

DAILY LIFE OF PIONEERS IN INDIANA

By Terry Iunghuhn

GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
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8600 University Boulevard
Evansville, Indiana 47712
(812) 465-7014

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Lesson Plan

4MAT Lesson Plan: Short Form

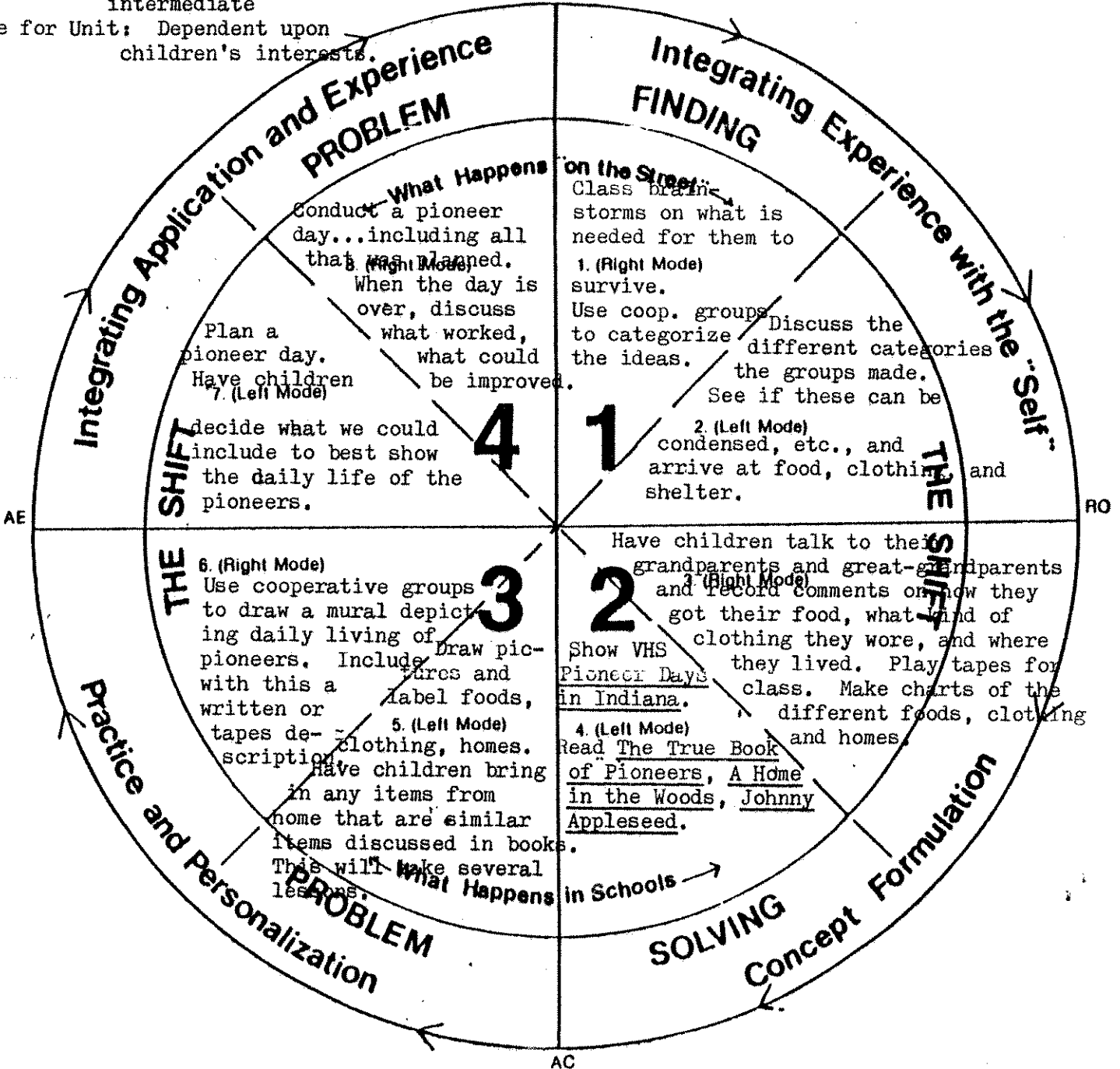
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Theme: Daily Life of Pioneers in Indiana

Age Level: Primary--easily adaptable for intermediate

Time for Unit: Dependent upon children's interests.

