



Students will gain an understanding of the impact certain people and their contributions have made to the local community and surrounding areas of Dayton, Ohio and the USA.

These lessons will give students the opportunity to obtain information about significant people, places and things using trade books, encyclopedias, maps and multimedia/electronic sources.

OHIO STANDARDS CONNECTIONS

HISTORY



(K-2) Benchmarks

- A) To recognize that the actions of individuals make a difference and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.



GEOGRAPHY



(Grades K-2) Benchmarks

- A) Identify physical and human features of places.
- B) Explain how environmental processes influence human activity and ways human activity depends on and adapt to the environment



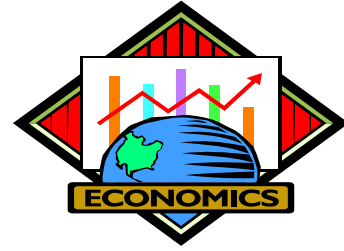
(Grades 3–5) Benchmarks

- A) To have the ability to use map elements or coordinates to locate physical and human characteristics of places and regions in North America.
- B) Identify the physical and human characteristics of places and regions in North America.
- C) To analyze ways that transportation and communities relate to patterns of settlement and economic activity



(Grades 6 – 8) Benchmarks

- A) Define and identify regions using human and physical characteristics.
- B) Explain how the environment influences the way people live in different places and the consequences of modifying the environment.



ECONOMICS



(K – 2) Benchmarks

- A) Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.
- B) Explain ways that people may obtain goods and services.

SOCIAL STUDIES SKILLS AND METHODS



(K-2) Benchmarks



- A) Obtain information from oral, visual, print and electronic sources.
- B) The ability to communicate information orally, visually or in writing.



Grades (3 – 5) Benchmarks

- A) Obtain information from a variety of sources
- B) Obtain information from a variety of sources
- C) Use a variety of sources to organize information and draw inferences.



Grades (6- 8) Benchmarks

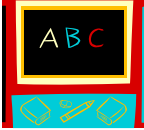
- A) Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- B) Work effectively in a group.

INTERDISCIPLINARY STANDARDS AND BENCHMARKS

ENGLISH / LANGUAGE ARTS

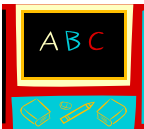


ACQUISITION of VOCABULARY



(K-3) Benchmarks

- A) Use context clues to determine the meaning of new vocabulary
- B) Read accurately high frequency words
- C) Use resources to determine the meanings and pronunciations of unknown words



Grades (4 – 7) Benchmarks

- A) Use context clues and text structures to determine the meaning of new vocabulary.
- B) Use knowledge of roots and affixes to determine the meanings of complex words.
- C) Use multiple resources to enhance comprehension of vocabulary

CONCEPT of PRINT, COMPREHENSION STRATEGIES and SELF-MONITORING STRATEGIES



(K-3) Benchmarks

- A) Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
- B) Draw conclusions from information in text.
- C) Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
- D) Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative)



Grades (4-7) Benchmarks

- A)** Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.
- B)** Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons using information in text, between text and across subject areas.
- C)** Make meaning through asking and responding to a variety of questions related to text.

INFORMATIONAL, TECHNICAL and PERSUASIVE TEXT



(K -3) Benchmarks

- A)** Use text features and structures to organize content, draw conclusions and build text knowledge.
- B)** Identify the central ideas and supporting details of informational text.
- C)** Use visual aids as sources to gain information from text.



Grades (4 – 7)

- A)** Use text features and graphics to organize analyze and draw inferences from content and to gain additional information.
- B)** Explain how main ideas connect to each other in a variety of sources.
- C)** Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.

WRITING APPLICATIONS



(K -2) Benchmarks

- A)** Compose writings that convey a clear message and include well-chosen details



Grades (3 – 4)

- A)** Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
- B)** Write informational reports that include facts, details and examples that illustrate an important idea.



Grades (5 – 7)

- A)** Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.

WRITING CONVENTIONS



(K – 2) Benchmarks

- A)** Print legibly using appropriate spacing
- B)** Spell grade appropriate words correctly
- C)** Use conventions of punctuation and capitalization in written work
- C)** Use grammatical structures in written work.



Grades (3-4)

- A) The Ability to write legibly in finished drafts
- B) Spell grade appropriate words correctly
- C) Use conventions of punctuation and capitalization in written work
- D) Use grammatical structures to effectively communicate ideas in writing.



