Hoosier Authors:
A Series of Lesson Plans Centered Around Four Indiana Historical Fiction Novels for Children

Introduction

Every state has something special about it that makes it unique, and every state, naturally, wishes to promote it. Generally these promotional gimmicks involve money. "Come see this", "go see that", and so on. While it may seem interesting at the time, the money and travel time it takes to get there may put a damper on your spirits as well as your pocketbook. Of course, Indiana is no exception. As Hoosiers we brag about the Indianapolis 500, the greatest spectacle in racing. All across the state one is effected by the spirit of the 500. Black and white is as prominent during May as red and green is during December. Of course during the winter months, Hoosier Hysteria, i.e., basketball, takes the state by storm. Banners and other paraphernalia with name and mascot of ones favorite team printed on them are present in virtually every store and adorn many Hoosiers.

If beauty is your cup of tea, then perhaps it is the outdoors that will intrigue you. Brown County is the place to go in the fall for such beauty. But as is the case with every tourist trap, people want your money. Since Indiana is a major farming state, the 4-H fairs are also a popular place to spend a summer day. It also provides plenty of opportunities to spend money on rides, hot dogs, cokes and the like.

What few people realize is that absolutely no money is required to enjoy one of Indiana's most famous, yet often forgotten qualities. They need not go further than their public library and there they will find an array of books for children and adults
written by native Hoosiers about the Hoosier state. These books will fascinate the young and the old alike as they learn and remember about the years gone by.

Of course every state has authors that write about their life in their native state so one may wonder why I am making such a big deal about Indiana. I do so because of Indiana's prominence and excellence in writing. In a survey conducted several years ago of the best-selling books in the United States, Indiana was ranked second in producing the most best-sellers. Indiana was preceded only by New York. This is quite a feat considering New York is four times larger than Indiana.

No one knows for sure why Hoosiers write or why they write so well. Some give credit to the Constitution of 1816 that resulted in the establishment of many county libraries as early as the 1830's. This provision definitely gave Hoosiers an advantage because they had greater access to reading materials. Another factor might also have been the fact that Indiana had printing presses available as early as 1804. Those who wrote were also encouraged to write through the establishment of the Western Association of Writers formed in 1886. The geography of our state and its mixed population may also have a part in making Indiana known for its excellence in writing. Whatever the reason may be, it is a part of Indiana's heritage that is worth preserving. As parents, teachers, and community leaders, we should encourage our children to write and to explore the world that is around them.

The purpose of this project is just that--to encourage children to write and to read about what other Hoosiers have written. On the following pages, you will find lesson plans and ideas that expand across the curriculum: these plans supplement four historical fiction books that were written about the Hoosier state by Hoosier Authors. The plans are geared toward children in the fourth grade since that is the grade set aside for the study of Indiana History. These plans could, however, be used or adapted to fit older students as well. The books themselves, while they would appeal to fourth graders, may have text that is too difficult for them to read. Therefore, it is my
intent, that the books be read aloud and the projects completed as indicated at the end of each separate lesson.

The books I have chosen are: *The Bears of Blue River* by Charles Major, *The Dark Didn't Catch Me* by Crystal Thrasher, *A Little Dab of Color* by W. Bruce Bell, and *Hoosier Heritage* by Elisabeth Friermood. In an effort to incorporate the Hoosier Poet, James Whitcomb Riley into this project, I have selected one poem from his book, *Joyful Poems for Children*, that would go along with topics discussed in each of the four main books. Some lessons will require more than one class period to complete and may require children to work on them at home. I have decided, however, to omit any time tables since every teacher has a different group of students and different methods and time restraints to incorporate these lessons. Other lessons may be somewhat flexible so that teachers can apply their own creativity and use units from their own textbooks.

All facts and statistics for the introduction were found in the state adopted textbook, *The Story of Indiana*.

