15. pioneer children dressed very differently than we do today

16. boys wore suits and ties everyday in the 1800s

17. did pioneers live differently than we do now

18. would you like to be a pioneer

19. you could fall off the wagon be bitten by a snake or contract a disease

20. pioneers were brave courageous determined people who wanted a better life
Additional Support Resources

This section of the unit contains a few different types of resources for the unit. The first type of resource consists of lessons and activities that would compliment the unit, but were not fully developed due to time constraints. These undeveloped ideas can be used for a longer unit. The worksheets included here can be used as morning seatwork or as the basis for another lesson.

The other type of included resource can be found on-line. Some of the printed pages include lessons that were adapted for the unit. Other lessons were not adapted, but could be helpful for a longer unit. The sources listed are teacher websites that included ideas useful for this unit.
Extended Ideas for Possible Use:

Making applesauce

Family traditions

Pioneer traditions

Comparing modern daily schedule to pioneer schedule

Venn diagram comparing modern and pioneer schools

Discovery—using pictures of pioneer dress and modern dress

Family tree activity

Use the computer game, Oregon Trail

Make corn husk dolls
When the first white men explored the West in the 1830's, they left the women behind. By the mid 1840's, though, women and children both were accompanying the men. Covered wagons were crammed with household goods that would be needed to set up new homes. That left very little room to sit and women had to walk - many times they had to carry their babies. The clothing that the women wore was inappropriate for the harsh journey. Hoopskirts and bustles had to be abandoned. Sunbonnets and high-topped shoes were soon adapted for protection from the elements. There were no luxuries, no cosmetics, and very little privacy. Outdoor streams served as bathtubs and pieces of tin were substitute mirrors.

By the 1870's the West held great opportunities for women. In the West they could meet a husband, homestead land, or choose their own career. A variety of jobs was available and included the more traditional jobs of cooks, teachers, and launderesses. Pioneer women also worked as shopkeepers, restauranteurs, journalists, lawyers, doctors, dentists, actresses, photographers, and even barbers. Perhaps their greatest role was in civilizing the West. It was the women, after all, who brought table manners, schools, churches, libraries, and culture to an otherwise uncivilized land. Their diaries, letters, memoirs, and books still exist and help us understand the substandard conditions they had to endure. Dirt floors, sod homes, drought, prairie fires, storms, and illness with no help available were all part of their daily living.

More dreaded than any of these dire conditions was the fear of capture by Indians. Some captives were rescued or ransomed. They even went on lecture circuits or wrote books about their exploits. Not as many women were abducted by Indians as is generally believed, however. After 1861 there were no known reports of women in army posts being killed or taken by Indians.

1. These women faced many adversities in their journeys and were forced to abandon basic creature comforts. Would you be willing to abandon your current lifestyle to face a land of unknown hazards but many opportunities? Explain.

2. You are a pioneer woman from a wealthy Virginia family and have just arrived at your new home—a sod hut with insect infested floors and ceilings. Write a letter home explaining the conditions you are facing.

3. Pioneer women faced many dire conditions. Which one could you have least liked to have experienced? Explain your choice.

4. Write a creative story about your adventures as a pioneer shopkeeper, doctor, or journalist.

5. Design and draw an appropriate wardrobe that a pioneer woman might have worn while accompanying a covered wagon.

6. Explain the role of women in civilizing the West.
Easy Applesauce

15-18 apples—may leave skin on or peel. Core apples, cut into 1/4 to 1/8 inch pieces. Place apples in skillet in 1/2 inch of water. Bring to a boil.

When apples are soft, add 1 Tbsp sugar for each apple. Add cinnamon. Simmer for 5 minutes. Cool or eat hot.

Can send mixture through ricer or colander or use mixer to break up into sauce.
Since the first *Little House* books appeared on the market in 1932, generations of students have enjoyed reading about Laura Ingalls Wilder’s family. Through her eyes, people heard warm tales of pioneer life. The books’ popularity continues today.

**Background Information on Laura Ingalls Wilder**

On February 7, 1867, Laura was born to Charles and Caroline Ingalls. At that time the family lived in Wisconsin. But like many other pioneers, her parents were constantly on the move.

Laura loved the excitement of adventure. Throughout her childhood and youth, the family loaded up their possessions in a covered wagon and moved many times. In Missouri, Kansas, back in Wisconsin, Minnesota, Iowa, and South Dakota, Laura made new friends.

As a pioneer girl, Laura knew both the joys and hardships of life. She and her sisters, Mary, Carrie, and Grace, picked wildflowers and watched the many animals and birds that lived nearby. Her father killed some of the animals for food. Almost everything they needed was found on the prairie.

In her books, Wilder talks about the happy times shared with her family and neighbors. After the chores each day, her father played his fiddle. Pioneer neighbors relied on each other. Social activities might be a quilting bee, making taffy candy, or a cornhusking. Gathering crops or building barns were things that neighbors helped with.

Wherever they lived, Laura’s father farmed the land or took odd jobs to support the family. But grasshoppers, drought, and blistering sun often destroyed the crops.

Laura’s sister Mary became blind when she was a child. Laura started describing what Mary’s eyes could not see. This helped Laura in later years to recall and write memories stored in her mind.

Laura met Almanzo Wilder, her future husband, when she was a fifteen-year-old teacher. Three years later they married. In 1886 their daughter, Rose, was born.

After living in several places, the Wilder family moved to Mansfield, Missouri. They bought a tract of land that they named Rocky Ridge Farm. There they raised sheep, cows, chickens, hogs, and goats. They planted fruit trees. Vegetables grew in their garden.

At age 63, Wilder decided it was time to write down her memories of growing up on the prairie. She wrote her first book, *Little House in the Big Woods*. Published in 1932, it became an instant success. People wanted more. Her publishers requested books as fast as Wilder could write. Before her death at age 90, she had written nine books.

Laura Ingalls Wilder’s name has been placed on many libraries. Awards are given in her memory. Her writings reflect her life, showing happy as well as sad times. Woven throughout is a spirit of hard work and determination. But above all, she believed family love was a necessary ingredient for any home.
INDIANA DUNES NATIONAL LAKESHORE

Autumn Harvest at the Chellberg Farm

Sample harvest time at a turn-of-the-century farm. On this short walk, children will see harvesting activities, farm animals, apple cider pressing, and cooking on a woodstove in the farmhouse. Children will also get to participate in some of the work and games of an old-time farm.

Note to teachers: All participants including teachers and chaperons should have name tags. Students should all have long pants and be prepared for the cooler lakeside temperatures by bringing a jacket.

Chaperones can be a big help if they understand their role. Let them know how they can help with logistics and control of the students' behavior. Please encourage the students to participate in the activities but remember you are responsible for their behavior.

Where: Meet at the Bailly-Chellberg parking lot on North Mineral Springs Road just north of highway US 20.

Who: all ages

Participants per ranger: 32 students

Program length: One hour for the outside activities with the ranger. Plan for additional time to tour the farmhouse and barn with the volunteers.

Possible theme: Farm families had to work very hard to harvest and preserve their crops before the onset or harsh weather.

Objectives: The students will be able to:
1. Describe three differences between modern life and life at the turn-of-the-century farm.
2. Describe five harvest activities children on the farm would help do.
3. List five farm tasks done by motors today that were done by people or animal power 100 years ago.

