DAILY LIFE OF PIONEERS IN INDIANA

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GRADE LEVEL: Elementary

Prepared in partial fulfillment of requirements for
"INDIANA AND THE NEW NATION, 1776-1876"
a project of the Historic Southern Indiana Project
of the University of Southern Indiana
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Funded by the National Endowment for the Humanities

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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 Unruhun.
Read *Pioneer Life on the American Prairie* by Scholastic Magazines.
Read *Johnny Appleseed* by Aliki.

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.
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.

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. Let Mode
Working On Defined Concepts
(Reinforcement and Manipulation)

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

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 BECOME?" "WHAT CAN I MAKE OF THIS?"

Teacher's Role — Evaluator/Remediator
Method — Self-Discovery

7. Left Mode
Analyzing Their Own Application Of The Concepts 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.
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:

To request VHS:
Film Library
Lincoln Boyhood National Memorial
Lincoln City, In. 47552
(812) 937-4543
Other good books that are fiction, but that represent pioneer life are:


Bulla, Clyde Robert, *Down the Mississippi*.

Coatsworth, Elizabeth, *Old Whirlwind*.


Diagleish, Alice, *The Courage of Sarah Noble*.


Sperry, Portier Howe, *Abigail*.