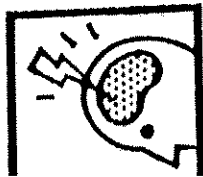
Place to Begin
 CE



SUBJECT: SOCIAL STUDIES
AUTHOR: TERRY LUNCHUHN

UNIT: PIONEERS

GRADE LEVEL: PRIMARY ADAPTABLE TO
INTERMEDIATE



QUADRANT ONE

INTEGRATING EXPERIENCE WITH THE SELF

The Imaginative Learner's most comfortable place
CONCERN WITH PERSONAL MEANING —
CREATE A REASON

Answer the question "WHY?"

Teacher's Role — Motivator

Method — Simulation to encourage brainstorming for imagination, innovation, and empathy

1. Right Mode

Create An Experience

Teacher More Active

Objective:

To allow children, through brainstorming, to list the survival needs.

To categorize these needs.

To work in cooperative groups.

Activity:

Allow the class to brainstorm ideas of what is needed for them to survive daily. Accept all ideas; write them on the chalkboard or a chart.

Divide the class into groups of two or three. Instruct

them to cooperatively think

of some ways that the words

on the board could be grouped.

Do one together to demonstrate:

If several kinds of food or

drinks are mentioned, delve

to get the class to put these

into a group of foods.

Evaluation:

Keep proximity with the groups. The categories they form will show success.

2. Left Mode

Analyze The Experience

Teacher More Active

Objective:

To give each group a chance to share answers.

To compare answers and evaluate categories.

Activity:

Ask the recorder from each cooperative group to share with the class the way the children in his/her group categorized the words from the chalkboard.

Write these categories on the chalkboard.

Ask them to compare each group's answers. Are there any ways to combine them? Are there any categories not really needed for survival? Why?

Evaluation:

A response given by each cooperative group.

A list of final categories.

4. Left Mode

Develop Theories And Concepts

Teacher More Active

Objectives: -----
To introduce the methods the pioneers used to survive--- focusing on the categories established by the class.

Activities:

Show video "Pioneer Days in Indiana."

It is available through Lincoln Boyhood National Park.

Read The True Book of Pioneers by Mabel Harmer.

Read Cabin in the Woods by Joanne Landers Henry.

Read A Home in the Woods by Oliver Johnson.

Read sections of Family Life of Pioneers in Indiana, a research paper by Terry lunghuhn.

Read Pioneer Life on the American Prairie by Scholastic Magazines.

Read Johnny Applesed by Alike.

These resources are used to give the class insight into the way the pioneers lived.

This part is interspersed with the activities in Section 5 for as long as interest holds or you feel is needed to teach the objective.

Evaluation:

Participation in discussions.



QUADRANT THREE

PRACTICE AND PERSONALIZATION

The Common Sense Learner's most comfortable place

CONCERN FOR HANDS-ON EXPERIENCE — LET THEM TRY IT

Answer the question "HOW DOES THIS WORK?"
Teacher's Role — Coach/Facilitator
Method — Facilitation

5. Left Mode

Working On Defined Concepts (Reinforcement and Manipulation)

Objective:

To familiarize children with pioneer methods introduced through books and discussions.

Activities:

Have children draw pictures of foods, clothing, and shelter and any other categories covered. Ask each child to label his pictures or to tell a person who will write what he says. Ask children to bring in any items from home that are similar to items discussed in the books. Snapshots would be encouraged, too. This will take several lessons. Display these items with cards describing the item and its use in the child's own words.