Grades (5 – 7)

- A) Use correct spelling conventions
- B) Use conventions of punctuation and capitalization in written work.
- C) Use grammatical structures to effectively communicate ideas in writing.

RESEARCH



(K – 2) Benchmarks

- A) Generate questions for investigation and gather information from a variety of sources.
- B) Retell important details and findings



Grades (3-4) Benchmarks

- A) Identify a topic of study, construct questions and determine appropriate sources for gathering information
- B) Select and summarize important information and sort key findings into categories about a topic.



Grades (5 – 7) Benchmarks

- A) Locate and summarize important information from multiple sources.
- B) Organize information in a systematic way
- C) Communicate findings orally, visually and in writing or through multimedia.

PRE-ASSESSMENTS

(K-3)



Give each student a worksheet with a total of 10 different pictures– (5 different people) and (5 different places or things). You will be emphasizing these in future lessons using the Dayton People, Places & Things Vol. 1, 2nd Edition Learning Activity Book. **ATTACHMENT [A]**

Ask students to follow the teachers' oral directions in identifying people, places and things. (Ex. Circle the . . . / Draw a circle around the picture of the . . . / Draw a square around . . . / Place an X on the picture of the . . . / Draw a triangle around the picture of the)

Teacher can ask students who are unable to write or draw symbols to point to

SCORING GUIDELINES

Use the student responses to guide in differentiating instruction for benchmarks. Enrichment activities should be provided for any students who are able to work beyond the benchmark.

Use students' responses as ways to help guide how to gather information to determine the types of resources in which students are familiar and experienced.

POST ASSESSMENT

Students will complete the same worksheet as prepared for the Pre-test.
ATTACHMENT [A]

Students will complete assigned writing prompts to identify (2) different places in Dayton Ohio. Students will choose (2) different pictures from the pre-assessment worksheet.
ATTACHMENT [B]

SCORING GUIDELINES

Score each student's picture worksheet (10) points for each correctly identified picture.
ATTACHMENT [A]

Score each student's writing prompt using the rubric for **ATTACHMENT [B]**.

INTRODUCTORY LESSON (K-3)

Duration – (Times will vary)

Teacher can do this lesson in one hour time span or use 10 minutes each morning to work on (1-2) pages daily.



Instructional procedure

1. Read aloud the biography of Jonathon Dayton. (Make it age/grade level appropriate) **ATTACHMENT [G]** (Internet biography insert)

2. Scripted introduction:

Teacher: “Today we are going to meet some important people significant to our city of Dayton, Ohio’s history. Let’s turn to page (2) in our Dayton People, Places & Things Vol. 1 2nd Edition activity book. Please listen while I read about some of the significant people important to Dayton’s history. When I direct you, please point to the picture that goes with the name I say.” (Teacher can make a transparency of page (2) for a visual for all students to view. This will also allow the teacher to check accuracy of students’ responses.

Teacher: “Has anyone heard of these street names?” (Perry Street) (Wilkinson Street) (St Clair Street). Perry Street is located on the side of Sinclair College downtown. The downtown Montgomery Library is located on St. Clair Street.

Teacher: “We will be reading and viewing pictures of places named after significant people important to the city of Dayton’s development. We will be reading about important people who have donated, built or provided services to help Dayton become one of the greatest cities in Ohio and the USA. During our reading we will learn about places/buildings and how they were used in the past and how they are used today. You will probably recognize some of the drawings of places/buildings and you probably will know how these places/buildings are used.”

Teacher Tip: You may want to have a discussion with students about primary sources and secondary sources. (**Primary sources** can be identified as firsthand pieces of information. Examples of these are someone’s diary, an original letter written by a person; original pictures/photos/drawings/maps/articles from newspapers written. **Secondary sources** would be sources written by someone about another person, place or thing.)

LESSON #1

TRAVELING ON DOWN THE ROAD



Instructional Procedure: Scripted:

Teacher: “Today we are going to travel through our big city, Dayton, Ohio by using our Dayton People, Places & Things Vol. 1 2nd Edition as a guide.”

“When you ride through town what are things you see along the way?” (Students responses should include houses, stores, and restaurants.)

“What are some things you need to know when you are traveling from one place to another?” (Student responses should include where you are going address of the place you are going)

“What are the parts of an address?” (Students responses should include number and street name)

“In our book, Dayton People, Places & Things Vol. 1 2nd Edition we will be viewing buildings important to the citizens of Dayton, Ohio. Some of these places/buildings are where we can spend money for entertainment; some are where people can go to work to make money; some are places we can go to get an education. As we read about these places/buildings we will write the address including the number and street name in our learning activity books and decide what we can do in each building.”: (Buy/work/ or both)



Teacher Tip: Have students look through the activity book to locate familiar places/buildings or to see if they can read the names of some of these places.