Note: All information on authors was found in *Indiana Authors and Their Books*, compiled by Donald E. Thompson. R.R. Donnelley and Sons Co., Crawfordsville, IN. 1981.
The Bears of Blue River

by

Charles Major

1925, Macmillan

I. Author: Charles Major was born in Indianapolis in 1856. At the age of thirteen, his family moved to Shelbyville where Charles Major spent the rest of his life. He was a lawyer, but much preferred to write, particularly after *When Knighthood was in Flower* became a huge success. The success of Mr. Major makes him one of the best known Hoosier Authors. In fact he dominated the field of American best sellers from 1900 - 1905.

While *The Bears of Blue River* is recorded as a historical fiction novel, there is some reason to believe that Mr. Major recorded the events of a real boy as told to him by a friend.

II. Summary: Little Balser is a young pioneer boy growing up along the Blue River in central Indiana during the nineteenth century. This exciting and adventurous book brings the 1920's to life through the life of young Balser. Some of the major events include Balser getting his first gun, killing his first bear, raising two bear cubs, and hunting the famed fire bear.

III. History Activity: (before reading begins)

A. Concept: Children will build their background for the story by researching the following topics: black bears, the 1920's, early Indiana, and any other topics that the students deem necessary to generate questions that they think will be relative in order to comprehend the story.
B. Objectives:

1. Students will be able to generate questions that they think will be relative in order to comprehend the story.
2. Students will be able to find answers to the questions that they have asked.
3. Students will be able to give an oral presentation to the class stating their question(s) and the answer(s) they found.

C. Procedure:

1. Students will be told that we are going to be reading the *The Bears of Blue River*. They will be told a little bit about the story and asked what they know about bears and Indiana in the 1920’s.
2. Then the students will be asked to list questions that they would like to have answered, or questions that they think would be helpful to answer in order to better understand the story.
3. The questions will be listed on the board and then each of the students will be asked to find the answer to one or more of the questions.
4. Time will be spent discussing different references that could be used to find the answers to their questions.
5. The students will write their questions and answers on large index cards and attach them (possibly with just a string around the neck) to a teddy bear that they have brought from home or borrowed from a friend or the teacher.
6. Each bear and student duo will share their answers with the class. Then the bears will be placed around the room and I will begin reading the book.
7. As questions about the story arise, students can consult our Bear Facts Library for the answers. If no answers are found, that student or another volunteer can find the answer and add it to our library.


IV. Oral Language Activity: (Chapter 3)

A. Concept: Student will determine what qualities in a person make that person a good friend.

B. Objectives:

1. Students will be able to work together in a group and decide on a reasonable situation to role play.
2. Students will be able to assign various group members roles to play.
3. Students will be able to perform their role play in front of their classmates.
4. Students will be able to evaluate their relationships with their friends.

C. Procedure:

1. I will discuss with the class the value of having friends.
2. The students will write down traits they look for when choosing friends; both traits they admire and traits that turn them off. Their thoughts will be discussed in class.
3. I will then read pages 53-67 through "...and did not know which way to go."
4. Students will then be divided into groups of three and asked to choose a card. The card will either say, "Balser values his friendship with Liney" or "Balser does not value his friendship with Liney."
5. Each group will then be asked to speculate what Balser will do based on the card they received.
6. After the groups have had a chance to ponder their situation, each group will be asked to role play how they think Balser will respond to what has happened to Liney based on how the card says Balser feels about their friendship. (Characters will be Balser and his friends)

7. When everyone has had a turn, I will finish reading the chapter. Based on the outcome, students will discuss the extent of the value Liney and Balser have placed on their friendship.

8. Students will then be given a chance to share what values they place on their friendship.

D. Materials: Notecards, friends poster.

V. Listening Activity: (end of book)

A. Concept: Careful listening is required in order to make correct selections.

B. Objectives:

1. Students will be able to choose from a pile of those items that Balser, Tom, and Jim took on their trip by listening to a passage on tape.

2. Students will be able to check and make changes in their piles as they listen to the passage a second time.

3. Students will be able to check their choices by comparing their choices with the answers given on the tape.

4. Students will be able to listen and follow verbal instructions.

C. Procedure: (This is a learning center activity)

1. A student will play a tape on which pages 241-244 of The Bears of Blue River has been recorded.

2. As the passage is being read, the student will place those items that Balser and his friends are taking on the trip into a pile.

