield

Rivers or bodies of water

Compass rose

Scale

Key

Identify 3 landmarks

Locate your house

Connecticut Framework Performance Standards –

Educational experiences in **Grades 5-8** will assure that students:

146 CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept

of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- interpret data in historical maps, photographs, art works and other artifacts;

148 CONTENT STANDARD 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location; and
- explain the relationships among the events and trends studied in local, state, national and world history.

153 CONTENT STANDARD 4: Applying History

*Students will recognize the **continuing** importance of historical thinking and historical knowledge in their own lives and in the world in which they live.*

- initiate questions and hypotheses about historic events being studied;