Safety Concerns: Please tell the children they will have the opportunity to operate 19th century farm equipment. Inform them they need to listen to instructions carefully, keep hands away from machines and animals, not to swat or run from bees, and stand far way from animals and tools. Instruct the chaperons to help control the group.
Autumn Harvest
Presite/Postsite

Teacher Background: The Chellberg Farm is not the first farm in Northwest Indiana, but rather a typical turn-of-the-century farm. Anders and Johanna Chellberg immigrated to Indiana from Sweden in 1863. Three generations of Chellbergs made their living on the farm. In the earliest years, wheat, oats, corn, and rye were grown. In the early part of the century, a dairy herd was kept. Maple sugar was produced starting in the 1930's.

Classroom presite/postsite activities: Prior to your visit to Indiana Dunes National Lakeshore we suggest you do one or more of the described activities before your trip and follow up with one or more after your trip.

Presite Activities

1) Have the students discuss or list activities their family does in the fall to prepare for winter. Examples: remove and store air conditioners, check the furnace, winterize cars, buy winter clothes.

2) Visit a grocery store and list the foods that are sold only in the fall.

3) Research one farm product from planting to harvest. What steps are taken and when?

4) Prepare a bulletin board depicting life on a modern farm. Have the students list items that may not be on a turn-of-the-century farm.

Postsite Activities

1) Complete the enclosed Harvest and Storage Games sheet.

2) Complete the enclosed Duneland Harvest Crossword Puzzle.

3) Research why people wanted to leave Sweden between the 1860's-80's. Would the students today be willing to move to a new country? Why or why not?
Cider Making

When the green leaves of summer blaze red, orange and yellow, and Indian Summer arrives, the lush fruit of fall apples is at its peak for delicious pastries, sauce, apple butter AND the staple thirst-quencher of our forefathers, apple cider!

Today, apple cider is very often the product of apples that will not sell as eating apples. One the old time farm, such apples would have been given to the cattle who relished them, bruised, worms and all. Only the choicest apples went into the cider. Such varieties as Golden Russet, Tolman Sweet, Snow and Rambo were grown entirely for aroma, succulence and general goodness. They made delicious cider! These "out-moded fruits" are no longer found on the market. How rich were the seasons of yesterday!

Today's cider is a mixture of Jonathan, Mackintosh, Red and Golden Delicious, Cortland and a few Crab Apples for tang. A bushel and a half of apples yields one gallon of cider.

Cider is a rather confusing product. To the initiated outsider, its definition and recipe vary with locality. American "cider-mills" can legally sell only apple juice, as true cider is technically a fermentation of the apple juice, containing from one half of one percent to eight percent alcohol. However, both the juice and the fermentation are usually called "cider." The fermentation process is now halted by pasteurization -- also keeping the grocer's shelves from blowing p.

Most people today believe that cider is made by crushing the whole apple. In the past, the most important step in cidermaking was the milling that occurred before pressing. In the mill, the apples were chopped and bruised into a rich pomace called "cheese". The early farmers felt that without this step the juice was thin and not nearly as rich.

The juice of apples after being exposed to the sunlight and air in the bruised state becomes deeply colored, thicker and richer. This extra step seemed to add more sugar. By bruising apples more slowly, a difference in quality of the cider is also noticeable.

Cider machinery consists of two pieces - the mill and the press. Both were of massive wooden craftsmanship. It is interesting to note that even after metal hardware became plentiful, apple machinery remained entirely wooden. Any metal at all was supposed to contaminate cider and spoil its flavor.
Twelve Simple Steps to the Best Field Trip

1. **Plan everything in advance.** Know how to get to the program site. Ask the bus company how long it will take to arrive considering the traffic. Have the map available for the bus driver. If you will be late or need to cancel, please notify the visitor center as soon as possible by calling (219) 926-7561 ext. 243 or 225. If your group arrives late, we will have to shorten your program to meet our next scheduled activity.

2. **Get the "nuts and bolts" before you start.** Make sure that even the teachers and chaperons are wearing readable name tags. You may have to divide 3 classes into 2 before arriving, since there is a limit of 32 students per ranger.

3. **Know exactly what experiences and activities are planned.** Keep the confirmation form that the Lakeshore sends you handy. Read the presite packet and share this with all the teachers involved.

4. **Involve the group in planning what to wear and bring.** Appropriate footwear increases the comfort and enjoyment of the students. In winter, fingers and toes get cold fast. In summer, drinking plenty of water the day and night before the trip will decrease dehydration.

Indiana Dunes contains a variety of habitats; creating a great biodiversity of plant and animal life.
5. Make trip planning part of in-class learning. Use the pre-visit activities to help prepare the students for the field trip.

6. Develop very clear objectives and share them with the other teachers.

7. Chaperoning is not a spectator sport. Chaperons can be a helpful if they understand their role is to help control the group and keep the student's attention focused on the ranger.

8. Remember that the rangers need a "live" audience. Encourage and reward the students with praise and positive reinforcement when they participate in the activities. However, remember you are responsible for their behavior.

9. Keep students accountable for learning. To optimize both yours and the ranger's time, the trip should enhance, re-enforce, or introduce an area of study. Language Arts, Social Studies, Math and Science curriculums can all be adapted into our programs.

10. Encourage independent observation time. Allowing the students some free time to observe the park before or after the scheduled program can make the trip more memorable.

11. Bring the experience back home. Do post-visit activities back in the classroom to make the field trip relevant.

12. Feedback -- If provided an evaluation, use it and share with us please. Improvements can only be made if honest and helpful suggestions are provided. Let us know how we can make the program better.

THANK YOU FOR BRINGING YOUR CLASS OUT TO INDIANA DUNES NATIONAL LAKE SHORE. WE LOOK FORWARD TO THE OPPORTUNITY OF SHARING THE PARK WITH YOU AND YOUR CLASS.

Christy Kaylor
Father and Timothy worked many days cutting down trees. The logs were pulled back to camp by the oxen. Then the neighbors helped Father build his log house.

"We want to help too," said Sarah and Timothy. Father showed them how to press moss, sticks, and mud into the cracks between the logs. "This will keep out the cold winds," said Father.

Then Mother, Sarah, and Timothy gathered a great heap of stones from the hillside by the river. They all worked to build a large stone fireplace and chimney for the new home. At last the new home was built, and the Hill family moved in.

1. Who cut the trees for the log house? ________________
2. The logs were pulled back to camp by the ________________
3. Who helped Father build the house? ________________
4. What was used to fill the cracks between the logs? ________________

5. Who helped Sarah and Timothy gather stones? ________________
6. What were the stones used for? ________________
The pioneer home had a fireplace. A fire was kept burning all the time. The cooking was done at the fireplace. The fireplace heated the house in winter. Pioneer families could read by the firelight. The pioneer mothers sewed and knitted by the fireplace.

Write the answers on the blanks:
1. Where did pioneer women do the cooking? ________________
2. Did pioneers use the fireplace only in winter? ________________
3. Write three things that pioneers could do at their fireplace.
   ________________________________  ________________________________  ________________________________

This is a ________________
This was used for ________________________________
The sturdy Conestoga wagon of the Hill Family had been well packed. But there was not room enough to bring much furniture to the new land with them. So Father built chairs, benches, beds, and a wooden table for their new house.