Teacher should look up the addresses before reading. Good resources would be the Dayton Telephone directory. (SBC, AT&T, and Yellow Pages for directory in the Dayton area) as well as the Internet yellow pages.

LESSON #1 A –

WHY ARE WE GOING THERE?

Duration of lesson (2) 30 minute lessons or
(5) Daily (10) minute lessons



Teacher Tip: Have the places/buildings already grouped by name on the board / or sentence strips according to the following titles:

Places we can go to get an education.

Places we can go to learn about Dayton’s past and present history

Places we can go to work to make money to buy things and/or spend our money.

(If the teacher has other suggested groupings, then provide the groupings with the class.)

Teacher will write these group titles on sentence strips and place them in the room for students to view during lessons.

Teacher and students will read aloud in the activity book, Dayton People, Places & Things Vol. I 2nd Edition about:

Places we can go to get information and an education in the city of Dayton, Ohio.

Names of Buildings/ Places	Page #
University of Dayton	7
Sinclair Community College	12

Places we can go that will help us learn about Dayton's past and present history

Names of Buildings/Places	Page #
Newcom Tavern	2
The Old Court House	6
The Cash Register	9
Private Fair Soldiers' Monument	11
Hawthorn Hill	17
Dunbar House	23
"Flyover" The First Monument	29
Wright Dunbar Interpretive Center	32
Memorial Hall	19
Carillon Bells	25

Teacher and/or students will read information about each place/building.

Teacher will elicit answers that explain how we can learn about Dayton's past and present history by viewing places and buildings in Dayton, Ohio.

Teacher will provide the addresses and or street names of buildings/places.

Students will listen carefully.

Students will write to a prompt that tells the name of each building and its street name and / or address where the building/place is located.

Choose the number of places/buildings from each group you feel your class can be successful.

Change the group titles to fit your appropriate age/grade levels as necessary.

Prepare the addresses on writing strips to be placed in the room for students to view daily.

Prepare writing strips for students who can write their own sentences and accordingly for those who need more assistance in writing sentences.

Locating colorful visuals from a variety of places throughout the city of Dayton, Ohio would be helpful to help young students see exactly what the buildings/places look like.

LESSON #1 B

WHY ARE WE GOING THERE?



Duration of lesson (3) 30 minute lessons or
Daily (10) minute lessons

Instructional Procedure:

Teacher and students will read aloud about places in Dayton, Ohio that people go to work to make money, where they can offer others a service and where people can go to buy things or have services done for them.

Students will listen carefully.

Students will write to a prompt that tells the name of each building and its street name and or address where the building/place is located.

Places we can go to work to make money to buy things and/or spend our money to buy things

NAMES OF BUILDINGS/PLACES	PAGES
Victoria Theatre	8
National Cash Register Co.	10
Boonshoft Museum of Discovery	13
Dayton Daily News	14
Arcade Center	15

NAMES OF BUILDINGS/PLACES	PAGES
Zion Church/Dayton Culture Center	22
Masonic Temple	24
Island Park	26
Dayton Convention Center	27
Riverscape	28
Dayton City Hall	34
The Schuster Center	33
Top of the Market	31
Wright Stop Plaza	



INSTRUCTIONAL TIPS:

Teacher will elicit answers that explain how we can learn about where people can work to make money and where we spend money in the city of Dayton, Ohio

These groupings can be changed.

Lessons can be daily writing or listening lessons.

Have recent telephone books available

Locating colorful visuals from a variety of places throughout the city of Dayton, Ohio would be helpful to help young students see exactly what the buildings/places look like.

DIFFERENTIAL INSTRUCTION

Provide assistance with research of resources with pictures of Dayton’s past and present history.

LESSON EXTENSIONS

1. Have students make a graph that tells how many different buildings are in each grouping.
2. Have students put pictures of places in ABC order according to their names.
3. Have students create their own grouping names and explain why they chose these groupings.
4. Have students use technology and other resources to locate pictures of some of the buildings in the past.
5. Have students draw a building for a business they would like to own in the future.

