



LESSON PLAN

Lesson: *Moravian Sunrise*

Subject and Grade Level: Social Studies, Grade 5

NC.5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

NC.5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.

Objectives:

- Students will be able to evaluate how social, political and economic factors can determine settlement patterns.
- Students will be able to provide examples of how movement of goods, ideas and people can transform the culture of a region.

Materials Needed:

- A device for watching *Moravian Sunrise* video
- “Moravian Immigration” activity sheet

Outline:

- Before the lesson, students should understand the push and pull factors that influence immigration. Students should also understand how a region’s development is influenced by the culture of those immigrating to that area.
- Watch the video together.
- Review Activity 1’s prompt with students. Watch the video again, pausing when information is given that helps students answer the questions.
- Review Activity 2’s prompt. Students complete Activity 2 independently or with a partner.

Take It Further: Students investigate Moravian settlements in other parts of the world. Students make a timeline showing when and where these settlements occurred.

Cross-Curriculum Connection: Students write a paragraph about how the culture of the region they live in, as well as the cultures of their ancestors, influence the ways they celebrate springtime events such as Easter, Passover, Vernal Equinox, Holi, or other special occasions.





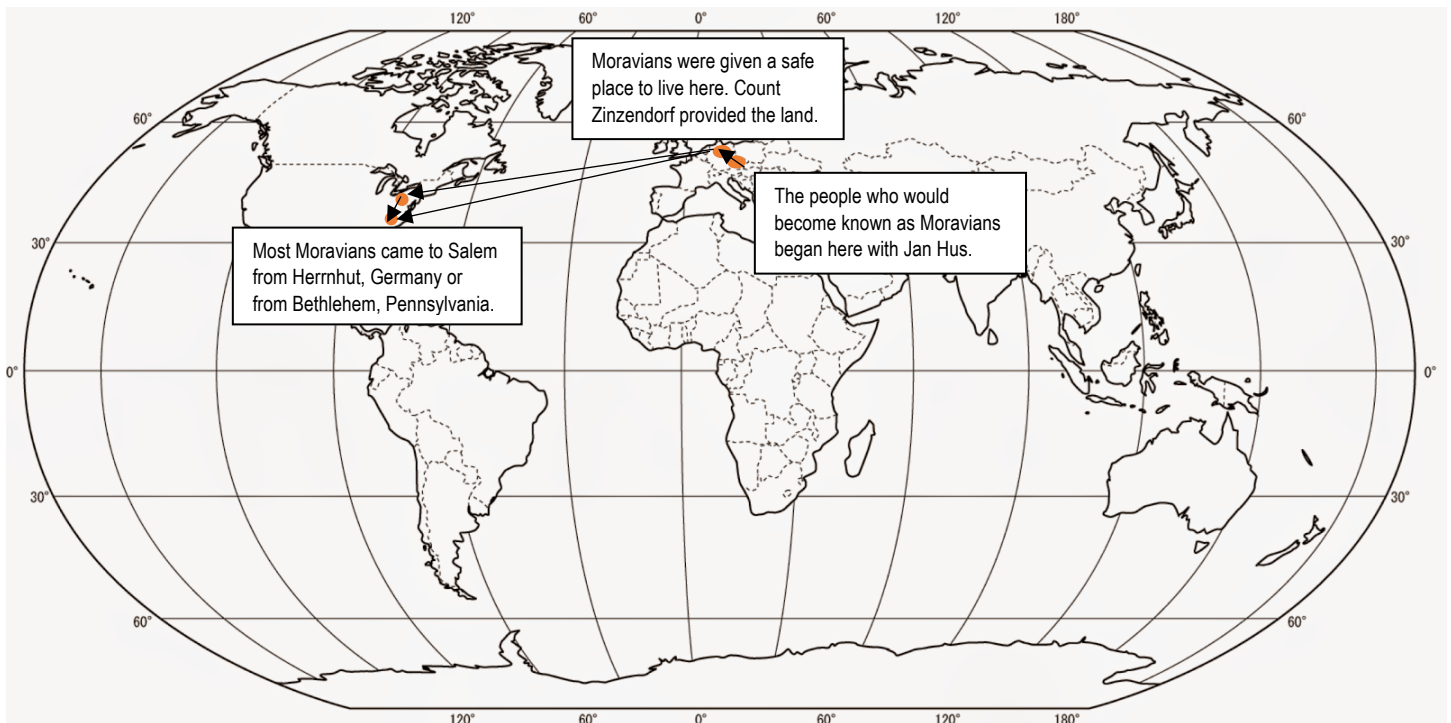
Moravian Immigration

Grade 5 Social Studies

ANSWER KEY

Activity 1: Moravians' Immigration

The video helped explain who the Moravians are. The map below shows the immigration of Moravians from Europe to North America.



Based on what you learned in the video, answer the following questions.

1. Why did the people who became known as Moravians go into hiding when Jan Hus died?

Answers may be similar to: After Jan Hus was burned at the stake, Moravians went into hiding so that they would not be persecuted for their religious beliefs.

2. What did Moravians value that led them to move all over the world? Answers may be similar to:

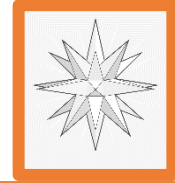
Moravians valued missionary work, and so they traveled to many places to share their beliefs.

3. Place a dot on two other continents where Moravians moved to do mission work. What continents did you mark? Answers include: South America, Asia, the Caribbean, Africa, and the Arctic



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ANSWER KEY

Activity 2: Moravian Influences

Moravians influenced the areas to which they immigrated in several ways.

Using what you know about the Moravians, complete the chart below.

Moravian Characteristics	Ways This Characteristic Influenced the Culture of Region
Protestant Christian	Possible answers include: churches were built, this religion was taught to others, activities and special events centered around this religion
Valued education	Possible answers include: schools were built, teacher training occurred, time was given for students to attend classes, high rate of literacy, people were better able to conduct businesses and trades
Most were German speaking	Possible answers include: names of people and places were German, books were written and published in German, songs were sung in German, sermons were given in German
Lived in “choir” groups according to age, gender, and whether or not they were married	Possible answers include: large buildings were constructed to house groups of people, daily life activities were done with choir group instead of family, burial places were according to choir group, both genders learned how to perform tasks that would normally be associated with only one gender
Believed the church should govern their communities	Possible answers include: government was run by the church (no separation between Church and State), church leaders made decisions for community, spiritual oversight directed daily life
Valued missionary work	Possible answers include: people traveled to different places, people learned other languages, items and ideas from different places and cultures were brought back to region



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