Mother had carefully packed a chest with dishes. This chest of these dishes came West with the family in the big wagon. She also brought a red and white checked tablecloth.

The mattresses on each bed were filled with fresh down from cattails. Sarah and Timothy helped Mother with this task.

Write "yes" after all sentences that are true. Write "no" after all sentences that are not true.

1. The family brought all their furniture with them in the big covered wagon. 

2. Mother packed their dishes in a chest.

3. They filled their mattresses with straw.

4. Mother brought a red and white checked cloth for the table.

Color the furniture.
The warm days of spring arrived. "We must plow the ground," said Father. "Then we will plant our seed."

He hitched the two oxen to his plow. Timothy and Sarah helped by carrying the loose stones from the field.

Blackbirds and passenger pigeons followed Father's plow. They ate the insects in the newly turned soil.

At last the precious seeds brought in the covered wagon were planted in the small plowed field. The family planted corn, beans, and pumpkin seeds. Mother planted flowers and herbs by the cabin door.

"We must take good care of this crop," said Father.

Write "yes" after the sentences that are true.
Write "no" after the sentences that are not true.

1. Father hitched the two horses to his plow. __________
2. Timothy and Sarah carried stones from the field. __________
3. They brought the seeds with them in the covered wagon. __________
4. Bluebirds and pigeons followed Father's plow. __________
5. They planted corn, wheat, and cabbage. __________
6. Mother planted flowers by the cabin door. __________

An herb is a plant which may be used for medicine or for flavoring in cooking. Basil is a common herb used in cooking. Draw a line under the word "herbs" in story.

A passenger pigeon, common in pioneer times but now extinct.
Corn was the pioneer's most important crop. The family liked to eat the fresh corn. The ripe grain was food for the farm animals. It was also food for the family.

They shelled the corn from the cob. Then it was ground into meal.

The pioneer women baked corn bread and johnnycakes from the cornmeal. They also made cornmeal mush for the family.

Pioneer children learned not to waste food.

1. ___________ was an important crop of the pioneers.

2. Corn was used for:

3. Pioneer children learned never to (eat drop waste play) any food.

4. Pioneer women baked (pies pizza bread johnnycakes waffles) from the cornmeal.
At first the pioneers found much of their food near their homes. They caught fish from the rivers. There were wild ducks, geese, and pigeons. They hunted squirrels, rabbits, wild turkeys, deer, and bear in the woods near them. There were many buffalo on the plains. The families gathered nuts, berries, wild plums, and other fruits. They tapped maple trees for maple sugar. They found honey from the wild bees. They soon grew crops on their plowed land. They grew corn, squash, pumpkin, potatoes, and beans.

Draw a line under the names of food which the pioneer ate:

- honey
- oranges
- wild plums
- corn bread
- soup
- roast turkey
- soda pop
- pumpkin pie
- rabbit stew
- maple syrup
- candy bars
- waffles
- cheeseburgers
- angel food cake
- pizza
- apples
- bananas
- baked beans
- cornmeal mush
- corn flakes
- dates
- strawberries
- hickory nuts
- blackberries
- potatoes
- milk shake
- jelly
- fish
- roast duck
- baked squash
- hot dogs
- ice cream
The pioneers grew much of their food. They raised corn, beans, and pumpkins. Most pioneer families had a cow or cows. The pioneer women churned butter for their families. Wild turkeys were often hunted. Roast turkey was a delicious treat for everyone. Sometimes a "bee tree" was found in the woods. This is a tree in which wild bees stored honey.

Print the word pioneer down the dark squares inside the barrel below. Start at the top with the letter p.

Underline all names of pioneer food which appear in the story. These names will all fit in the barrel. Print them on the right spaces across. Top word across is apples.
Pioneer men were also called *frontiersmen*. Write this word.

The pioneer men worked very hard. Most of their work was out-of-doors.

They cut wood, built buildings, fences, and furniture. They plowed the ground and raised crops. They harvested the crops and cared for their animals. Besides this they often had to hunt or fish for meat for their families.

The clothes the men wore were handmade. The men tanned the leather and made shoes for the family.

In winter the pioneer man usually dressed like the man in this picture.

Fill in the blanks using words printed by the picture.

Some pioneer men wore hats. Some wore ________________.

They often wore ______________________ jackets and trousers.

Buckskin clothing was made from deer skins. The pioneer men wore ________________ on their feet.

There were wild animals in the woods. Many of the Indians were not friendly. So the pioneer men carried ____________. They did not have bullets but used gunpowder. It was carried in a ____________.
The pioneer mother was always busy. She cooked the meals for the family. She made clothes for the family. Most of the pioneer clothing was made from wool, flax, and leather. A linen cloth was made from the flax plant. The leather came from the skins of animals. The wool was clipped from sheep.

1. Most of the pioneer clothing was made from ________, ____________ , and ________.

2. What kind of cloth was made from the flax plant? __________

3. Who made the clothes for the family? ______________________

4. Where did the wool come from? ______________________

The pioneer mother spun the wool into a thread with a spinning wheel.

She dyed the thread pretty colors. The pioneers made dyes from plants they found near their home.

Red oak and hickory gave shades of brown and yellow.

The indigo plant made blue.

Walnut husks made brown.

5. What was the spinning wheel used for? ______

6. What was used to make a blue dye? ______

7. To make a brown dye?
Write the following lines under the right picture.
carried water  churned butter
chopped wood  drove the oxen
rocked the cradle  learned to knit
stacked hay  swept the floor
went fishing  learned to sew

The pioneer boys and girls helped their fathers and mothers with many things. They also had time to play games and have fun.
It was a sunny morning in early November. Sarah and Timothy walked along the path through the woods to the schoolhouse. Sarah stopped to gather some of the brightly colored oak leaves on the path. "Hurry, or we'll be late," warned Timothy. Mr. Johnson, the schoolmaster, did not like for his pupils to be tardy.

So Sarah and Timothy hurried on along the path to a clearing. In the middle of the clearing stood a small log building. This was their schoolhouse. The Master rang a bell, and all the boys and girls hurried inside. They sat down on the long wooden benches. They faced the Master behind his tall desk. Some of the boys and girls used slate pencils to write lessons on their slates. Others wrote with charcoal on wooden paddles.

1. Was the schoolhouse in this story a large building? 
2. What time of year did this story take place? 
3. What was a pioneer teacher called? 
4. Timothy and Sarah's schoolmaster's name was 
5. Why did Sarah stop on the way to school? 
6. What did the boys and girls write on? 
   or 
7. Did each student have a desk and seat?
<table>
<thead>
<tr>
<th>Chelbury farm BINGO</th>
<th>Sorghum</th>
<th>Pumpkins</th>
<th>Cats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn stalks</td>
<td>potato bin</td>
<td>Corncrib</td>
<td></td>
</tr>
<tr>
<td>Cider press</td>
<td>husks</td>
<td>swedish farm house</td>
<td></td>
</tr>
<tr>
<td>hay loft</td>
<td>molasses</td>
<td>horse drawn plow</td>
<td></td>
</tr>
<tr>
<td>plow</td>
<td>garden</td>
<td>Wind mill</td>
<td></td>
</tr>
</tbody>
</table>
New resident at Chelberg Farm

By Mike Truax

The staff and volunteers at Indiana Dunes National Lakeshore's Chelberg Farm recently welcomed a new member of the staff, but she is making a real pig of herself. Emily, as she is affectionately known, is a female or sow piglet. Emily is thought to be a mixed breed and should grow to several hundred pounds. Emily and other farm animals may be seen at the Chelberg Farm on Mineral Springs Road in the Indiana Dunes National Lakeshore.