EXTENDED FAMILY LESSONS

1. Have students and family members research one or more of the following activities by asking neighbors young and old and by using the internet to complete **ATTACHMENT [H]**:

- A) How did your street receive its' name?
- B) How did a main street in the city of Dayton receive its' name?
- C) How did a local business get its' name? (Example – Estridge Market – Named after the man who owns it)
- D) Have students interview and write down other family members or family friends who own a business in Dayton Ohio or surrounding areas. Use **ATTACHMENT [I]** as a model.

1. What is the name of your business?	2. What is the address of your business?
3. Why did you give your business this name?	4. What service(s) do you offer the people who come to your business

PRE - ASSESSMENT

Grades (4 – 6)

SUGGESTION #1

Give each student a worksheet with a total of (10) different people, places and things significant to Dayton's history. **ATTACHMENT [A]** or teacher can provide their own pre - assessment worksheet.

Teacher will direct students to write the correct name of the person, place or thing that is significant to Dayton, Ohio's history.

Teacher will direct the students to turn the worksheet on the back and write how (1) of the places is used and write a sentence about how one of the people pictured was significant in Dayton, Ohio's history.

TEACHER TIP:

Include pictures you will be emphasizing. Locate pictures or photo graphs or clip art relating to the topics. (See Resource lists for locations of a variety of color visuals that can be purchased in the Dayton, Ohio area.)

SCORING GUIDELINES

Use the student responses to guide in differentiating instruction for this unit. Enrichment opportunities should be provided for students who are able to work beyond this pretest assessment.

Use student responses to determine ways to gather information and resources to use which students are familiar and experienced. Teacher will provide additional instruction, or mini-lessons, if necessary.

POST ASSESSMENT

1. Have students complete the Pretest worksheet. **ATTACHMENT [A]**
2. Change of directions to include not only the correct names of significant places and things, but also to write how (5) of the pictures are significant to the history of Dayton, Ohio or the state of Ohio, or the USA. **ATTACHMENT [C]**

SCORING GUIDELINES

Score **ATTACHMENT [A]** (10) points each

Score each student's written responses using the rubric for **POST ASSESSMENT** for **Grades (4-6)** **ATTACHMENT [C]**

PRE-ASSESSMENT

SUGGESTION #2

Grades (4 – 6)

1. Give each student a copy of page 36 without answers, **ATTACHMENT [D]** and write a matching list of names on the board. Ask students to write the correct names beside each picture.
2. Provide students with a copy of **ATTACHMENT [E]**. Students will write the correct name of each building or place pictured. Answers at the bottom of page 36 in Dayton People, Places & Things Vol. 1, 2nd Edition, Learning Activity Book.

Teacher Tip:

Pictures may include those on **ATTACHMENTS [D] & [E]** and other photographs or clip Art you may have collected through other resources.

SCORING GUIDELINES

Use the student responses to guide in differentiating instruction for this unit. Enrichment opportunities should be provided for students who are able to work beyond this pretest assessment.

Use student responses to determine ways to gather information and resources to use which students are familiar and experienced. Teacher will provide additional instruction, or mini-lessons, if necessary.

Teacher will determine score that demonstrates proficiency in knowledge of people, places and things important to Dayton's history.

POST-ASSESSMENT

1. Have students complete the PRE-TEST worksheets **ATTACHMENTS [A] or [D] and [E]**.
2. Students will independently visit (3) or more different buildings/places in the city of Dayton, Ohio to research and write an explanation on how each of these buildings/places can provide opportunities for (consumer and goods and services) people to make money and spend money. Students will complete **ATTACHMENT [F]**, a graphic organizer, to summarize their findings. Remind students to include visuals of their choices. These visuals could include past or present pictures of their buildings/places; pictures of people who work or play at their choices and the complete address of their choices.

Teacher Tip:

Encouragement of a camera would make this project a great learning experience. Students can choose free pamphlets located in these places for their visuals.

SCORING GUIDELINES

Score each student's picture worksheet appropriately for each correct answer on **ATTACHMENTS [A] or [D] and [E]**.

Score each student's research project using the rubric for **ATTACHMENT [F]**.

Grades 4-6 -
INTRODUCTORY LESSON

Introduction Lesson: Using the Dayton People, Places & Things Vol. 1 2nd Edition

Instructional Procedures:

Teacher will read aloud a short biography of Jonathan Dayton. Make it grade level appropriate. **ATTACHMENT [G]**

Teacher will elicit student responses to the question: Why would people want to name a city after Jonathan Dayton? Do you feel it was a good choice? Why or why not?