3. As the passage is read for a second time, the student will make any corrections that are needed.
4. The student will check his/her accuracy by listening to the answers.

5. The student will rewind the tape and place all the items into one pile so it will be ready for the next person.

D. Materials: Tape player, tape, pictures of items to sort.

VI. Writing Activity: (end of book) (designed for children familiar with the Shelbyville area)

A. Concept: Students will learn to value nature and realize that once it is destroyed it is often gone forever. They will also understand that the things that replace it are sometimes good and sometimes bad.

B. Objectives:

1. Students will be able to correctly count out the syllables in a word.

2. Students will be able to compare the past with the present.

3. Students will be able to write a cinquain poem.

C. Procedure:

1. After reading the book, the students will compare the setting of the book to present day Shelbyville and the surrounding area pointing out such things as the absence of dense forests, extinction of many animals, the construction of highways, and the building of cities, etc.

2. Students will be introduced to cinquain poems and given an example using an over-head transparency overlay.

3. The class will choose a topic and together we will write a cinquain.

4. Each student will then choose something from the book dealing with nature and write a cinquain about it, using cinquain worksheets to remind them how to do it properly.
5. The children will then write a second cinquain telling how their topic has changed over the years. The first and last word of both cinquains will remain the same. The cinquain poems will be connected by the word NOW.

6. The cinquains will be displayed in the room.

D. Materials: Cinquain over-head transparency overlay, worksheets.

VII. Science Activity: (anytime) (to be used in conjunction with a health unit on teeth)

A. Concept: Children will understand the importance of brushing their teeth daily through discussion and experimentation.

B. Objectives:

1. Students will be able to tell why bears are subjected to tooth decay.
2. Students will be able to explain what causes tooth decay.
3. Students will be able to perform an experiment to show how teeth decay.

C. Procedure:

1. This exercise will begin after studying a health unit on teeth.

2. I will tell the students that bears are one of the few wild animals that develop cavities. Students will then speculate why bears are subjected more to tooth decay than other mammals.

3. I will then remind the students that tooth decay is caused by acids in your mouth that break down foods, especially sugars, and that if teeth are not brushed, the acid on the teeth will start to eat away at the enamel of the teeth causing tooth decay.
4. Students can then make predictions as to how bears might keep their teeth clean. Then I will divide the class up into groups of four or five. Each group will be given a small jar filled with vinegar and a large piece of an eggshell.

5. Students will be told that eggshells are made of things similar to that of the enamel on our teeth.

6. Then the students will predict what kind of substance vinegar is and based on their predictions, they will speculate what will happen to their eggshells.

7. Then the students will place their eggshells in the vinegar. The next day students will look at their eggshells and determine if their predictions were correct.

D. Materials: vinegar, jars, eggshells

VIII. Poem: Read and discuss Riley's *The Bear Story*. 
The Dark Didn’t Catch Me

by

Crystal Thrasher

1975, Atheneum

I. Author: Crystal Thrasher was born on December 5, 1921 in Oolitic, Indiana. She has written a series of five books, The Dark Didn’t Catch Me being the first in the series about Seely Robinson and her family during the Great Depression.

Mrs. Thrasher claims, “Books and children have been my whole life.” While her children were growing up, she told and read stories to them. Perhaps her experiences in telling so many stories is what makes her books so realistic and appealing.

How realistic are her books? Perhaps a quote enclosed in her final book will help answer that. “Many people who have read about Seely Robinson and her family believe the stories to be true. I have received thousands of letters inquiring about Julie and Robert and their mother, Zel. One kind and caring person wrote from Greene County and asked where my brother Jamie was buried and offered to care for his grave. To these people I offer my heartfelt gratitude for the compliment they have paid to me. As an author, I had hoped that my work would be believable, but I never dreamed it would be so believable.”

The titles of the books in the rest of the series about the Robinson family are: Between Dark and Daylight, Julie’s summer, End of a Dark Road, and A Taste of Daylight.