Indiana Dunes National Lakeshore's Chelberg Farm recently acquired this diminutive, but darling porcine princess.

1. Who is Emily?
2. Where does Emily live?
3. Why would they call a pig a staff member of the park?
4. What is a sow?
5. What are baby pigs called?
DUNELAND HARVEST

CROSSWORD PUZZLE

Across

3. This was used to bring water from below the ground.
6. A delicious drink made from apples.
7. A type of saw that needs 2 people to use it.
11. To cut a crop
12. A syrup made from sorghum.
15. Where corn is stored.
16. A cereal grain
17. This is removed from ears of corn.
18. The seed of cereal crops is called ________.
19. To remove the seeds from crops such as wheat or rye.
20. Livestock that provides meat and milk.

Down

1. A hand tool used to thresh crops.
2. A regular job done on the farm or household
3. Used to haul crops from the fields.
4. Harvested from trees.
5. Keeps crows out of the garden.
8. A symbol of Halloween
9. People who come to a country to live.
10. These animals keep mice out of the barn.
13. Stores food for livestock
14. Bundles of grain or hay in the field.
15. One way to preserve fruits and vegetables.
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14. Bundles of grain or hay in the field.
15. One way to preserve fruits and vegetables.
HARVEST AND STORAGE GAMES

Following is a list of tasks that farmers had to do in order to harvest and make use of grains such as wheat, oats, or rye. Put these tasks in order by writing them in order on the lines.

mill 1.______________________________
reap 2.______________________________
sow 3.______________________________
winnow 4.____________________________
cultivate 5.____________________________
thresh 6.____________________________
bind (or make shocks) 7.____________________________
store 8.____________________________
eat 9.____________________________
plow 10.____________________________

Look at the list of food and crops below, then look at the different ways they can be stored. Match the food or crop to the way it is stored and write it on the line next to each category.

| field corn | oats | fruits | apples |
| wheat | clover | pumpkins | potatoes |
| berries | nuts | meat | alfalfa |
| sorghum seeds | green beans | hay | tomatoes |
| carrots | cornstalks | barley | cabbage |

granary:______________________________
corncrib:______________________________
cellar:______________________________
dried:______________________________
silo:______________________________
hayloft:______________________________
canned:______________________________
Following is a list of tasks that farmers had to do in order to harvest and make use of grains such as wheat, oats, or rye. Put these tasks in order by writing them in order on the lines.

1. plow
2. sow
3. cultivate
4. reap
5. bind
6. thresh
7. winnow
8. mill
9. store
10. eat

Look at the list of food and crops below, then look at the different ways they can be stored. Match the food or crop to the way it is stored and write it on the line next to each category.

- **field corn**: wheat, oats, barley
- **corncrib**: field corn
- **cellar**: carrots, apples, potatoes, pumpkins
- **dried**: sorghum seeds, meat, nuts, apples
- **silo**: cornstalks
- **hayloft**: hay, alfalfa, clover
- **canned**: fruit, green beans, berries, tomatoes, cabbage, pumpkins, apples

<table>
<thead>
<tr>
<th>Field Corn</th>
<th>Oats</th>
<th>Fruits</th>
<th>Apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat</td>
<td>Clover</td>
<td>Pumpkins</td>
<td>Potatoes</td>
</tr>
<tr>
<td>Berries</td>
<td>Nuts</td>
<td>Meat</td>
<td>Alfalfa</td>
</tr>
<tr>
<td>Sorghum seeds</td>
<td>Green beans</td>
<td>Hay</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Carrots</td>
<td>Cornstalks</td>
<td>Barley</td>
<td></td>
</tr>
</tbody>
</table>
Online Sources for Additional Lessons

Building a Prairie/Pioneer Town: Found at Herbert Hoover: Presidential Library and Museum
Web address: http://hoover.nara.gov/education/liw/liw Teaching Unit.html

Pros and Cons of Today and Pioneer Days
Web address: www.askeric.org/Virtual/Lessons/Social_Studies/US_History/USH0025.html

Developing a Pioneer Journal
Web address: www.askeric.org/Virtual/Lessons/Social_Studies/US_History/USH0016.html

Build a Log Cabin: using pretzels to build a log cabin
Web address: www.teachers.net/lessons/posts/1646.html

Mapping states using Wilder books
Web address: www.askeric.org/Virtual/Lessons/Interdisciplinary/INT0037.html
Corn Husk Dolls

Materials:
Cornhusks, string, scissors, paper towels, bucket or pan, cloth if you want or you could use fabric and paint.

Directions:
Soak the corn husks until soft. This may take up to an hour. Drain them on paper towels. Keep the husks damp with a cloth while working with them.

1. Put 6 corn husks together and tie a string around the middle for a waist. Tie another piece of string about 2" below the first for the body. Fold the ends of the husks down from the top and hold them down by tying them in place with another string placed on top of the first string that you tied in the middle.

2. Put two husks together and tie them near the ends for the arms and hands. Roll and slip the arms through the opening in the top of the body by wrapping string around them at the neck.

3. If you want a girl corn husk doll, keep the bottom of the dress as it is. To make the boy, divide or cut the husks below the waist. Roll into trouser legs and tie with string at the bottom of each foot.

4. Paint your doll's face. Or if you wish, use fabric and sew or glue clothes on your figure.

5. Add hair by gluing on paper strips or fabric.
Objectives:

Students will understand the hardships that were faced by the Utah pioneers.

Students will increase math skills by using a budget.

Students will use problem solving skills.

Procedures:

1) Separate the class into groups of 5 people.

2) Go through the packing your wagon worksheet together as a class.

3) Review how to work out a budget, can't go over the amount of money that you have.

4) Explain that the student are to pack their wagons and prepare for the trip to the Utah Valley.

5) Explain to the student when they are ready with their wagons and money that they are to start "traveling" to the Salt Lake Valley.

6) Pass out grab bag challenges,

7) Have them draw one of the grab bag challenges.

8) Student have to solve the challenge before they can continue their trip to the valley. They must to this 5 times. After the fifth challenge is drawn and solved the group has reached the valley.

9) After all groups have made it, (after 5 grab bag challenges) to the valley, have class discuss what some of the experience were in the groups.

10) Ask questions to the class related to their encounters. Ex. How much money did they have left? What were some of the
difficulties that were faced as they were packing their wagons? How did they overcome these difficulties? What happened on their journey to the Salt Lake Valley? How did they solve the problem?

1) Review with class the math concepts that had to be used to obtain their budget. (addition, subtraction, multiplication, division, balancing.)