Scripted:

Teacher: “Today we will read about (6) people significant to the early history of Dayton, Ohio. (Page 2) Students, you will get into your assigned groups and be ready to discuss (in small groups then in large group) the earliest history of Dayton by answering and discussing the following questions:

Who bought the land?

Who looked after the land?

Who was a war hero? What war?

Who was a congressman?

What effect might these people have had on land now known as Ohio?

Teacher: “Each group will have a Reader, a scribe, and a monitor for time.”

Each group will present their answers to the questions for discussing the earliest history of Dayton, Ohio.

Teacher Tip:

Teachers you should allow at least 20 Minutes for this assignment (including discussion). It is an opportunity for students to become familiar with names of people who were significant with Dayton’s early history.

Teacher: “Do you feel these people made an important contribution in history to have important places/streets named after them? (Students’ responses will vary)

Teacher: “What types of people do you feel should have buildings/places/streets named after them? (Students’ responses will vary)

Teacher will provide a list of streets located in Dayton, Ohio that represent famous or significant people to the city of Dayton. In small groups students will discuss who they think these streets were named for.

Students will research local history sources to find information about some of the people the streets of Dayton, Ohio were named after. (Small group choices)

GRADES (4 – 6)

LESSON #1

WHERE WE WORK, PLAY AND LEARN IN THE CITY

Duration of time: (2) 30 minute class periods

INSTRUCTIONAL PROCEDURES:

Scripted

Teacher: “Students, you will work in small cooperative learning groups and read pages 2-34 in your Dayton People, Places & Things Vol. 1 2nd Edition. After completing your reading assignment, one student will get chart paper and colored markers for your group. Each group will create a graphic organizer that displays the following information:

- Places we can attend to get an education
- Places we can work to make money to buy things
- Places we can be consumers
- Places we can learn about the history of Dayton, Ohio
- Places we can be entertained or to entertain others

All members of your group will have input to determine which topics you will place the names of places/buildings.”

Teacher: “You will select at least two people in your group to present your findings. A reminder: You may place the names of buildings/places in more than one topic, but you must explain why. Please place your chart paper on the wall for all students in the classroom to view when completed groupings.”

SCORING GUIDELINES

Teacher will observe cooperative groups and their findings. Teacher will record how well students worked together and how they explained their choices for selected groupings. A grade for group oral/written presentations can be given

EXTENDED LESSONS

1. Have students research the following activities by asking neighbors, young and old or by using the internet to complete **ATTACHMENT ___H___**:

How did your street receive its’ name?

How did a main street in the city of Dayton receive its’ name?

How did a local business get its’ name? (Example – Estridge Market – Named after the man who owns it)

2. Have students interview and record information from other family members or family friends who own a business in Dayton Ohio or surrounding areas. **ATTACHMENT_I__**

1. What is the name of your business?	2. What is the address of your business?
3. Why did you name your business this name?	4. What service(s) do you offer the people who come to your business

Students will bring their information to share with the class on the next school day.

Teacher will create a rubric to assess accuracy of student information significant to the businesses of Dayton, Ohio and use of interview skills.

LESSON #2

WHERE ARE WE?

Duration of time: (1) 60 minute class period

Instructional procedure:

Teacher will introduce/review with students how to use a letter/number grid and the four main directions on a map.

Teacher will provide students with **ATTACHMENT [K]** and **ATTACHMENT [M]**.

Students will demonstrate their understanding of locating places on a number/letter grid by **creating a game with the clues** provided for other students to place the appropriate pictures in the correct places. Clues will include letter/number clues to plot where they want a picture of a specific person or place to be placed on the grid.

(Example: Place the Carillon Bells at **A, 4**)

Teacher will provide a rubric scoring chart to assess students understanding of letter/number grids and correct identification of people and buildings/places significant to the history and development of Dayton, Ohio.

LESSON #3 FINDING THE “GEMS” OF DOWNTOWN DAYTON, OHIO

Duration of time: (Will vary)

Instructional procedure:

1. Students will create a pamphlet that can be used as a tour guide for downtown Dayton, Ohio.

Students will use the activity book, Dayton People, Places & Things Vol. I 2nd Edition as one source to write information about places to tour in downtown Dayton, Ohio.

Students will use other resources (pamphlets, articles, pictures, internet websites, local library resources) relating to their choices of places to visit during a tour of downtown Dayton, Ohio.

2. Teacher and students will select a time to tour downtown Dayton to locate historical places/buildings which are significant to Dayton’s early and present day history and use their tour guides as a resource.