II. Summary: Young Seely Robinson and her family discover first hand what it is like to endure hardships during the long years of the Depression. When the family is forced to move to Greene County, Indiana so the father can find work, Seely is faced with a whole new set of adventures as well as tragedies. She meets new and interesting people, she attends a one-room schoolhouse, her father withdraws
from the family, her brother dies, as well as many other experiences. Through it all, the family learns to have hope, encouragement, and endurance in hope of a better life.

III. **Art and Oral Activity**: (begin after Chapter one)

A. Concept: Students will pick out their favorite part of a chapter and illustrate it with an egg person and other materials (adapted from *Educational Oasis*, May / Summer 1988. p. 15).

B. Objectives:

1. Students will be able to pick out an important point in the story and illustrate it in a diorama format using an egg shell as the person.
2. Students will use a variety of materials to complete their project.
3. Students will be able to explain their project and the chapter.

C. Procedure:

1. At the end of Chapter one, I will explain the project and show my example.
2. They will be told that they are each going to take a chapter of the book and construct a diorama about it. They will be told that they can use any type of materials they want so long as the characters in the diorama are made from eggshells in which the insides have been blown out. I will demonstrate how to blow out the inside of an egg.
3. Each child will do his own diorama. Chapters which are long, detailed, or are extra appealing will have more than one student working on a diorama. They will collaborate only long enough to determine who is doing what so that there will not be any repeats. Children will be responsible for obtaining their own box and egg.
4. I will emphasize that the diorama picture must be from the chapter in which they were assigned and must be displayed in a fashion that they believe to be accurate.
5. After the diorama has been completed, the student will explain it.
6. All of the dioramas will be displayed in order so that when the book is completed we will have an "eggsellent" summary of the book displayed in the room.

D. Materials: wallpaper, construction paper, fabric, yarn, magazines, etc.

IV. History Activity: (after Chapter two)

A. Concept: Students will be able to understand and relate to Seely when she is at school after they study one-room schoolhouses.

B. Objectives:
   1. Students will be able to explain the structure of a one-room schoolhouse after looking at a model that I have constructed.
   2. Students will be able to cite examples of similarities and differences between one-room schoolhouses and modern schools.
   3. The class will be able to construct their own primer.

C. Procedure:
   1. I will talk about the characteristics of the one-room schoolhouse including its location, its structure, its facilities, and its teachers and students.
   2. I will show the students pictures of one-room schoolhouses as well as the model I have made.
   3. We will then discuss the school supplies and materials that the children had, particularly the primer.
   4. Then I will tell the children that we are going to make our own primer.
   5. First we will talk about how the primer is designed and I will show them an example of what we're going to do.
6. Then I will divide the class up into groups of two and assign each group a letter of the alphabet and have them come up with an appropriate verse.

7. When their verse is completed and approved, they will re-write it into an already prepared book and illustrate it.

8. When the group is finished, they will be assigned another letter. Additional letters will be assigned until all the letters have been used.

9. The book will be displayed and shared with others in the school.

D. Materials: schoolhouse model, pictures comparing schools then and now, book to be used as a primer.

V. Poem: (after chapter 6) Read and discuss Riley's *The Brook Song.*

VI. Listening Activity (end of book)

A. Concept: Students will become more in tuned to the sounds around them.

B. Objectives:

1. Students will be able to cite examples from the book where Seely listened carefully to find out information.

2. Students will be able to explain how Seely's tendency to listen in on things helped and hindered her.

3. Students will be able to tell how well they listen by recording sounds and their location.

C. Procedure:

1. Students will discuss instances from the book where Seely heard something and then made predictions or acted upon what she heard.

2. Students will determine whether these instances helped or hindered Seely, and give explanations to support their answers.

3. Students will close their eyes and listen to all that is around them for five minutes.
4. At the end of the five minutes, students will be asked to record as many things as they can remember.

5. Then they will be asked to record who they thought was making the noise, and how they thought it was being made.

6. Through discussion we will try to determine exactly where all the sounds originated from and how they were produced.

7. Then the students will have a chance to compare their answers with the ones given in class.

8. Students will determine how accurate listening is when not accompanied by visual clues.

D. Materials: none

VII. Writing Activity: (end of book)

A. Concept: Students will write their own story that if read by someone many years from now would be considered historical fiction.