**Packing Your Wagon**

You are pioneer. You are traveling together to get to the Salt Lake Valley. However your funds are limited, and you still need supplies for the trip and for when you arrive in the valley. You have a total of 5 people in your group with $265.00 for supplies. Your wagon can only carry 1,100 lbs. Each member in your group needs to be given 25 lbs. for personal belongings (clothes, coats, ...). These don't cost you any money but reduce the amount of weight left for supplies. Remember these are supplies that will help you on your journey and start your new life in the valley. You are responsible for both the money and pound for supplies. You can't spend or carry more than is available.

GOOD LUCK!

<table>
<thead>
<tr>
<th>Supplies</th>
<th>Cost</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>wagon</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>flour (1 barrel)</td>
<td>$15.00</td>
<td>100 lbs.</td>
</tr>
<tr>
<td>wheat (1 barrel)</td>
<td>$12.00</td>
<td>100 lbs.</td>
</tr>
<tr>
<td>sugar (1 barrel)</td>
<td>$19.00</td>
<td>90 lbs.</td>
</tr>
<tr>
<td>1 keg salt (seasoning and preservative)</td>
<td>$5.00</td>
<td>90 lbs.</td>
</tr>
<tr>
<td>1 water barrel with water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>alcohol (medicine)</td>
<td>$5.00</td>
<td>5 lbs.</td>
</tr>
<tr>
<td>dried vegetables</td>
<td>$10.00</td>
<td>70 lbs.</td>
</tr>
<tr>
<td>yeast</td>
<td>$9.00</td>
<td>60 lbs.</td>
</tr>
<tr>
<td>seasonings</td>
<td>$16.00</td>
<td>30 lbs.</td>
</tr>
<tr>
<td>dried meat</td>
<td>$22.00</td>
<td>80 lbs.</td>
</tr>
<tr>
<td>grain (to eat and feed animals)</td>
<td>$12.00</td>
<td>100 lbs.</td>
</tr>
<tr>
<td>potatoes</td>
<td>$8.00</td>
<td>50 lbs.</td>
</tr>
<tr>
<td>1 cow (milk)</td>
<td>$25.00</td>
<td></td>
</tr>
<tr>
<td>1 horse</td>
<td>$30.00</td>
<td></td>
</tr>
<tr>
<td>1 ox (need as least 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$15.00
1 extra wheel
$20.00
110 lbs.

1 gun and ammunition
$6.00
10 lbs.

kitchen utensils
(cooking, knives)
$5.00
20 lbs.

household tools (broom, pail . . . )
$7.00
20 lbs.

small farming tools
(shovel, saw . . . )
$8.00
30 lbs.

nails
$8.00
5 lbs.

house decorations
----------
60 lbs.

1 lantern and kerosene
$3.00
5 lbs.

bedding (for 1 person - 2 blankets)
$3.00
3 lbs.

seeds
$10.00
85 lbs.

tools to repair wagon
$6.00
20 lbs.

1 extra blanket
$2.00
1 lbs.

material and sewing equipment
$5.00
30 lbs.

soap
$2.00
5 lbs.

books and supplies
(schooling)
----------
50 lbs.

1 guitar
----------
10 lbs.

wax (candles)
$2.00
8 lbs.

1 bed
$2.00
100 lbs.

Author: Jill Radford
Usu (Utah)
Create Your Own Pioneer
Abstract:

Families, children, teenagers, single adults and single parents are part of the pioneer story. In this activity each student will create one pioneer and write his or her story.

STANDARD 01 - Printmaking - 1130 - (7-12) [2001]
Students will assemble and create prints by manipulating printmaking media and by organizing images with the elements and principles.
  Visual Arts - Making
  1130 - 01

STANDARD 01 - Language Arts - 4090 - Ninth Grade [1999]
Students use comprehension strategies before, during, and after reading.
  Reading
  4090 - 01

STANDARD 01 - Social Studies - 6120 - United States History [1996]
Students will demonstrate through individual and group processes a variety of creative, critical, causal, interpretive, and reflective thinking skills through observing, reading, writing, listening, speaking, and problem solving.
  Process Skills
  6120 - 01

In Class Instruction Time:
up to 3 45 minute class periods  Group Size:
Individual
Life Skill:
Complex Thinking

Teaching Style:
Hands-on

Subject/Concept Words:
model
writing process
pioneer life
art
clothing

Intended Learning Outcomes:

Students will become involved with the pioneer experiences as each creates an individual and writes a brief history of that person.
Background:

This activity will require imagination on the part of the students. The teacher will provide initial directions and then step back and watch them progress through the creative process. Each person will develop a strong sense of identification with the pioneer he or she creates.

Materials:
1. A file folder. (May be shared by two or three students.)
2. Colored paper, glue, cloth, yarn, other items to make a miniature pioneer figure.
3. Theme paper to write autobiography of the character selected.
4. Other materials may be included as students brainstorm and extend the basic directions.

Introduction:
The teacher may create a representative pioneer model and hold it up for the class to see. Brainstorm by having students tell what kind of experiences this pioneer might have had in 1847.

Instructional Procedures:
Step 1. If available, show a short video to illustrate the life of the pioneer. Check your school district library for appropriate titles.
Step 2. Pass out file folders to the students. No more than three students should be assigned to one folder. (Note: The three students will share the folder and the setting of the story, but each will create his or her own pioneer model and story.) Tell the students that they are to design the setting for their story on the outer portion of the file folder. This might be a wagon, a handcart, a tent, a pioneer home, a fort, or a portion of a pioneer trail. The setting is important because the story they write about their pioneer will take place in this setting.
Step 3. After the setting is complete, each student will create a small model (paper/cardboard doll, etc.) of a pioneer. The model should be small enough to fit inside of the folder. The pioneer model might be made entirely of paper but some students will want to use cloth or other items to make their model more realistic. Hats, shawls, shoes, and other items often are added for a more realistic figure.
Step 4. After the setting and the pioneer characters have been made, it is time for each student to write a short story about his or her character. Details should include:
1. age
2. male or female
3. name
4. details of life before the pioneer experience.
5. circumstances bringing individual or family into pioneer situation
6. outcome of the pioneer experiences for the character in the story.
Step 5. At the conclusion of the activity each group should begin by having one member describe the setting (folder). After the setting is in place, have each group member share the finished model and tell the story of that pioneer's experience.
Step 6. The finished products may be displayed within the school or library and step 5 may be repeated (performed) for other classes or schools.

Possible Extensions/Adaptations:
Assessment Suggestion:
Keep in mind that students will be putting their personal talents on display. Do not compare the finished products based upon how creative each is. Consider the effort and the realistic thinking that has gone into this project. You might want to develop a grading scale before the project begins. (See Rubric)

Three areas should be considered for basic evaluation. Others might be added as appropriate.

1. The setting
2. The pioneer model
3. The written account of the pioneer

Assessment Rubric:
Interview Report Rubric

Rubric Criteria: Interview Report Rubric

Criteria 1: Criteria 1: Student has followed the writing process to produce an interesting story. The final product has an overall neat appearance, is attractive to the eye, and contains correct spelling, punctuation, grammar, and capitalization. The setting is appropriate and clearly illustrated. The model clearly depicts authenticity.

Criteria 2: Criteria 2: Students have used proper interviewing techniques and have following the writing process to produce an interesting story. The final product has an overall neat appearance, is attractive to the eye, but has 1-5 spelling, punctuation, grammar, or capitalization errors. The setting is mostly appropriate and clearly illustrated. The model is mostly authentic.

