

A SEATING ARRANGEMENT DESIGNED TO STIMULATE INTEREST IN INDIANA HISTORY

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GRADE LEVEL: Elementary

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STIMULATE INTEREST IN INDIANA HISTORY

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Many educators recognize the value of simulations in aiding students to gain insight into historical happenings. It is the purpose of this paper to describe how a classroom seating plan was used to simulate the historical background of the development of the state of Indiana during the 18th century.

### OBJECTIVE

Fourth-grade students will evaluate the roles of the French, British, American colonists, and the Native Americans in the development of the state of Indiana.

### TEACHING STRATEGIES

On the first day of school, students will draw lots to determine who they will represent. A suggested division of students, for a class of 25, could be: 4 French, 4 British, 7 American colonists, and 10 Native Americans. The room would be arranged as shown in Figure 1.

As the class studies the period of exploration and expansionism, three French would move into "New France," one would move into "Louisiana", and the British would spread out to represent the expansion of the British Empire. See Figure 2.

When studying the French fur trading era in Indiana, the four French would move their desks into "Native

American" country and would establish Fort Detroit, Fort Miami, Fort Ouiatenon, and Fort Vincennes. See Figure 3.

At the time of the French-Indian War, the British would move in to take over the four French forts. See Figure 4.

At this time, the Appalachian Mountains could be drawn on heavy cardboard cartons and placed in front the the American colonists to simulate the barrier between the colonists and the "west". The Allegheny, Monongahela, and Ohio Rivers and the Cumberland Gap should be indicated on the mountain range to help students become aware of travel routes to the west.

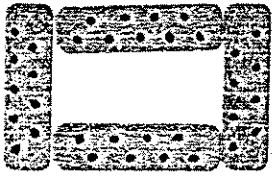
A "George Rogers Clark" can be selected from the American colonists who will reenact his role in capturing forts from the British.

As colonists begin to move into the northwest, Indians can be moved westward. Colonist can settle first in Southern Indiana, along the Whitewater Valley, and gradually move north to simulate migration patterns. The territorial capital can be established where Fort Vincennes once stood. The capital can be moved to Corydon and later to Indianapolis.

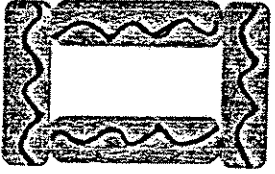
EVALUATION

As each move is made, students will be asked to write a brief sentence or paragraph explaining the significance of the move.

CLASSROOM SEATING ARRANGEMENT



British



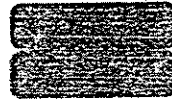
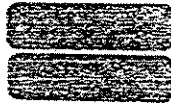
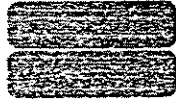
French



American Colonists



Native Americans



KEY



British



French



American Colonists



Native Americans

Figure 1

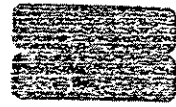
CLASSROOM SEATING ARRANGEMENT



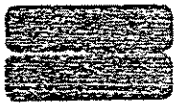
British



American colonists



French



Indian tribes



French

"Louisiana"



"New France"



KEY





-  British
-  French
-  Americans
-  Native Americans

Figure 2

CLASSROOM SEATING ARRANGEMENT



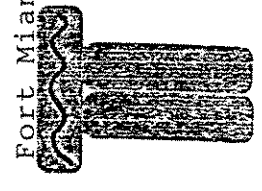
British



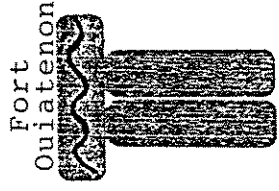
American Colonists



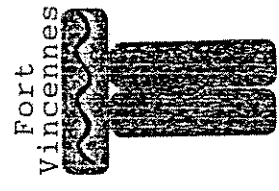
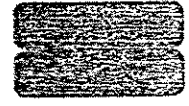
Fort Detroit



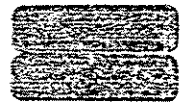
Fort Miami



Fort  
Ouiatenon



Fort  
Vincennes



KEY





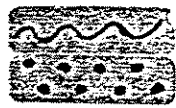
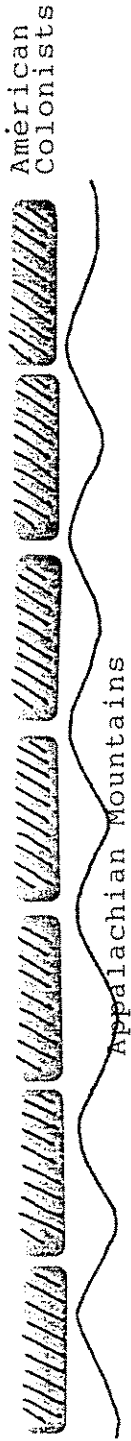
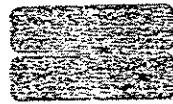
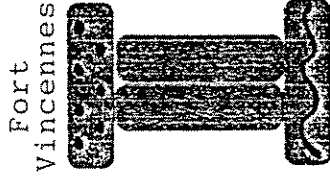
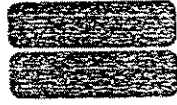
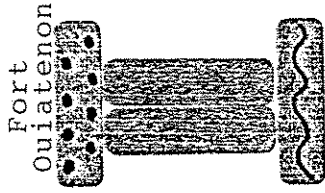
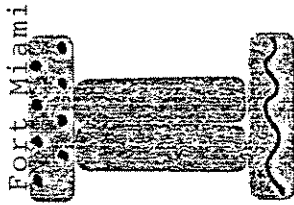
-  British
-  French
-  Americans
-  Native Americans

Figure 3

CLASSROOM SEATING ARRANGEMENT



Fort Detroit



KEY



British



French



Americans



Native Americans

Figure 4