



## LESSON PLAN

**Subject and Grade Level:** Social Studies, Grade 4

**Lesson:** *Moravian Sunrise: A Tradition of Faith*

### Standards:

- Explain how people, events and developments brought about changes to communities in various regions of N.C. (NC.4.H.1.3)
- Explain how the settlement of people from various cultures affected the development of regions in North Carolina in regard to languages, foods, and traditions. (NC.4.C.1.1)

### Objectives:

- Students will be able to evaluate how historical events shape the economic, political, and cultural development of a community.
- Students will be able to explain how a region often reflects the culture, values, and beliefs of its inhabitants.

### Materials Needed:

- A device for watching *Moravian Sunrise* video
- “Moravian Sunrise: A Tradition of Faith” activity sheet

### Outline:

- Prior to this lesson, students should know that a region is an area that shares common characteristics. Students should have experience with making and interpreting timelines.
- Watch the 6 minute video together, <https://youtu.be/NUwrcnQRKyc>
- Review Activity 1’s prompt with students. Watch the video again, pausing when dates are given to allow students time to fill in timelines.
- Students complete remainder of Activity 1 independently or with a partner.
- Review Activity 2’s prompt. Students complete Activity 2 independently or with a partner.

**Take It Further:** Students investigate other important events in the history of the Moravians in Salem such as when the first home was built, when President Washington visited, when a water system was put in place, when it ceased being a congregational town, etc. Students make a new timeline including these events and dates. To compare these dates with events in the history of North Carolina, see <https://www.ncmuseumofhistory.org/learning/educators/timelines/eighteenth-century-north-carolina-timeline> and <https://www.ncmuseumofhistory.org/learning/educators/timelines/nineteenth-century-north-carolina-timeline>.

**Cross-Curriculum Connection:** Students write a paragraph comparing how their family celebrates springtime events with how the Moravians celebrated Easter in Salem. Students include illustrations to support these comparisons.





# MORAVIAN SUNRISE: A Tradition of Faith

Grade 4 Social Studies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Activity 1: Comparing the Timeline of Moravians to the Timeline of North Carolina

Watch the video to help you fill in the dates on the timeline below.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
←			→
Jan Hus is killed for his religious beliefs in Constance, Germany.	Count Zinzendorf provides a safe place for Moravians in Herrnhut, Germany.	The town of Salem is established in North Carolina.	The first Easter sunrise service occurs in Salem.

The following timeline shows events in North Carolina that occurred at about the same times as you filled in on the timeline above.

←			→
Native Americans, including tribes of Catawba, Tuscarora, Chowanoc and Waxhaw, live in the Piedmont region of North Carolina.	Blackbeard, the pirate, is killed near Ocracoke Inlet.	Governor William Tryon oversees the construction of his "palace" in New Bern.	Daniel Boone leaves his home on the Yadkin River to explore Kentucky.

Use the information on the timelines to help you answer these questions.

1. Would it have been possible for Blackbeard to have heard about the first Easter sunrise service in Salem? \_\_\_\_\_

Explain your answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Could members of the Catawba tribe have met Jan Hus? \_\_\_\_\_

Explain your answer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# MORAVIAN SUNRISE: A Tradition of Faith

Grade 4 Social Studies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Activity 2: Understanding Changes the Moravians Brought to Their Community

Most of the Moravians who came to Salem were from Germany or had parents who came from Germany. Moravians valued education, religion and missionary work. Moravians lived in groups according to their age, whether they were male or female, and whether they were married or single. These characteristics influenced the places they lived.

*Read the statements and examine the illustrations below. Decide whether or not they represent a **change** Moravians made to their community.*