B. Objectives:

1. Students will be able to describe the characteristics of a historical fiction book.

2. Students will be able to write their own stories about Indiana in a manner so that years down the road they might be considered historical fiction.

3. Students will be able to proofread and correct their own stories.

4. Students will be able to make their stories into books and illustrate them.

C. Procedure:

1. The class will begin their stories by brainstorming for topics that would be considered a good historical fiction story. At the same time, they would accurately depict life in the 1990's.

2. Each student will then choose a topic from the list or have a topic of their own approved by me.
3. Each child will begin writing their story.

4. Once a rough draft is completed, the student and the teacher will proofread the paper and discuss necessary changes and trouble spots.

5. After the story has been edited and revised, the student will mark their text for page breaks in their book and number the pages. They will also consider what illustrations will best complement their text.

6. The students will then re-write their story in book form and illustrate it (See attached sheet for detail).

7. Completed books will be displayed in our own historical fiction library. In their free time, students may read the books written by their classmates.

D. Materials: poster board, wallpaper, string, typing paper,
1. Decide on size of book

2. Obtain paper twice the size of the finished book

3. Determine number of pages (including the page)

4. Use one half the number of pieces of paper. (If book is to be ten pages long, use five pieces of paper)

5. Fold the papers in the middle

6. Cut a piece of construction paper so that it is 1/4" larger than the papers that make the pages.

7. Fold the construction paper in the middle.

8. Sew the pages and the construction paper, or use string or yarn as in example

9. Cut two pieces of cardboard so that on three sides they are 1/4" to 1/2" larger than the folded construction paper.

10. Lay the two pieces of cardboard on contact paper

11. Cut the contact paper 1/2" larger on all sides than the two pieces of cardboard
12. Peel the backing from the contact paper and glue to the cardboard. Cut the corners.

13. Fold edges of contact over cardboard.

14. Put glue on the back of the construction paper.

15. Glue the sewn construction paper/pages to the cardboards covered with contact paper.
A LITTLE DAB OF COLOR

by

W. Bruce Bell

1980 Lothrop, Lee and Shepard Books, N.Y.

I. Author: W. Bruce Bell was born in Borden, Indiana in 1904. His book, A Little Dab of Color, is loosely based upon his boyhood years in southern Indiana. Therefore, after reading the book, one would not be surprised to discover that Mr. Bell was a church organist and piano teacher for many years.

Mr. Bell has received several awards for his writing. Other books by W. Bruce Bell include: Gone are the Days and Memories of Pleasant Ridge.

II. Summary: In the spring of 1914, Grammaw Brown came to Pleasant Ridge, located amid the Indiana Knobs in southern Indiana, to stay with the Bell Family. The two older boys Bruce and Hubert, both of whom were all boy, gave Grammaw all sorts of excitement. In this book, Bruce recounts life on the farm with Grammaw. The book includes exciting episodes such as how Grammaw kept the boys in line out of fear of receiving a full dose of peach tree tea, and how Grammaw convinces the boys' father to let them keep a cat that only seems to bring trouble. These are just two of the many exciting and fun filled adventures in this book.

III. Map Skill Activity: (before book begins)

A. Concept: Children will be able to apply their knowledge of map reading and direction to locate places found in the story.

B. Objectives:

1. Students will be able to determine the directional location of items by looking at the map.

2. Students will be able to locate items on a map of Pleasant Ridge by using a grid.
3. Students will be able to give directions to get to places in Pleasant Ridge by using the map.

4. Students will be able to follow directions and determine where they will end.

C. Procedure:

1. Students will be told that we are about to begin a story that takes place in Pleasant Ridge, Indiana. Then they will be given the map and asked to look it over.

2. Then I will point out the compass rose and talk about directions.

3. Next I will have them look at the key and name the items that they can locate. We will discuss the meanings of words that may be unclear.

4. Then I will have the students guess why the map is set up in a grid fashion and explain how that might be useful. I will help if they are unsure. After the students gain an understanding of why we use a grid, I will pick out coordinates and have them tell me what is there. (This will require matching the number in the space with the one in the grid.)