Criteria 3: Criteria 3: Students have used proper interviewing techniques and have following the writing process to produce an interesting story. The final product has an overall neat appearance, is attractive to the eye, but has 6-10 spelling, punctuation, grammatical, or capitalization errors. The setting is somewhat appropriate and adequately illustrated. The model depicts some authenticity.

Criteria 4: Criteria 4: Students have used proper interviewing techniques and have following the writing process to produce an interesting story. The final product does not have an overall neat appearance and contains more than 10 capitalization, spelling, punctuation, or grammatical errors. The setting is not appropriate or clearly illustrated. The model is not authentic.

Criteria 5: Criteria 5: No attempt

Bibliography:

Author: DAVID SQUIRES Date Submitted: Apr 21 1997 2:26PM
Collaborative Thematic Unit: Westward Expansion

by Jennie Bradley and Ross Taylor  
found on protecher.com

Focus: Students will investigate the pioneer movement: modes of transportation, reasons for moving, people involved, and the life in general.

Grade Level: Primary

Objectives: By the end of the thematic unit the students will be able to:
1. Define pioneer
2. Identify those involved
3. Describe the life- housing, clothing, etc
4. Explain where the pioneers went
5. Identify the reasons for going west
6. Recognize important figures involved

Materials and Resources

A. Printed Resources
2. *Pioneer Children of Appalachia*, John Anderson. 1986
3. *Pathways to America, the Oregon Trail*, Lydia Hatch. 1994

B. Computer and CD-Rom Resources
   A collection of historic multimedia about the United States including stills, video clips, and audio sound bites.

   Video collection of mostly still images, ideal for lecturing as available images can be incorporated for the class setting.

   National Geographic Society. Also known as GTV, provides comprehensive exploration of American History: settlement of the plains, etc. with lesson ideas.

   Travel on the Oregon Trail in 1848 and deal with all the hassles and disasters encountered.

C. Internet Resources

1. To the Western Ocean: Planning the Lewis and Clark Expedition.
2. The American West.
4. Living History Museum.
5. The Oregon Trail.
7. The American West Online.

D. Audio/Visual Resources

1. *Sarah Plain and Tall.* video.
3. *As the Wind Rocks the Wagon.* video.

E. Community Resources

1. Guest Speakers Contact American History professor or graduate student specializing in the topic from a local college and schedule their appearance for the class. Also contact local western enthusiasts and storytellers to speak to the class.
2. Field Trips Schedule a field trip/ camping trip to a semi remote area and recreate pioneer living.

F. Literature Resources

Fiction
Fisher, L.E. *The Oregon Trail.* 1990
Lydon, Kerry Raines. *A Birthday for Blue*. 1989

**Non-fiction**
Freedman, Russell. *Cowboys of the Wildwest*. 1985
McCall, Edith. *Heroes of the Western Outposts*. 1960
Parkman, Francis. *The Oregon Trail*. 1969
Tunis, Edwin. *Frontier Living*. 1976

**Poetry**
Began, Shonto. *Navajo: Visions and Voices Across the Mesa*. 1995
Benet, S.V. *The Ballad of William Sycamore*. 1959

**Initiating Activity**
Have the students watch a video concerning the westward movement, such as an episode of *Little House on the Prairie* or *As the Wind Rocks the Wagon*. After watching the video, have the students make a list of the characteristics of this time period which are inaccurate in the video. For example: What were the wagons pulled by? During a long journey, did the family stay on the wagon or did they walk with the wagon?

**General Activities**
1. To understand what life was like as a pioneer, go one night without modern conveniences, such as electricity, pens, etc. Make a list of the things you gave up.

2. Have a "trail meal" dried bacon, bread and cold beans, for lunch. Imagine what it would be like to eat this for breakfast, lunch, and dinner for weeks. Give an oral description to the class.

3. Imagine going on a four month trip in your family van. You will be traveling through remote wilderness with no place to stop for food or supplies. What would you take along. Make a list. How is your list similar to or different from the pioneers.

4. Have students make a list of their ten most prized possessions. Have them exchange and share this list with other students. Then have them work in groups to think of what may have been prized possessions for pioneer children.
5. Hand out maps of the United States to the students and have them use different colored crayons to trace the various trails used during the expansion, for example: Sante Fe Trail, The Oregon Trail, etc., and you can even include the railroads.

**Discussion Questions**

1. Have you ever moved before? Why did you or someone you know move? Can you think of similar reasons why pioneers moved?

2. What kinds of games do you think children played in the pioneer days?

3. Do you think something like the westward expansion could repeat itself perhaps in another part of the world or even on another planet?

4. If you could choose which time period you could live in (pioneer days or modern days), which time would you choose? Explain.
Oregon Trail Diary

An AskERIC Lesson Plan

Submitted by: Barbara Watson
School or Affiliation: Skyline High School, Idaho Falls, ID
Endorsed by: These lesson plans are the result of the work of the teachers who have attended the Columbia Education Center's Summer Workshop. CEC is a consortium of teacher from 14 western states dedicated to improving the quality of education in the rural, western, United States, and particularly the quality of math and science Education. CEC uses Big Sky Telegraph as the hub of their telecommunications network that allows the participating teachers to stay in contact with their trainers and peers that they have met at the Workshops.

Date: May 1994

Description: As America expanded across the continent, her settlement of the west by the pioneers was one of the major accomplishments of the 19th century. As westerners, my students especially need to appreciate the hardships their ancestors endured as they traveled across the plains to reach their various destinations. This diary simulation provides dual opportunities for students to write their own historical fiction as well as to gain a deeper understanding of the various landmarks and trails of the Oregon Trail.

The students come into class the day they begin their western unit, and the day's destination is already on the board; they begin writing as soon as the tardy bell rings. This activity continues throughout the entire western unit so that students may add details from their studies to their own diaries for added realism.

Throughout this unit, the bulletin board should contain a U.S. map with all the various western trails marked on it. Each day a small picture of a Conestoga wagon can be moved to that day's destination along the Oregon Trail. Then around the map, pictures of the different landmarks on the Oregon Trail as well as any other pictures of pioneers moving could be displayed. This all helps the students get a feel for the time and place that they are writing about.

Grade Level(s): 5, 6, 7, 8, 9, 10, 11

Subject(s):
- Social Studies/US History


Procedure: Announce to the students that they are about to move west and will be keeping a diary about their adventures. They must do the following before the next class day:

a. Create a new identity for themselves. This would include an old-fashioned name, age, occupation, spouse, and family (minimum of two children and possibly grandparents, cousins, uncles or aunts living with them). Having a spouse is required because most adults were married then.

b. Find or make some kind of book to write in and some type of ink to write with. One idea is to "age" paper by wadding it up, dipping it in tea or coffee, and once dry, binding it in some manner.

**Topics For The Paper:**

**Decision to Move.** Husband decides to move to Oregon (with or without the wife's advice). Wife obeys and pregnancy or illness is no excuse not to go or to postpone the trip.

**Independence, Missouri.** Meet at the southeast corner of Courthouse Square and wait until enough wagons show up to form a wagon train. Tell what you brought with you (supplies, heirlooms, animals) as well as what the town looks and feels like.