1. Schools were built for both boys and girls.

Is this a change Moravians made to their community? \_\_\_\_\_

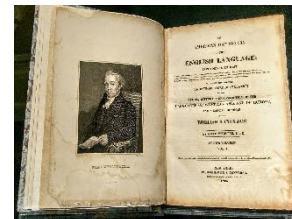
How do you know? \_\_\_\_\_



2. English was the only language spoken.

Is this a change Moravians made to their community? \_\_\_\_\_

How do you know? \_\_\_\_\_



3. Children lived with their parents until they were married.

Is this a change Moravians made to their community? \_\_\_\_\_

How do you know? \_\_\_\_\_



4. Easter was an important holiday celebrated with a sunrise service.

Is this a change Moravians made to their community? \_\_\_\_\_

How do you know? \_\_\_\_\_





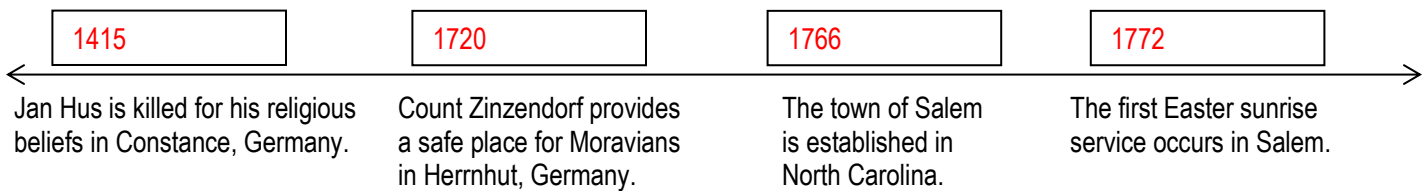
# MORAVIAN SUNRISE: A Tradition of Faith

Grade 4 Social Studies

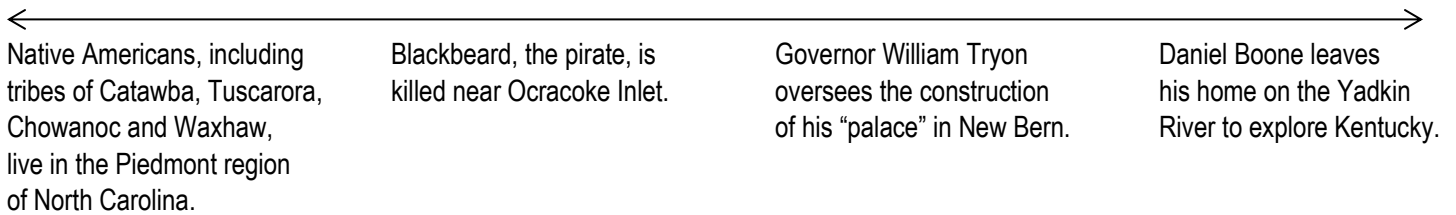
## ANSWER KEY

### Activity 1: Comparing the Timeline of Moravians to the Timeline of North Carolina

Watch the video to help you fill in the dates on the timeline below.



The following timeline shows events in North Carolina that occurred at about the same times as you filled in on the timeline above.



Use the information on the timelines to help you answer these questions.

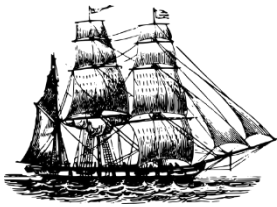
1. Would it have been possible for Blackbeard to have heard about the first Easter sunrise service in Salem? **No**

Explain your answer: **Answers may be similar to: Blackbeard died before the first Easter sunrise service in Salem occurred.**

2. Could members of the Catawba tribe have met Jan Hus? **No**

Explain your answer: **Answers may be similar to: Members of the Catawba tribe were living on another continent from Jan Hus before transportation between the two continents was possible.**





# MORAVIAN SUNRISE: A Tradition of Faith

Grade 4 Social Studies

## ANSWER KEY

### Activity 2: Understanding Changes the Moravians Brought to Their Community

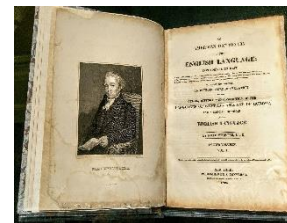
Most of the Moravians who came to Salem were from Germany or had parents who came from Germany. Moravians valued education, religion and missionary work. Moravians lived in groups according to their age, whether they were male or female, and whether they were married or single. These characteristics influenced the places they lived.

*Read the statements and examine the illustrations below. Decide whether or not they represent a **change** Moravians made to their community.*

1. Schools were built for both boys and girls.  
Is this a change Moravians made to their community? **Yes**  
How do you know? **Answers may be similar to:**  
**Moravians valued education for all people.**



2. English was the only language spoken.  
Is this a change Moravians made to their community? **No**  
How do you know? **Answers may be similar to:**  
**Most of the Moravians who came to Salem were from Germany or had parents who came from Germany. They spoke German.**



3. Children lived with their parents until they were married.  
Is this a change Moravians made to their community? **No**  
How do you know? **Answers may be similar to:**  
**Moravians lived in groups according to their age, whether they were male or female, and whether they were married or single. They did not live in family groups like we do today.**



4. Easter was an important holiday celebrated with a sunrise service.  
Is this a change Moravians made to their community? **Yes**  
How do you know? **Answers may be similar to:**  
**Moravians valued their protestant Christian religion. They began the oldest Easter sunrise service in America.**