Teacher will provide each student with a tour guide packet to include:

- A schedule for a sightseeing tour of downtown Dayton places/buildings
- Notepad to write reflections of feelings about historical significance for each place/building toured and to tell how people would use his building: to get an education, spend money (consumer), or make money (jobs)

Students will collect any pamphlets stating information about places visited to create a visual that depicts places/buildings in downtown Dayton and its significance to the development of Dayton, Ohio.

Teacher will create a rubric to assess accuracy of student information on students created visuals that depict information significant to the development of Dayton, Ohio.



VOCABULARY WORD LIST



- College
- Consumer
- Culture Center
- East
- Goods
- Left /Right
- Market
- Monument
- Museum
- North
- Plaza
- Primary Sources
- Secondary Sources
- Services
- South
- Statue
- Temple
- Theatre
- University
- West

**ATTACHMENT A
PRE-ASSESSMENT / POST ASSESSMENT**

**WORKSHEET
GRADES K-6**

STUDENT NAME _____

PICTURES ONLY

ORVILLE WRIGHT
WRIGHT

OSCAR BOONSHOFT

WILBUR

PAUL L. DUNBAR
TAVERN

JONATHAN DAYTON

NEWCOM

ISLAND METRO PARK
HOUSE

RIVERSCAPE

DUNBAR

CARILLON BELLS

ATTACHMENT A / ANSWER SHEET

PRE-ASSESSMENT / POST ASSESSMENT

WORKSHEET
GRADES K-6

STUDENT NAME _____

ORVILLE WRIGHT
WRIGHT

OSCAR BOONSHOFT

WILBUR

PAUL L. DUNBAR
TAVERN

JONATHAN DAYTON

NEWCOM

ISLAND METRO PARK
HOUSE

RIVERSCAPE

DUNBAR

CARILLON BELLS

ATTACHMENT B
POST ASSESSMENT WORKSHEET

STUDENT NAME _____

Students will complete assigned writing prompt to identify (2) different places in Dayton, Ohio from ATTACHMENT A

1. The name of a building/place in Dayton, Ohio is

The address for this building/place is

2. The name of another building/place in Dayton, Ohio is

The address for this building/place is

RUBRIC for ATTACHMENT [B] WORKSHEET

Students will complete assigned writing prompts to identify (2) different places in Dayton Ohio from **ATTACHMENT [A]**

Students work reflects one of the following:

4 Points – Student work is legibly written and all words are spelled correct for (2) different places in Dayton Ohio with correct information.

3 Points – Student work is legibly written and all words are spelled correct for (2) different places and part of the information is correct.
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2 Points – Student work is legibly written for (2) different places in Dayton, Ohio, but no information is given or not correct.

1 Point – Student work is written for at least (1) place and part or none of the information is correct.

ATTACHMENT WORKSHEET C

POST ASSESSMENT

GRADES 4-6

STUDENT NAME _____

Students will choose (5) different pictures of people or buildings/places and explain why they are significant to the history and development of the city of Dayton, Ohio.

Why they are significant / important to the history and development of Dayton, Ohio

1.	
2.	
3.	
4.	
5.	

POST ASSESSMENT

GRADES 4 - 6

RUBRIC for ATTACHMENT [C]

Students will choose (5) of the pictures and write how their choices are significant to the history and development of Dayton, Ohio, or the state of Ohio or the USA.

Student responses reflect one of the following:

4 Points = Student responses include all of the following: Correct information about (5) of the pictures on the Post test
3 Points = Student responses include correct information about 3-4 pictures on the post test Student responses include partial information about (4 -5) of the pictures on the posttest.
2 Points = Student responses include correct information for 2 pictures on the post test Student responses include partial information for 3 of the pictures on the post test
1 Point – Student response includes correct information for 1 picture on the posttest. Student responses include partial information for 1- 2 of the pictures on the posttest.
0 = Student did not attempt to complete assignment

ATTACHMENT D

PRE-ASSESSMENT #2 WORKSHEET

Grades (4 – 6)

Students will write the correct names for each picture

RE-CREATE PAGE 36 ON THIS ATTACHMENT

ATTACHMENT E
Grades (4 – 6)

PRE-ASSESSMENT #2 WORKSHEET

STUDENT NAME _____

Students will write the correct name of each building/place pictured.