5. Then we will compare two points on the map and determine which direction you would have to go to get from one place to another.

6. Then we will explain what direction we would go and what we would pass on our way from one place to another.

7. The students will then follow my directions carefully and tell me where they would end.

8. The students will then have a chance to write their own directions to a place on the map.

9. When their direction have been approved, they can trade papers and have someone else follow their directions.

D. Materials: map of Pleasant Ridge for each child
IV. **Art Activity** (begin after Chapter one)

A. Concept: A book's chapter can be summarized and illustrated in a variety of ways using various mediums.

B. Objectives:
   1. Students will be able to make a scrapbook that tells about each chapter of the book.
   2. Students will be able to pick out one or two major points from each chapter, illustrate it and write a brief description about it.
   3. Students will be able to incorporate a variety of mediums to make their scrapbook.

C. Procedure:
   1. After reading chapter one, students will be told that they are going to make a scrapbook that will tell about the book *A Little Dab of Color*.
   2. Each student will then be asked to think of his favorite part and decide how he would like to illustrate it. The children will be given a piece of paper 18" X 24" and have access to markers, crayons, wallpaper books, construction paper, old magazines, coloring books, tracing paper, fabric, and glue. They may use these items as well as anything else they bring from home.
   3. After the students have finished their illustrations, they will write brief descriptions that tell what is happening in the illustration.
   4. The students may do either one or two pages per chapter.
5. This process will continue with each chapter. After the book is finished and all the illustrations have been completed, the students will compile their pages, number them, and bind them together with yarn or binder rings placed through reinforced holes.

6. Then the scrapbooks will be shared, discussed and displayed.

D. Materials: those listed in procedure 2 plus reinforcements and binder rings or yarn

V. Oral Activity: (after Chapter 5)

A. Concept: Students will learn to read with expression and appreciate one of James Whitcomb Riley's poems.

B. Objectives:

1. Students will be able to read Mr. Riley's poem, *The Old swimmin' Hole*, with expression.

2. Students will be able to point out examples of the use of Hoosier dialect in the poem.

3. Students will be able to compare Riley's poem with the Swimmin' Hole in the book.

C. Procedure:

1. I will distribute copies of Riley's poem *The Old Swimmin' Hole* to each student.

2. I will read the poem and have them follow along.

3. Then I will ask the students to tell me why words appear to be misspelled.

4. Then we will discuss what dialect is and talk about dialects that we are aware of. Students will also be asked to comment on whether they still think we talk like Riley claims we do.

5. Then we will discuss the setting and season of the poem.
6. Next we will read the poem together working on the pronunciation of the words. Then we will read it through again this time working on reading with expression.

7. Students will read the poem to themselves while thinking about pronunciation and expression.

8. Then I will divide the class into five equal groups. Each group will be assigned a different stanza of the poem. Each group will practice reading their stanza.

9. Then the class will do it together. After sufficient practice, students will perform their choral reading for other classes.

D. Materials: poem

VI. Writing Activity (after p. 185 chapter 9 and in conjunction with a language unit on letter writing)

A. Concept: Students will be able to write a good persuasive letter.

B. Objectives:

1. Students will recall what they know about good letter writing.

2. Students will pick out the main points they need to include in their letter.

3. Students will be able to write proper and persuasive letters as discussed in class and address the envelopes appropriately.

C. Procedure:

1. Students will be asked what kind of letter they would want to write if they wanted to beg Grammaw to come back.

2. Then we will discuss some possible things to mention in the letter (being sure to keep to factual events and information from the book).

3. Each student will then write a letter to Grammaw begging her to return and sign it Bruce and Hubert.
4. Then the letters will be placed in an addressed envelope and turned in to me.

5. I will read some of the letters or have the students read their own letters and predict whether or not they think the letters were persuasive enough to make Grammaw come back.

