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The following lessons were created by **Jason Schmuck**, a teacher participating in the National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

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Amish Culture Project

Grade Level: 7th Grade

Subjects: Social Studies

Objectives: Students will gain a better understanding of the Amish culture and be able to compare/contrast the Amish culture to their own.

Standards: This activity meets Wisconsin State Social Studies Standards: A:8:7, A:8:8, E:8:2, E:8:3, E:8:4, E:8:5, E:8:6, E:8:7, E:8:8, E:8:9, E:8:10

Duration: 5 Class Periods

Materials/Supplies: Computer/iPad with internet access, variety of materials needed to create presentations (i.e. poster paper, glue, construction paper, etc.), instructions for activity, grading rubric.

Vocabulary: **Ordnung**: Set of rules that Amish must follow that are constructed by local bishops.
Bishop: Church leader
Rumspringa: Literally means to "run around", a time when young Amish may explore the outside world before deciding to be baptized and to join the church.

Baptism: A ritual/ceremony that involves water to "wash away" the sins of a person who is being accepted into the church.

Background: Teachers who wish to implement this project will need to have a working knowledge of the Amish culture and the history of the Amish people. Students should have an understanding of the basic elements of culture and should be able to compare/contrast what they learn about the Amish culture with their own.

Setting the Stage: From the instructions to the project: "Congratulations! Anthropology Unlimited, a firm that studies the cultures of different groups of people, has just hired you! Your first project will be to produce a presentation on the Amish culture, a group of people who are frequently seen in your area, but often misunderstood."

Procedure: Students will do research on the Amish culture and create presentations to share their knowledge with the class. Presentations could range from computer slideshows to posters, skits, displays, etc.

Closure: Closure will come when students present their research finding to the class. After all groups/students have presented, I will hold a class discussion where we will list/discuss the similarities and differences between our culture and the Amish. My goal in doing this is for students to see that the Amish culture is not right or wrong, just different from their own.

Evaluation: Students will be evaluated using the attached rubric.

Links/Extension: These links will be used by students during their research for this project:

http://pittsburgh.about.com/cs/pennsylvania/a/amish.htm

http://www.exploring-amish-country.com/index.html

http://www.padutchcountry.com/towns-and-heritage/amish-country/amish-lifestyle.asp

http://www.religioustolerance.org/amish.htm

http://channel.nationalgeographic.com/channel/amish-out-of-order/articles/amish-out-of-order-facts/

- Other subjects this activity could be connected to might include: art (Amish style, quilts, etc.), science (simple machines, technology, etc.) and language arts (studying the Amish newspapers).

References: These books will be recommended and available for students to use:

20 Most Asked Questions about the Amish and Mennonites by Merle and Phyllis Good. 1995 Good Books

The Amish in Their Own Words: Amish Writings from 25 Years of *Family Life* Magazine Compiled By: Brad Igou. 1999 Harold Press

Attachments:
- Project Instructions
- Grading Rubric

WHO ARE THE AMISH?

Congratulations! Anthropology Unlimited, a firm that studies the cultures of different groups of people, has just hired you to be a part of their team! Your first project will be to produce a presentation on the Amish culture, a group of people who are frequently seen in your area, but often misunderstood. You will work with a group of your choosing of up to three other people or you may work on this assignment alone. Below is a list of the information your clients want to know about the Amish:

- Where are the Amish people found in the US?
- Where did the Amish come from, when and why?
- Explain the religious beliefs of the Amish culture (There will be lots of things you will want to touch upon)
- Describe how the Amish dress
- What is the Ordnung and how is it developed?
- What technology can the Amish use in their homes/farms/shops?
- How are Amish schools set up?
- Do's and Don't if a person were to visit Amish people
- Explain how the Amish culture is different from our culture
- Explain how the Amish culture is similar to our culture
- Any other information you find interesting, please include it!

You may choose to present your information in any way you choose! Ideas might include a PowerPoint presentation, poster, skit, etc.! If you need other ideas for how to present your information, please talk to your teacher. There is a wealth of information online about the Amish; below is a list possible sources you might consult. Remember to be cautious while searching to make sure that you are reviewing unbiased, factual information, not opinions. Also, please do not forget to look at the provided books on Amish culture on the back table. Good luck and have a great time learning about our neighbors!

Source ideas:

http://pittsburgh.about.com/cs/pennsylvania/a/amish.htm

http://www.exploring-amish-country.com/index.html

http://www.padutchcountry.com/towns-and-heritage/amish-country/amish-lifestyle.asp

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Amish Culture Project

	That is a Fine Looking Buggy!	I'd Take a Ride in Your Buggy	Looks Like You Need a Ride…
Presentation	The information was presented in a professional manner. All group members had substantial, active roles in the presentation of the information. The presentation fits in the required time slot.	The information could have been presented more professionally. All but one group member had substantial, active roles in the presentation of the information. The presentation is within 1 minute of the required time.	The presentation greatly lacked professionalism (unprepared, giggling, etc). One group member did most of the presenting. The presentation is more than 1 minute short of the required amount of time.
Facts	The information presented was accurate and obtained from reliable sources. The presentation contained more than the required information for the project.	Some of the information presented was slightly inaccurate or could have been obtained from a more reliable source. The presentation contained the required information for the project.	Much of the information presented was inaccurate and obtained from unreliable sources. The presentation contained less than the required information for the project.
Creativity	The broadcast is original and unique; the students did more than just read their information. The presentation easily gains the audience's attention.	The broadcast could be more original and unique; the students did little more than just read their information. The presentation may not gain the audience's attention.	The broadcast is unoriginal and lacks creativity; the students only read their information. The presentation struggled to obtain the audience's attention.
Visual Appeal	The visuals in the project are appealing to the eye. The project is well organized and flows easily from one idea to the next. All writing is easy to read.	The visuals in the project are appealing to the eye. The project could be better organized or slightly disjointed from one idea to the next. All writing is legible.	The visuals in the project need to be more appealing to the eye. The project lacks organization or moves roughly from one idea to the next. All writing is difficult to read.