

What is a Community?

Heritage Hill State Historical Park
Fort Howard
1830s



Grade Range: 3-5
Time: 30-40 minutes

Relevant Wisconsin Standards for Social Studies:

- SS.Geog3.b.4** Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
- SS.Inq5.a.i** Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
- SS.Hist4.a.i** Describe the historical context (situation) of a primary or secondary source.
- SS.Econ4.b.4-5** Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).
- SS.Geog1.b.i** Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
- SS.Geog2.b.5** Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.d.4-5** Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Hist2.a.i** Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i** Describe patterns of change over time in the community, state, and the United States.



HERITAGE·HILL
STATE HISTORICAL PARK

LESSON INFORMATION

Learning Target(s):

I can identify three ways that Fort Howard grew to adapt to the growing population and community.
I can analyze the maps provided to show the structures and features present in the fort.

Academic Language:

- Community: a group of people in a general area.
- Fort: a strong (fortified) structure with an intended purpose, often for military use.

ASSESSMENT

You can gauge understanding by discussing the maps and structures with students. Students can write about a certain aspect of the fort. Otherwise, they can create a map or draw on a map of their community, highlighting important structures.

RESOURCES

Resources and materials available to support your planning:

[Fort Howard \(1830s\) | Heritage Hill State Historical Park](#)

Fort Howard Maps PDF

Technology Integration (or limitations):

This activity can be printed and done on paper. Students could do further research using the resources above online.

LESSON STRUCTURE

Transition to Lesson:

- Talk to students about community. You can start this based on your class needs. Possible prompts to help guide the discussion include:
 - What is a community? Describe the school community as a conversation starter.
 - *Emphasize the different aspects of the community, such as the school nurse for people who are hurt or sick and the main office for visitors to report to*
 - Why is each classroom important? How are they different?
 - What spaces outside of the school do you use?
 - How do you get to school? (ex: bus, car, walk)
 - *Discuss the infrastructure in place that supports their safe transportation (ex. Mass transportation, roads, sidewalks, crosswalks, etc.)*
 - How does each person in a community play a role?
- From there, talk about community as a town or city. Ask students what types of businesses or places they frequent. Tell them that communities are built to support the people living in them.
- Tell students that you will be looking at maps and diagrams today. This would be a good time to talk with students about why we use maps (to show relative location, for navigation, to highlight aspects of a region, etc.). You could ask them where they commonly see maps (the

weather forecast, classrooms, in cars, etc.).

During:

Show students the map of Fort Howard. Ask them what they see. If you need prompting, the “teacher diagram” has labels to show you what each part is. You can show them that diagram as well and ask them why each building was there. On the whiteboard or chalkboard, you can create a list of each structure and its possible benefits/drawbacks.

- Why is the fort structured the way it is?
 - *We have limited records of the period so this is a good time for students to use their prior knowledge, and you can tell them that not all communities have detailed records detailing their creation.*

After discussing this, ask them some or all of the following questions:

- Which of these structures do they see in their community?
- Which ones don't they see?
 - *For example, they might not see a hospital directly in their neighborhood/community but there is a clinic nearby. The fort needed a hospital because it was home to soldiers who were at risk of being seriously hurt.*
- How have these structures changed throughout the years as communities change?
 - *For example, a one-room schoolhouse was changed into a modern school because of more extensive and accessible schooling.*

Modifications/Accommodations/Differentiation/Increases in Rigor:

The images can be displayed on the board as well. For students who are unable to see the worksheet, they can use the links provided in the lesson plan to see the graphics up close. Some students might benefit by having a conversation about the artifacts with the teacher instead of in a group.

Closure:

Have students look at a map of the school or their larger community and label essential aspects.

Possible Extension Activities:

Mapmaking Extensions (2 options):

- Have students design the community of the future. What is included? What is left out?
- Have students look at another community and label its elements:
 - You can encourage them to think creatively and look at areas such as major league sports arenas or other large areas or venues.
 - Have students present on the layout of a community of their choice.