**First Night—Crossed Blue River.** Describe your first day of travel by wagon plus crossing a river. Camp near the flour mills run by river power, and buy flour from either Blue Mill or Fitzhugh Mill. Someone on your wagon train is bitten by a rattle snake and dies hours later.

**Crossed Kansas River.** Used the Pappan Ferry run by two brothers who used two canoes with poles to carry the wagons over. They coiled a rope around a tree to lower the boat into the water. The river was 200 yards wide, rapid and deep current. Animals swam, and it cost $4/wagon, .25/mule, .10/man. One of your children falls off the wagon and is swept away by the current and drowns.

**Fort Kearny.** Mail letters and buy supplies.

**Ash Hollow.** This is the first steep grade you've encountered, and it was so scary that people did not even talk for the last 2 miles. You lost several hours holding the wagons back with ropes (to keep them from racing down the canyon), so you decide to camp in the grove of ash trees at the bottom of the canyon.

**Courthouse Rock.** You passed a huge rock that looked like a castle or jail. It was all alone on the prairie and you've been watching it for days. The ground has changed from lush green to browns and tans. In fact, it is so dry that your lips and nose are cracked and parched, but this evening relief came with a thunderstorm which lit up the sky with all the lightning. Your animals became frightened, and you have to calm them down.

**Chimney Rock.** You passed a tall rock formation out in the middle of the plains. It is hot and you're bothered by the boils on the back of your unwashed neck.

**Scott's Bluff.** On the south bank of the Platte River, you pass a high cliff. There is no wood and you're forced the use buffalo chips to make your fire (it does give a distinctive taste to the food).

**Fort Laramie.** This Mexican-style fort made of adobe seemed to be out in the middle of
nowhere. There is water on two sides. You buy supplies.

**Independence Rock**. It's the Fourth of July and you spend the next couple of days celebrating around this huge granite rock that is 3-4 acres in size and looks like a giant whale. You celebrate independence with patriotic singing, picnic lunches, and carving your name on the rock.

**Sweetwater River Crossing**. You camp near the river because it is a lush area with good water and grass for the animals. Indians attack this evening, and while your wagon train fought them off, several friends died.

**South Pass**. Today you crossed the Continental Divide, although it was so gradual a climb that you were unaware at the time. This pass is only 3/4 of a mile in parts, but it marks the beginning of the Oregon Territory.

**Steamboat Springs**. You passed this natural phenomenon but did not want to camp there. It is an opening in rock where hot mineral water shoots out and emits a noise like a high pressure steamboat whistle (though not very loud). The water is hot, pungent, and had a disagreeable metallic taste to it. One of your children burned his/her tongue trying to drink it.

**Soda Springs**. You've decided to camp here in a cedar grove where there are round openings several feet in diameter. One hole contains a natural soda water and you baked several batches of bread with the water, you don't have to use yeast. The other hole contains water that is like beer. Several men drank too much of it and got giddy.

**Fort Hall**. Although this isn't the nicest fort you've stopped at, it does sell fresh vegetables, which you've not had since the trip began. You buy supplies, but they're expensive: sugar -.50/pint; coffee -.50/pint; flour -.25/pint; rice -.33/pint.

**Fort Boise**. You've been traveling along the Snake River plain and you finally see a lot of trees in this valley where you decide the camp for the night.

**Valley of Grande Ronde**. You're almost there and now you're in a beautifully lush valley with berries everywhere. You spend several days picking fruit and resting.

**Barlow Road**. You decide to use the toll road rather than raft down the Columbia River. Even the road, though, is dangerous as it plunges down cliffs, so you have to slow your wagon by wrapping rope around trees to gently guide it down the steep incline. You can see Mount Hood in the distance, and some decide to stay here.

**Willamette**. You've reached your destination and it's as beautiful as you'd heard.

**Tying it All Together:**

The overall goal is to get the students to write creatively and gain empathy with the early pioneers.
Simulation: Oregon Trail

An AskERIC Lesson Plan

Submitted by: Louise C. Murphy
School or Affiliation: Scott L. Libby School, Litchfield Park, Arizona
Endorsed by: These lesson plans are the result of the work of the teachers who have attended the Columbia Education Center's Summer Workshop. CEC is a consortium of teachers from 14 western states dedicated to improving the quality of education in the rural, western, United States, and particularly the quality of math and science education. CEC uses Big Sky Telegraph as the hub of their telecommunications network that allows the participating teachers to stay in contact with their trainers and peers that they have met at the Workshops.

Date: May 1994

Grade Level(s): 5, 6, 7, 8

Subject(s):
- Social Studies/US History

Overview: The students will gain knowledge and appreciation of life in the United States in the mid 1800's.

Purpose: The students will develop research techniques, decision making skills, writing skills and interpersonal skills.

Objective(s): The students will:
- research life in the United States in the mid 1800's
- discuss the social, political and economic situation in the United States in the 1800's
- compare and contrast life in the 1800's with life in the 1990's.
- work on the computers in co-operative groups on the program, The Oregon Trail.
- evaluate different alternatives before making decisions.
- keep notes in a journal.
- research diseases that were rampant in the 1800's.
- write and illustrate letters.
- demonstrate good map skill.
- create and compute math word problems using information from the computer simulation.
- learn songs relating to the 1800's.

Resources/Materials Needed:

resource books, maps, computers, journal sheets, map paper, markers, highlighters, "The Oregon Trail", "The Children's Writing and Publishing", songbook "Touch of the Past"

Activities:

1. Research the mid 1800's in cooperative groups.
2. Discuss as a class the social, economic and political situation during the 1800's.
3. List the pros and cons for life in the 1800's and life in the 1990's.
4. Work on the computer program 'The Oregon Trail' in groups.
5. Discuss the alternatives before making decisions on the trail.
6. Keep a journal while working on the computer program.
7. Research the diseases encountered on the Oregon Trail.
8. Write and illustrate letters using The Children's Writing and Publishing. Write from the viewpoint of a settler who has just completed the long grueling trip.
9. Draw and label maps of the territory traveled from Missouri to the Willamette Valley.
10. Formulate word problems for the other groups in the class to solve.
11. Practice songs of the 1800's.

Tying It All Together:

1. Write a newspaper about sights and happenings on the trail.
2. Perform songs for other classes.
Academic Standards for Students

The state of Indiana requires that students meet certain academic standards. These standards address what students should know at each grade level in the areas of language arts, mathematics, science, and social studies. Every lesson a teacher presents must be justified by the standards the state has adopted. The following is a list of the standards that are covered in my unit. The standards are also listed with the lesson in which they are addressed. It is important for teachers to document the standards they address because they are responsible for covering every standard at their grade level.
All Standards Addressed in Pioneer Unit

**Language Arts:**

3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.

3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).

3.5.1 Write narratives (stories) that:
   * provide a context within which an action takes place.
   * include details to develop the plot.

3.5.2 Write descriptive pieces about people, places, things, or experiences that:
   * develop a unified main idea.
   * use details to support the main idea.

3.5.5 Write for different purposes and to a specific audience or person.

3.6.1 Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.

3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.

3.6.3 Identify and use subjects and verbs that are in agreement.

3.6.4 Identify and use past, present, and future verb tenses properly in writing.

3.6.5 Use commas in dates, locations, and addresses, and for items in a series.

3.6.6 Capitalize correctly geographical names, holidays, historical periods, and special events.

3.7.5 Organize ideas chronologically or around major points of information.

3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.