Evaluation:

Quality of completed pictures and descriptions.

Right Mode

Messing Around™

Adding Something of Themselves)

Students More Active

Objective:

To have cooperative groups use the information assimilated to create a mural.

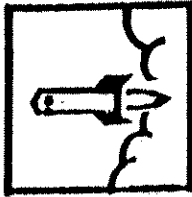
Activity:

Use cooperative groups to draw a mural depicting daily living of pioneers. Make available different media for drawing. Give each group a choice of writing a description of their mural or recording a description on a tape recorder.

Display these murals. Allow each group to share the description with the class. Allow the class to ask any questions they might have about the presentation.

Evaluation:

Each group has a mural to display.



QUADRANT FOUR

INTEGRATING APPLICATION AND EXPERIENCE

The Dynamic Learner's most comfortable place
CONCERN FOR ACTION, DOING — LET THEM
TEACH IT TO THEMSELVES AND SHARE
WHAT THEY LEARN WITH OTHERS

Answer the questions "WHAT CAN THIS BE-
COME?" "WHAT CAN I MAKE OF THIS?"
Teacher's Role — Evaluator/Remediator
Method — Self-Discovery

7. Left Mode

Analyzing Their Own Application Of The Con-
cepts For Usefulness, Originality, And As A
Stepping Stone For Future Learning

Students More Active

Objective:

To expand the understanding of pioneer
life by working in groups to
plan a project.

Activity:

As a whole class, plan what
activities need to be included
in a pioneer day.

Assign a group to each
activity. Let the group plan
what is needed to carry out the
activity or demonstrate the
activity on Pioneer Day. Who
will bring what items?
Does the teacher need to
provide anything?

Evaluation:

Have each group report orally to
me the final plans for that group.

8. Right Mode

Doing It Themselves And Sharing What They Do With Others.

(Integrating Application and Experience)

Students More Active

Objective:

To complete activities planned for Pioneer Day.

To evaluate the successful activities and the ones that could be improved.

Activities:

Conduct a Pioneer Day...including all the activities the class planned.

When the day is over, discuss what worked and what could be improved.

Evaluation:

Evaluation for this activity was incorporated in the activity as a culminating discussion.

Resources:

Aliki, Johnny Applesseed. New York: The Trumpet Club, 19 .

Harmer, Mabel, The True Book of Pioneers. USA: Children's Press, 1957.

Henry, Joanne Landers, Log Cabin in the Woods, A True Story about a Pioneer Boy. New York: Four Winds Press, 1988.

Iunghuhn, Terry, Family Life of Pioneers in Indiana. Unpublished research paper, 1990.

Johnson, Howard, A Home in the Woods: Pioneer Life in Indiana. Indianapolis: Indiana Historical Society, 1951.

Moore, Eva, Johnny Applesseed. New York: Scholastic, Inc., 1964.

-----, Colonial American Activity Book. Dana Point, CA.: Edupress, 1988.

-----, Pioneer Life on the American Prairie. New York: Scholastic Magazines, Inc., 1977.

To request VHS:

Film Library
Lincoln Boyhood National Memorial
Lincoln City, In. 47552
(812) 937-4541

Other good books that are fiction, but that represent pioneer life are:

- Baber, Adin, Sarah and Abe in Indiana. Durham, North Carolina: Moore Publishing Co., 1970.
- Bulla, Clyde Robert, Down the Mississippi.
- Coatsworth, Elizabeth, Old Whirlwind.
- Courtault, Martine, Going West: Cowboys and Pioneers. Ossining, N.Y.: Young Discovery Library, 1989.
- Diagilesh, Alice, The Courage of Sarah Noble.
- MacLachlan, Patricia, Sarah, Plain and Tall. New York: The Trumpet Club, 1985.
- Sperry, Portier Howe, Abigail.
- Wilder, Laura Ingalls, Little House in the Big Woods. New York: Scholastic Book Services, 1953.