6. I will then read the rest of the chapter.

D. Materials: none

VII. **Listening Activity**: (end of book)

A. Concept: Students will recall the main ideas of the book through a Jeopardy game.

B. Objectives:
   1. Students will recall the main idea of the book.
   2. Students will listen carefully so that directions and questions will only have to be read once.
   3. Students not answering a question will be quiet so that they too can hear the question.

C. Procedure:
   1. Students will be divided into four equal teams.
   2. Each team will decide on a sound to call out when their contestant knows the answer to the question (i.e. ha, yeah, hey, yo, etc.).
   3. Numbers are then drawn to determine who gets to pick the first category.
   4. Each team will send a representative to answer the question. The chosen team picks the category and the amount. I will then read the corresponding question on my list of questions.
   5. The first team to call out their sound will have a chance to answer the question. If it is correct, that team gets a point. If incorrect, the other teams will have a chance to answer and be awarded the points.
6. Then all contestants sit down and the next representative from each team will come forward. The team awarded the last point will get to choose the category and the amount.

7. The game continues until all questions have been answered.

D. Materials: Jeopardy game cards, questions
I. **Author:** Elisabeth Friermood was born on December 30, 1903 in Marion, Indiana. She spent a number of years working as a children's librarian at the Marion Public Library as well as the Dayton Public Library. In 1959 she received the Indiana University Writers Conference Award in Children's Literature. Her contributions as an author are also apparent in her articles published in *Horn Book Magazine, Star Parade,* and *Seashore Press Publications.*

She has written numerous books, but perhaps one of the more popular Hoosier Historical Novels for children would be *The Wabash Knows the Secret.*

II. **Summary:** Julia Edwards is a native of Wabash, Indiana. She tells of her life in a large family in the late 1800's where Pa is harsh and at times is unfair. Only Grandma is brave enough to stand up to him. Pa has high hopes of a better life in Kansas so everybody but Grandma leaves for Kansas in five covered wagons. Throughout the book, Julia falls in love, faces her father and follows her dreams of becoming a school teacher. Julia takes pride in her Hoosier Heritage, but after leaving Indiana, can she ever really come back?

III. **Art Activity** (before book begins)

A. **Concept:** Students will understand the term Hoosier Heritage.

B. **Objectives:**
   1. Students will be able to define the term Hoosier Heritage.
   2. Students will be able to cite examples of Hoosier Heritage.
   3. Students will be able to make a collage that shows Hoosier Heritage.

C. **Procedure:**
   1. I will pose the question, "What is meant by the term Hoosier Heritage?"
2. Students will view a slide presentation that I have produced and asked to listen for things that might answer that question.

3. The class will then answer the question posed after the slide presentation and cite examples both from the slides and from their own experiences.

4. Students will then pick out an object or symbol that represents Indiana, draw an outline of that object, and then use magazine pictures and other items that look typical of Indiana to make a collage.

5. The collages will be displayed around the room.

D. Materials: slides, tape, sample collage, magazines

IV. History Activity: (chapter 8 - chapter 10)

A. Concept: Students will plot the travels of Julia and her family.

B. Objectives:

1. Students will be able to listen and record the places that Julia's family passed through on their way to Kansas.

2. Students will be able to find those places on a map and trace the path the family took. They will also record the stops and the dates if possible.

3. Students will be able to explain why traveling in a covered wagon was a difficult and dangerous journey.

C. Procedure:

1. Before I begin reading chapter eight, I will have the students get out a piece of paper and tell them to record all the places that Julia's family had gone, the dates they were there, and who they stayed with.

2. After each day's reading is over, we will review their recordings. Students needing to make changes will do so at this time.

3. Then each student will be given a map and asked to find those places
and record their approximate location. I will also keep a large map in the room on which they can refer to for reference.

4. Students will continue reading and recording until Julia reaches Missouri in chapter ten.

5. Students will use their map and recorded dates to discuss their feelings about traveling in a covered wagon.

D. Materials: large map of Indiana, large map of Illinois, map for each child.

V. **Oral Activity** (after chapter 14)

A. Concept: Students will recite James Whitcomb Riley's *The Raggedy Man*.

B. Objectives:

1. Students will be able to recall what they know about one-room schoolhouses.

2. Students will be able to explain why recitation was so popular in the early schools.

3. Students will be able to read and recite Riley’s poem with ease and fluency.

C. Procedure:

1. I will once again display the one room schoolhouse and we will discuss it. This time we will spend considerable time on the popularity and need of using lots of recitation.