3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

**Mathematics:**

3.1.1 Count, read, and write whole numbers up to 1,000.

3.2.2 Represent the concept of multiplication as repeated addition.

3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.

3.2.5 Show mastery of multiplication facts for 2, 5, and 10.

3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.

3.3.2 Solve problems using numeric equations.
3.3.6 Solve simple problems involving a functional relationship between two quantities.
3.5.1 Measure line segments to the nearest half-inch.
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.
3.5.12 Carry out simple unit conversions within a measurement system.
3.6.2 Decide when and how to break a problem into simpler parts.
3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
3.6.7 Make precise calculations and check the validity of the results in the context of the problem.

Science:
3.1.4 Discuss the results of investigations and consider the explanations of others.
3.1.5 Demonstrate the ability to work cooperatively while respecting the ideas of others and communicating one’s own conclusions about findings.
3.2.2 Measure and mix dry and liquid materials in prescribed amounts, following reasonable safety precautions.

Social Studies:
HISTORY: Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.
3.1.2 Explain why and how the local community was established, and identify founders and early settlers.
3.1.5 Develop simple timelines of events in the local communities.
3.1.6 Read fiction and non-fiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.
3.1.7 Use a variety of community resources, such as libraries, museums, and county historians, to gather information about the local community.
3.3.1 Distinguish between physical and political features on maps and globes, and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.
3.3.5 Explain how climate affects the vegetation and animal life of a region, and describe the physical characteristics that relate to form an ecosystem.
INTASC Principles for Teachers

Just as students are held to standards, so are teachers. The Interstate New Teacher Assessment and Support Consortium have established a list of 10 principles in which teachers must display competency. In fact, a majority of states have adopted these principles and have integrated them into teacher education programs and licensure. These principles were developed to measure teacher competency in three areas; knowledge, performance, and disposition.

I am entering the teacher profession in the age of accountability. Therefore, I feel it is important to document the competencies I displayed during the development and teaching of my unit. I have listed each principle followed by a paragraph explaining how I demonstrated competency.
**INTASC Principles Addressed**

1. **The professional educator understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

   I feel I addressed this principle in several ways. I showed through my use of a KWL chart that I find it important to address student misconceptions. The KWL chart allowed me to bring student’s misconceptions out into the open so they could be discussed. I uncovered misconceptions that could cause student learning to be confused later. The KWL chart also let the students connect what they already knew to what they were about to learn. When we went over it at the end of the unit the connections were completed. The entire unit connects the content in multiple academic fields to one theme. This makes the subject matter more meaningful to the students involved. I showed the importance of keeping abreast of new information by doing research. Much of my research took place on the Internet, which is a fairly new place to find information. I took the unit far beyond the regular textbook. I created a variety of meaningful experiences to help my students develop higher order thinking skills.

2. **The professional educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.**

   This unit was designed based on the class I was placed in for my student teaching experience. The class varied in number from nineteen to twenty-three at any given time. There were always more boys than girls. The turnover rate was well over sixty percent. These students came from low socio-economic families with many different family situations. Many of my students did not feel school was important. Many of them needed to be motivated before they would even feign an interest in the lesson. Knowing what my children needed helped me to design lessons that made them more successful learners. The more successful my students were the more successful I was. This meant improved self-esteem, confidence, and personal growth for my students and I.

3. **The professional educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

   I designed a unit with a variety of activities and lessons. I worked hard to cover all the different learning styles. I adapted each tested lesson as I taught it. I monitored my students’ interests and knowledge. This allowed me to let the lesson go in the way the students directed it. The climate in the classroom was established by day one. All students’ voices were heard, they felt safe, and they were comfortable trying new things.

4. **The professional educator understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.**

   By choosing a variety of activities I proved that I am capable of stimulating my students cognitive growth. I not only understand multiple instructional strategies, but I am comfortable planning and using them. Throughout the unit I provided opportunities for problem solving. I also used performance-based assessment as the foundation of my
Every time I participate in planning and teaching a lesson I learn something new. If the lesson is successful, my students have gained a plethora of new knowledge as well. I constantly adapted these lessons as I taught them. I listened to the questions my students asked and the answers they gave. I then let the lesson go in a way that better suits their needs.

5. The professional educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

My plan for classroom management is based on the ideas that interested and motivated students do not have time to be distracted by mistaken behavior. During my unit lessons, I had very few behavior problems. I showed that I understand how important student interaction by including partner and small group activities. Finally, I always had my materials and information ready for each lesson. It made both the students and I more comfortable. It also helped the lessons run more efficiently.

6. The professional educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

I proved my competency in this area through all my communications. My ability to communicate through writing is obvious throughout my unit. My verbal skills were displayed as I taught the tested lessons. I incorporated lessons that touched children with varying intelligences including, interpersonal, intrapersonal, kinesthetic, and artistic. My instructions to students were sometimes oral and sometimes written. I often chose to include both types of directions so that all students were able to follow instructions successfully.

7. The professional educator plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

This entire unit is based on the Indiana state academic standards for third graders. Standards are covered in each of the subject areas, language arts, mathematics, science, and social studies. The multiple standards are addressed on each lesson. Many lessons cover standards in more than one academic area. My unit displays my ability to plan for the long- and short-term. Each lesson is planned for that one day and the entire unit covers two weeks. Each lesson plan depends on the teacher for modifications.

8. The professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

I used many different types of assessments throughout my unit. I used teacher observation, rubrics, worksheets, and the culminating project. These varied types of assessments allowed me to collect many different types of information about my students. I used these assessments to help me monitor my students’ learning and achievement. I also used them to help me make decisions, such as what lesson to teach next and whether or not my students were even ready for the next lesson. I worked closely with my student teaching supervising teacher to develop this unit. I felt that her
expertise would benefit my students and my unit. Ms. Dudek is very knowledgeable and her input really helped define the unit.

9. The professional educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on other (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

I was reflective throughout my teaching experience. Every lesson that was tested has a written reflection accompanying it. These reflections were completed the same day that the lesson was taught. This maintained the authenticity of the response. It also helped me to see what types of lessons really work well in certain environments. I also discussed my work with my student teaching supervisor. I wanted to find out how a veteran teacher would handle the feedback I was receiving from the students. Finally, I did quite a bit of work researching lessons and ideas for my unit. I tried to take advantage of some of the new websites that are available for teachers.

10. The professional educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

I stayed concerned about all aspects of my students' lives. I found that the more interested I was in them, the more interested they were in me. I consulted with many adults about my unit and my students. I talked to the other third grade teachers in the building. I also talked with my mom, another teacher. I wanted to be sure I was doing the best things for my students and I wanted to find other ideas from other people. I used the community for my unit. It was incorporated through the field trip to the Chellberg Farm. I included quite a bit of information about these regional pioneers.
Bibliography

Fiction/Literature


Teachers Lending Assistance/Advice/Materials


Non-Fiction Resources/Literature


**Idea/Activity Books**


**On-line Resources**


Scholastic. Web address: www.scholastic.com

**Lesson Plan Websites**

www.askeric.org

www.lessonplanpages.com

www.proteacher.com

www.teachers.net

www.teacherlink.com

www.thinkquest.org