

Community Connections



Teacher's Packet
State Standards Included!



Minnetrista

NATURE • HISTORY
GARDENS • ART

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About Minnetrista

Minnetrista is located along the banks of the White River on a campus of more than 40 acres. The Ball family purchased most of the land along the north bank of the White River between Wheeling and Granville pikes in 1893. The name chosen by the family for the property was taken from a Sioux word, “mna” (pronounced mini) which means “water,” and combined with the English word, “tryst,” to form “Minnetrista,” or, “a gathering place by the water.” Eventually the Ball brothers children decided to turn the site of the Minnetrista home into a center to preserve the culture of the area. Ground was broken March 14, 1987 and Minnetrista Cultural Center opened December 10, 1988. George and Frances Ball’s home, Oakhurst, was opened to the public in 1995 to provide additional educational opportunities. Minnetrista’s campus now includes eight major buildings, a historic home, Nature Area, numerous gardens and sculptures and a portion of White River Greenway.

Mission Statement

Minnetrista creates awareness, understanding and appreciation of the natural heritage and cultural heritage of East Central Indiana.

Minnetrista is a non-profit, charitable organization governed by a board of community leaders from seven counties across East Central Indiana.

Our Educational Values

We believe in learning through having fun.

We adapt programs based on the audience needs.

We use teacher responses and feedback to improve our programs.

We encourage active participation.

We strive to deliver accurate, researched information in our programs.

We strive to inspire imagination.

We encourage appreciation for learning.

What to Expect on the Community Connections Tour

Students will experience communities in this area throughout time as well as responsibility for our current community. The Community Connections tour allows students to better understand their role, and the roles of others in a community. We discuss how decisions from yesterday and today affect our communities tomorrow.

We will rotate your students through several stations. Each station is detailed in the following description. Students will walk outside to get to each station. Please make sure your students are dressed for the weather.

MCC Lobby Introduction 10 minutes

Students will briefly engage in a discussion about what it means to be a part of a community, as well as identify several types of communities. Students will then walk down the boulevard and discuss how the Muncie community has changed.

LL Ball Theater Native American Dioramas 20 minutes

Students will see dioramas of a prehistoric Native American group, a Delaware village, and an early trading post, all of which have been located at the current site of Muncie, Indiana. We'll discuss how the changes in these communities happened and what the effects of these changes were.

LL Ball Classroom Build a Community 20 minutes

Students will work together to build their own community using model buildings. Students will engage in a discussion of their layout and explain their choices.

Education Center Water Pollution 20 minutes

Students will discuss the importance of water in communities. They will explore the water shed using a model and discuss the importance of clean water. Students will be introduced to the notion that the only water on Earth is already here and we just recycle what we already have.

GA House Library Historical Community 20 minutes

Students will see some of our collection items to connect the past to the present. They will discuss the importance of items to history, communities, and people.

***Please arrive on time. Those who arrive late may receive a shortened program.**

Community Connections Tour Standards

Kindergarten

Language Arts	K.2.3, K.4.6, K.7.1, K.7.2, K.7.3
Science	K.6.1
Social Studies	K.1.1, K.1.4, K.2.1, K.2.4, K.2.5

1st Grade

Language Arts	1.7.1, 1.7.2, 1.7.4
Science	1.4.4, 1.6.1
Social Studies	1.1.1, 1.1.4, 1.1.6, 1.2.1, 1.2.5, 1.3.9

2nd Grade

Language Arts	2.7.2
Science	2.3.6, 2.4.8, 2.6.2
Social Studies	2.1.1, 2.2.3, 2.4.2

3rd Grade

Language Arts	3.7.1, 3.7.2, 3.7.3
Science	3.6.3
Social Studies	3.1.1, 3.1.2, 3.1.3, 3.1.4

4th Grade

English	4.7.1, 4.7.1, 4.7.5, 4.7.6
Science	4.1.8, 4.6.4
Social Studies	4.1.1, 4.1.2, 4.1.4, 4.1.6, 4.1.9

5th Grade

English	5.7.1, 5.7.3
Science	5.1.5, 5.1.6
Social Studies	5.1.1, 5.3.7

Background Information

Covering some of the basic ideas and concepts provided in this packet will enhance your students' Minnetrista experience. This will help the tour leader make connections throughout the tour with the students' prior knowledge. This will also provide for a "starting point" for this tour. There is a great deal of local history offered in this tour.

The site of Minnetrista Cultural Center and Oakhurst Gardens is rich in history and communities. There is evidence that the Pre-historic Indians used this area. Later, the Monsey clan of Delaware Indians moved to this site and established a town called Wah-pee-kah-mee-kunk. Muncie was named for this band of Delaware Indians. Contrary to popular myth, there is no historical record of a "Chief Monsey."

In 1818, Delaware County opened for settlement. Goldsmith Gilbert bought the Hackley Reserve from Miami Chief Little Turtle's granddaughter, Rebecca, in 1826. By 1854, Monseytown was incorporated as the town of Muncie. Muncie became a city in 1865.