2. Then we will read *The Raggedy Man* and discuss how this man would be much like Wingo and the other people working for Grandma back home in Indiana.

3. We would also review reading with fluency.

4. Then I will tell the children that we are going to work on a recitation much like one Julia might have had her children do.
5. Students will be divided into groups of two. Each student will be given about half of a stanza (four lines) to memorize and recite. Each student will practice reading, reciting, and reviewing their half of the stanza with their partner.

6. When each group is ready, they will recite their stanza for me and the class. When all have completed the task, we will do it together and then perform it for another class.

D. Materials: poem for each child, schoolhouse model

VI. Writing Activity (after chapter 17)

A. Concept: Students will write a newspaper article about the lights in Wabash.

B. Objectives:
   1. Students will be able to state why the lights in Wabash were important.
   2. Students will be able to suggest how people present might have felt.
   3. Students will be able to write a newspaper article about the grand event based on the viewpoint that they have chosen.
   4. Students will be able to select an appropriate headline for the article.

C. Procedure:
   1. We will look at articles from recent newspapers and talk about what makes them good articles.
   2. Then we will talk about what makes the heading appropriate and what the writer could have done to make it inappropriate.
   3. Then we will talk about how the article might differ if it was written from a different person's perspective and review articles about the same event written by two different people.
4. Then I will divide the class up into five groups and tell each of them that they are to write a newspaper article about the lights in Wabash from the perspective they have chosen. Once the article is finished they will need to decide on a headline.

The perspectives to be chosen from will be:

1. A local writer who has spent all his life in Wabash, IN.
2. A writer from Indianapolis who has been to Wabash only once before this.
3. A visitor from New York who goes home to tell his local paper about what he saw.
4. Thomas Edison’s cousin who is an out of state reporter.
5. An old man who is set in his ways and is opposed to change.

5. Finished articles will be read and discussed.

D. Materials: newspaper articles, cards with perspectives written on them

VII. Listening Activity: (end of book)

A. Concept: To develop an understanding of time relationships and the sequence of events in time.

B. Objectives:

1. Students will be able to listen and follow instructions as they are given.
2. Students will be able to recall the order of events in the book.
3. Students will be able to put themselves in the form of a human time line by recalling the events in the story and listening to other people.

C. Procedure:

1. Students will be told that they are going to create a human time line and that they must listen in order to successfully complete the task.
2. The students will sit quietly at their desks while I read off events that happened in the story.
3. Then a person from the class will be selected to take the sign and stand up in the front of the room. The first person can stand anywhere he chooses. The next person, however, must stand either to the first person’s right or left depending on the order the event occurred in the story. The third person must also put himself in order by either choosing one of the ends or between the first two. This continues until all categories have been used.

4. Once all the cards have been used, the game can be started over. This time the students will not hold the cards up for everyone to see. Students must listen and try to remember what event each person represents.

D. Materials: event cards
OTHER
HOOSIER HISTORICAL NOVELS
WRITTEN BY
HOOSIER AUTHORS

Aldis, Dorthy, Lucky Year.
Douglas, Lloyd, Time to Remember.
Eggleston, Edward, Hoosier School-Boy.
Emery, Anne, Hickory Hill.
Ervin, Janet, Last Trip of the Juno.
Mason, Miriam, Hominy and his Blunt-Nosed Arrow.
Naylor, Phyllis Reynolds, The Bodies in the Besseldorf Hotel.
Nolan, Jeanette C., Victory Drum.
North, Sterling, So Dear to My Heart.
Porter, Gene Stratton, Freckles.
Renner, Beverly, The Hideaway Summer.
Snedeker, Caroline Dale, Downright Dency.
Tarkington, Booth, Penrod.
Tunis, John R., Yea! Wildcats.
West, Jessemyn, The Friendly Persuasion.

PLUS MANY, MANY MORE.