(PLACE PICTURES ON WORKSHEET)

NEWCOM TAVERN

RIVERSCAPE

BOONSHOFT MUSEUM

ISLAND METRO DIEHL BANDSTAND

DUNBAR HOUSE

OLD COURT HOUSE

CARILLON BELLS

5TH FIELD/Dragons

ATTACHMENT F

Grades (4 – 6)

POST- ASSESSMENT #2 MODEL WORKSHEET

Students will complete the following graphic organizer to summarize their findings. Students must include the past and present pictures of buildings; pictures of people who work or play at their choice buildings and the complete addresses of their choices.

Buildings/places AND addresses	Explain how these buildings/places can provide opportunities for people to make money or how they can spend their money.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Students will write a summary of the above information on another sheet of paper that includes how their choices are examples of consumers and goods and services. Remember to include visuals with your writings.	

RUBRIC FOR ATTACHMENT [F]

Student responses reflect one of the following:

<p>4 Points = Student responses include (3) or more names of buildings/places and demonstrates student's understanding of the meaning for <u>consumer and goods and services</u> and includes visuals for each choice.</p>
<p>3 Points = Student responses include (1-2) names of buildings/places and demonstrates student's understanding of the meaning for <u>consumer and goods and services</u> and includes visuals for each choice.</p>
<p>2 Points = Student responses include names and visuals of 3 or more buildings/places but does not demonstrate the understanding of the meaning of consumer and goods and services.</p>
<p>1 Point = Student responses include names and visuals of 1-2 buildings/places but does not demonstrate the understanding of the meaning of consumer and goods and services. Student responses include the names and visuals of 3-4 different buildings/places; but do not demonstrate the understanding of the meaning of consumer, goods and services.</p>
<p>0 Points = Student did not attempt to do assignment</p>

ATTACHMENT G WORKSHEET
Short Biography



Jonathan Dayton 1760 – 1824

Jonathan Dayton was born at Elizabethtown New Jersey in 1760. His father was a storekeeper who was active in local and state politics. The young Dayton obtained a good education and graduated from the college of New Jersey (today Princeton) in 1776. Dayton joined the Continental Army to fight for the thirteen colonies independence from Britain. He served under his father General Elias Dayton. He was a prisoner of British soldiers for a time and participated in the Battle of Yorktown, VA.

After the war, Dayton returned home to study and become a lawyer. During the 1780's he divided his time between land speculation, his legal practice and politics. Jonathan was one of the signers for the USA Constitution.

In personal matters Dayton purchased Boxwood Hall in 1795 as his home in Elizabethtown, New Jersey and lived there until he died. He was married to Susan Williamson and had two daughters. Jonathan Dayton was arrested in 1807 on the charge of conspiring with Aaron Burr in treasonable projects against the United States of America but he was subsequently released and never brought to trial.

Because Jonathan Dayton owned 250,000 acres of Ohio land between the Big and Little Miami Rivers, now known as the city of Dayton, Ohio, the city was named for him. But, Jonathan Dayton never lived or came to Dayton, Ohio during his lifetime.

This summary of Jonathan Dayton's life was taken from the following web site references:

<http://www.let.rug.nl/usa/B/dayton/dayton.htm>

From Revolution to Reconstruction . . . and what happened afterward – A Biography of Jonathan Dayton 1760 - 1824

<http://www.infoplease.com/biography/us/congress/dayton-jonathan.html>

Bibliography

Dictionary of American Biography; Bond, Beverly W., Ed. The Correspondence of John Cleves Symmes. New York: Macmillan Co., 1926. Includes correspondence with Jonathan Dayton, 1788 -1796

ATTACHMENT H

EXTENDED FAMILY LESSON MODEL WORKSHEET

Students will interview family members or citizens to learn about street names and businesses **near where they live or in the city of Dayton.**

Student Name	Name (s) of person(s) interviewed
_____	_____
How did your street receive its name?	
How did a main street in Dayton, Ohio get its name?	
How did a local business of your choice get its name?	
(Example - Estridge Market is named after the current owner's father who started the family business years ago.)	

ATTACHMENT I
Grades (K -3)

EXTENDED FAMILY MODEL WORKSHEET Assignment

Students will interview and complete an information chart about family members or family friends who own a business in Dayton, Ohio or the surrounding areas.

Student Name	
1. What is the name of your business?	2. What is the Address of your business?
E) Why did you give your business this name?	4. What services do you offer the people who come to your business?
F) What goods can a person buy at your business?	