Between 1860 and 1880, Muncie began to evolve into an industrial city. By 1880, Muncie had 40 manufacturing factories. November 11, 1886, Muncie struck natural gas. The people of Muncie began to recruit companies from the East Coast to relocate to their town.

In 1888, the Ball Brothers moved their glass manufacturing company to Muncie. The Ball Brothers built their homes on the site of the Wah-pee-kah-mee-kunk.

The Gas Boom pulled several other businesses into Delaware County. The people erroneously thought the gas would last forever. They wasted the gas with leaky pipes and brightly lit torches. They even once put gas in the White River and set it afire. The "Boom" ended in 1901.

With the industrialization of Muncie, White River became polluted. It was advertised that the river was an excellent source to dispose of waste. The city sewers were set up to carry the waste away from the homes. The pipes emptied directly into the White River. Factories could also dump their industrial pollutants into the river. The "convenience" of this was that the river would carry the waste away from the city. Drinking water was taken from wells north of town.

The result of the river's usage was that wildlife disappeared from the river. Fish died and people could no longer use the river for recreation or food. The river was so polluted that it actually changed colors. The American Indians in this area named the river Wapihani—or White River. Finally in 1972, John Cradock, a student at Ball State University, helped establish the Muncie Bureau of Water Quality. This Bureau is one of the oldest water pollution control agencies in the United States.

The current site of Minnetrista is rich in community histories. From pre-historic peoples to today, this site has been a gathering place for communities of various types.

Pre-Visit Teaching Activities

Community Mural Activity

Create a community mural. Allow children to work in groups and select specific communities to illustrate. Depending on your particular study, you can have students focus on various landforms, time periods, parts of a neighborhood, etc. Ask students do their own research for the community they are creating. They can use a variety of sources for their knowledge. Tie in how the community will use its natural resources and climate. Allow the students present their community to the class. Encourage them, as an audience, to ask questions about the community. Assessment can be done with a rubric. Peer assessment is also possible with the rubric.

State Standards

Kindergarten

Language Arts K.2.3, K.4.6, K.7.1, K.7.2, K.7.3
Social Studies K.2.1, K.3.1, K.4.2, K.4.3

1st Grade

Language Arts 1.1.19, 1.2.3, 1.4.4, 1.7.1, 1.7.2, 1.7.3, 1.7.9, 1.7.10
Social Studies 1.2.1, 1.2.5, 1.3.4

2nd Grade

Language Arts 2.7.1, 2.7.3, 2.7.5, 2.7.6, 2.7.9, 2.7.12, 2.7.11, 2.7.14
Social Studies 2.1.2, 2.3.7, 2.1.5

3rd Grade

Language Arts 3.1.5, 3.7.3, 3.7.15, 3.7.6, 3.7.7, 3.7.8, 3.7.14
Social Studies: 3.1.2, 3.1.4, 3.1.6, 3.2.5, 3.2.7, 3.3.9

4th Grade

Language Arts 4.7.1, 4.7.2, 4.7.5, 4.7.6, 4.7.7, 4.7.9, 4.7.12
Social Studies 4.1.1, 4.1.2, 4.1.5, 4.1.6, 4.1.9, 4.1.12, 4.3.11

5th Grade

Language Arts 5.7.1, 5.7.6, 5.7.13, 5.7.15
Social Studies: 5.1.1, 5.3.12,

*If you include economics, this can be added to the list of standards

*Some standards listed depend on the details asked for when assigning this project

Animal Communities

Give each child a card with a picture of an animal. Include a variety of similar animals for grouping purposes. Ask the children to group the animals any way they choose. Discuss their method of classification. Ask if they can group the animals a different way. Allow them to regroup for various classifications. Discuss that we can classify animals and other things based on particular traits. Discuss the importance of animal communities to our own.

Possible Animals:

Owls	Falcons	Hawks	Robins	Cardinals
Mice	Opossums	Coyote	Bats	Fireflies
Deer	Cats	Dogs	Raccoons	Skunk
Cows	Horses	Pigs	Wolves	Bobcats
Squirrels	Snakes	Rabbits	Chipmunks	Fox
Groundhogs	Turtles	Salamander	Spiders	Frogs
Buffalo	Sheep	Butterflies	Moths	Mole

Use animals with which the children are familiar.

Possible Classifications:

Nocturnal vs. Diurnal	Flying vs. Walking
Fur vs. Feather	Homes above ground vs. below ground
Domestic vs. Wild	Carnivores vs. Herbivores

State Standards

Kindergarten

Language Arts	K.7.1, K.7.2, K.7.3
Mathematics	K.3.1
Science:	K.1.1, K.1.2, K.4.2

1st Grade

Language Arts	1.7.2, 1.7.3, 1.7.5
Science	1.1.1, 1.1.2, 1.2.6, 1.4.2

2nd Grade

Language Arts	2.7.1, 2.7.5, 2.7.9, 2.7.14
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Post-Visit Teaching Activities

Research Your Community

Students can begin to research their own community. How did it get its name? Who were the first inhabitants? What makes your community special? Consider including a timeline in this activity.

