

# Lesson Plan

## Pennsylvania State Standards: History

### 8.2.9.A

- A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.
  - a. Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster)
  - b. Innovators and Reformers (e.g., George Westinghouse, Edwin Drake, Lucretia Mott)

### 8.2.9.B

- B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.
  - a. Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address”, The Pittsburgh Survey)
  - b. Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well)

### 8.2.9.C

- C. Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914.
  - a. Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)
  - b. Commerce and Industry (e.g., mining coal, producing iron, harvesting timber)
  - c. Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass)
  - d. Settlement Patterns (e.g., farms and growth of urban centers) • Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools)

## Enduring Understanding

Early German immigrants in Pennsylvania shaped colonial society through their religious values, skilled labor, and community organization. Germantown’s founding, textile production, and moral leadership, especially its stand against slavery, offer a powerful lens into how immigrant communities influenced American identity, economy, and reform movements.

## Specific Learning Outcomes

By the end of this lesson, students will be able to:

- Explain the motivations behind German immigration to Pennsylvania and the founding of Germantown.
- Describe the role of Francis Daniel Pastorius in organizing and leading the settlement.
- Identify and sequence the steps of linen production and explain its importance to Germantown’s economy.
- Interpret how Germantown’s town seal reflects its cultural and economic identity.
- Analyze the significance of the 1688 anti-slavery petition and its authors.
- Discuss how Germantown’s population and cultural makeup evolved.
- Define key terms related to colonial labor, religion, and civic life.
- Use historical vocabulary in context through writing and discussion.

## Compelling Question

How did Germantown's immigrant community shape colonial America's economy, values, and identity?

## Framing Questions

- What challenges did German settlers face when building Germantown?
- How did linen production reflect both skill and community cooperation?
- In what ways did Germantown's values differ from other colonial settlements?

## Part 1

Read the assigned Germantown article posted online. Then, answer each question below in **two complete sentences**. Use evidence from the reading to support your answers. Be thoughtful and specific

1. **What motivated the original settlers from Krefeld to leave Europe and establish Germantown in 1683?**
2. **How did Francis Daniel Pastorius contribute to the founding and organization of Germantown?**
3. **Why was linen production central to Germantown's identity, and how was it reflected in the town's seal?**
4. **What was the significance of the 1688 anti-slavery petition, and who were its authors?**
5. **How did Germantown's population and cultural makeup change by the late 18th and early 19th centuries?**

## Part 2

Cut out the images of the linen-making process provided. Then, read each brief description below and match it to the correct image. Place next to its matching description in the space provided. Be careful to place them in the correct order!

1. Scutching or swingling to remove bark
2. Hackling the flax with a comb to separate fine fibers
3. Weaving the linen into cloth
4. Harvesting the flax by pulling it from the ground
5. Breaking the flax's hard exterior
6. Removing seeds by batting with a ripple comb
7. Bleaching the linen in the sun
8. Planting by plowing and sowing the flax in early spring
9. Retting the flax with dew and rain
10. Spinning the flax into thread

Planting by plowing and  
sowing the flax in early  
spring



Harvesting the flax by  
pulling it from the ground



Removing seeds by  
batting with a ripple  
comb



Retting the flax with dew  
and rain

*Breaking*



Breaking the flax's hard  
exterior

*Weaving*



Scutching or swingling to  
remove bark

*Rippling*



Hackling the flax with a comb to separate fine fibers



Spinning the flax into thread



Weaving the linen into cloth



Bleaching the linen in the sun



## Part 3

Read each vocabulary word and match it to the correct definition by writing the letter of the definition on the line next to the word.

### Vocabulary Words

1. \_\_\_\_ Redemptioner
2. \_\_\_\_ Retting
3. \_\_\_\_ Scutching
4. \_\_\_\_ Hackling
5. \_\_\_\_ Pietist
6. \_\_\_\_ Mennonite
7. \_\_\_\_ Quaker
8. \_\_\_\_ Loom
9. \_\_\_\_ Ribbon Plan
10. \_\_\_\_ Anti-slavery Petition

### Definitions

- A. A religious group that believes in peace, fairness, and equality
- B. A person who worked to pay off the cost of their trip to America
- C. A machine used to weave thread into cloth
- D. A Christian group known for peace, community, and simple living
- E. A way of laying out land in long, narrow strips along a road
- F. A written protest saying slavery is wrong and should be stopped
- G. Someone who believes in living a very religious and simple life
- H. Combing flax to make the fibers smooth and ready for spinning
- I. Soaking flax plants to help pull apart the useful fibers
- J. Scraping off the rough outer parts of flax to get the soft inside fiber

## Part 4: Journal Entry

Imagine you are a 12-year-old living in Germantown in the 1600s. Your family is involved in linen production. Write a short journal entry (5–6 sentences) describing your day helping with the flax or linen process. Use at least two vocabulary words from Part 3.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.