ATTACHMENT J

VISUALS FOR CUTTING

Place pictures (only) from page 36 on this page to fit into boxes on ATTACHMENT [L] worksheet

ATTACHMENT K

VISUAL PICTURES OF BUILDINGS/PLACES IN LEARNING LAB BOOK

**These pictures are for cutting out to be pasted onto
ATTACHMENT [L]**

**I would like for these pictures to be small enough to fit onto
ATTACHMENT [L].**

**These are the pictures I would like down size to fit:
PAGES; 3, 6, 7, 11, 13, 14, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 30, 32,
34,**

I understand it may take (2) pages.

ATTACHMENT L

LESSON #4 WORKSHEET

Grades (K – 3)

OVER / UNDER / UP / DOWN / NEXT TO

Students will demonstrate their understanding of terms relating to location by placing the correct picture in the correct space as given by teacher direction.

ATTACHMENT M
Grades (4 -6)

LESSON #2 WORKSHEET

Students will demonstrate their understanding of locating places on a number / letter grid by creating a game with clues for classmates to place the appropriate pictures in the correct places. Clues will include letter/number clues to plot where pictures are to be placed.

(Example: Place the Carillon Bells at A, 4)

NUMBERS NEED TO BE PLACED DOWN THE LEFT SIDE OF GRAPH

A	B	C	D	E

RESOURCES

Appropriately many of the resources for this unit can be located at some of the places pictured in this Learning Activity book.

You will find the listed variety of resources at the following places:

- ✓ Free brochures
- ✓ Pamphlets
- ✓ Advertisements
- ✓ Consumable materials
- ✓ Appropriate reading materials for all levels
- ✓ Films/Movies
- ✓ Interactive

For people, place and things around Dayton, Ohio:

Carillon Park – An indoor/outdoor museum that provides some hands on activities and also primary and secondary sources that clearly depict early Dayton, Ohio history and the Ohio Miami Valley. The museum provides many free handouts that are relevant to people, places and things important to the Dayton, Ohio surroundings. Items can be purchased also. The museum tours are appropriate for all age groups, a variety of primary and secondary sources.

Wright- Dunbar Interpretive Center – Is an indoor museum that tells the story of the Wright Brothers and Paul L. Dunbar. The museum has many free handouts that are relevant to the Dayton, Ohio surroundings. Items can be purchased also. The museum tours are appropriate for all age groups and there is no admission fee.

Dunbar House – Is a national museum that displays the life and times of Paul L. Dunbar and his mother. The museum tours are appropriate for all age groups with a fee. Some parts of the museum are not handicapped accessible without assistance.

Old Court House – Is a museum run by the Montgomery County Historical Society that depicts early Dayton, Ohio's history and development.

Montgomery County Historical Society - Headquarters for the Historical Society located in the Old Court House.

Also great resources for local History are:

Downtown Dayton – Montgomery County Library:

Local History Room (Lower level)

Wright State University Campus Library – Paul L. Dunbar Library located on the 2nd floor

WEBSITES

These web sites are useful resources for this Teacher's Guide and many other Dayton, Ohio, Montgomery County Ohio, and Miami Valley projects.

<http://www.nps.gov/aav/planyourvisit/facilitysites.htm>

Visit the sites- this is a site for info regarding

Dayton Aviation Heritage Historical Park

www.med.wright.edu/CHC/walks.htm -

CITY WALKS

A website that offers maps of streets downtown and walking trails.

Go here to the City Life web site, where the city of Dayton and Montgomery County invite the community to come downtown. Listed are downtown city maps and walking routes of downtown Dayton, Ohio.

<http://www.downtown-dayton.com/experience>

Experiencing Downtown Dayton, Ohio – Eight unique downtown walking routes and downtown street maps.

www.thehighschoolgraduate.conprofile/SinclairCC/index.htm

SINCLAIR COMMUNITY

This website gives a historical background and interesting information about Sinclair Community College.

www.ohiomemory.org –

OHIO MEMORY

A scrapbook of primary source slides about Ohio History

Click your browser on browse. Go to Montgomery County. View and choose slides important to your topic.

<http://www.daytonhistorybooks.com/index.htm> -

DAYTON HISTORY BOOKS ONLINE

This web site provides access to unique materials concerning the cultural and social heritage of the Gem City in the words of those who helped shape it.

http://en.wikipedia.org/wiki/Montgomery_County_Historical_Society -

Montgomery County Historical Society –

Wikipedia

This site is designated as the official site of Montgomery County Ohio and Miami Valley heritage.

Scroll down the page to Old Court House and also Carillon Park