You could even do this activity with a neighborhood. Find out for whom the streets are named, the significance of the building names, etc. Focus on a sculpture of the neighborhood or community. For example, some parks have a statue of the person who donated the land. Walk through the neighborhood and discuss the historic places there and the contribution specific people made to the community. Discuss how the community or neighborhood has changed over time and how it has remained the same. Ask students to present information in a written or oral format.

State Standards

1st Grade

Language Arts 1.2.3, 1.3.5, 1.4.4, 1.7.1, 1.7.2, 1.7.3, 1.7.5
Social Studies 1.1.1, 1.1.2, 1.1.4, 1.2.2, 1.2.5, 1.3.4

2nd Grade

Language Arts 2.7.2, 2.7.3, 2.7.5, 2.7.6, 2.7.9, 2.7.11
Social Studies 2.1.1, 2.1.2, 2.1.3, 2.1.7, 2.2.3, 2.2.5, 2.3.3, 2.3.7, 2.4.2

3rd Grade

Language Arts 3.7.3, 3.7.5, 3.7.6, 3.7.7
Social Studies 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.6, 3.1.8, 3.2.5, 3.4.2

4th Grade

Language Arts 4.7.1, 4.7.2, 4.7.5, 4.7.6, 4.7.7, 4.7.9, 4.7.17, 4.7.12
Social Studies 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.9, 4.1.11, 4.1.12
4.1.13, 4.1.14, 4.4.1, 4.4.7, 4.4.9

5th Grade

Language Arts 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.7.6, 5.7.13, 5.7.15,
5.7.10
Social Studies 5.1.1, 5.1.4, 5.1.6, 5.2.8, 5.3.11, 5.3.12

*Extra English standards could be added if the assignment requires written information instead of an oral presentation.

Time Capsules

Collect items that are popular in your community. Some suggestions are fast-food meal toys, individual or group photos or video recordings of the class, newspaper clippings (or even the front page or local section for headlines), school items, etc.

Ask the students to write a paragraph about their community or neighborhood. Discuss the importance of the items they are saving and what they will tell the person who opens the box. Students can then write an explanation of what they put in their boxes. Include either a drawn map of the community or a picture.

Boxes can be decorated in a creative way. Choose a date to open them. Write the date on the outside of the box. Seal the box and store it in a safe place until that date. Remind them to “forget” the box until it is time to open it.

Create your own artifact boxes for the classroom

Put together a kit for children to use in the classroom as a resource. Include books, photos, artwork, and artifacts. For example, if you are studying a particular American Indian community—Miami, you would select books on the Miami people, possibly some projectile points, clothing, baskets, traditional stories, photos of people, villages, & current sites, etc.

Ideas for your kit could be:

Specific cultures- Miami Indians, Mound building cultures

Specific eras- Industrial Revolution, Civil War, Renaissance

Indiana- state bird, flower, tree, seal, flag, constitution, etc.

Black History

Women’s Rights

Continents

Bibliography & Teacher Resources

Gas Boom Society by Ned Griner. Minnetrista Cultural Foundation, Inc.: Muncie, Indiana, 1991.

This is a brief history of the Gas Boom in Muncie, Indiana. The book describes life in Muncie between 1886 and 1901. Griner uses photographs and journals for his research.

Social Studies: 23 Ready-to-Go Lesson Plans: Grade 4 by The Mailbox. The Education Center, Inc.: Greensboro, NC, 1999.

Although written for 4th grade, many lesson ideas are adaptable to 2nd and 3rd grade. Lessons deal with communities, history, map skills, and more.

City of Muncie

www.cityofmuncie.com/history

This site offers a brief history of Muncie.

Education World

http://www.educationworld.com/a_tsl/archives/03-1/lesson019.shtml

Neighborhood and Community Unit

<http://teacherlink.ed.usu.edu/tlresources/units/socjust/NCUNIT.HTM>

This site gives a nice unit on neighborhoods and communities.

Discovery Education

<http://school.discovery.com/lessonplans/programs/harlemdiary/>

Exploring your community lesson plan.

The Educator's Reference Desk

[http://www.eduref.org/cgi-](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/State_History/STH0001.html)

[bin/printlessons.cgi/Virtual/Lessons/Social_Studies/State_History/STH0001.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/State_History/STH0001.html)

This has the history of the local community.

EduPlace

A Living Timeline:

<http://www.eduplace.com/ss/act/town.html>

Community Close-up brochures:

<http://www.eduplace.com/activity/brochure.html>

Draw up a solution: http://www.eduplace.com/activity/5_2_act2.html

Local Heroes:

http://www.eduplace.com/activity/6_1_act2.html

Make a community almanac:

<http://www.eduplace.com/activity/almanac.html>

Make a cultural time capsule:

http://www.eduplace.com/activity/3_2_act2.html

Service auction:

<http://www.eduplace.com/activity/auction.html>