Instructional Resources

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Food-And-Dietary-Patterns.aspx>

<http://www.msddecatur.k12.in.us/Lessons/pionr/pionr.htm>

Indiana Memory:

* (1880 silhouette) <https://digital.library.in.gov/Record/IUPUI_CPClothing-1076>
* (White Cotton Undersleeves) <https://digital.library.in.gov/Record/IUPUI_CPClothing-857>
* (Buffalo Overcoat) <https://digital.library.in.gov/Record/IMCPL_tcm-1950>
* (Sugar Cutter) <https://digital.library.in.gov/Record/IUPUI_CPTCPR-148>

Abstract

This unit focuses on the daily life of Indiana settlers. Students will be able to see many aspects of life in the 1800 in Indiana. Including food, travel, and relationships with Indians. Students will compare these aspects of the 1800s to the same aspects in the 2010s.

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Focus Questions

1. What was life like in the early 1800’s?
2. What kinds of foods did the Indiana settlers eat?
3. What factors influenced settlers to stay in a particular spot?

**Course Title: Social Studies**

 Grade Level: Fourth Grade

 Unit: First Years on the Frontier

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| Benchmarks | Assessment Tasks | Key Concepts |
| SS.4.1.2 2007Native American Indians and the Arrival of Europeans to 1770. Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.**SS.4.1.6 2007**Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana. | 1. Students will make a recipe using ingredients and resources avaliable in the early 1800s to the pioneers of the time. Students will be exploring the culture and life style of settlers and Indians living on the frontier in Indiana.
2. Students will create a fictional map with features such as rivers and mountain. Then place a settlement on their map giving a rationale for that palcement. Students will consider how these people would have traveled from place to place in this time period.
 | * Survival
* Diversity
* Culture
* Transportation
 |

**Teacher Made Materials**

**Catalog of Lessons**

**Lesson 1:** Life in the 1800s
Students will do research on the people of the 1800’s in Indiana. They will be looking for examples of how these people lived every day. Including, where they lived, what they ate, how they traveled. This research will be done on the Internet.

**Lesson 2:** Pioneers need food too!

Student will go to Conner Prairie to observe many different aspects in the daily lives of Indiana settlers. Students will be encouraged to pay attention to food that was used and how it was preserved. Students will then play the “Food Game” where students will be given 15 different foods then they must choose 10 of which to keep. The teacher will then read scenario cards that inform the students if the food they choose worked out in their favor. Some scenarios will include: poisonous berries, spoiling meat if the student did not choose to keep the salt, corn meal would require other ingredients to be used, such as milk and Eggs. After this game students will work on the first assessment task.

**Lesson 3:** Indian Relationships

During the field trip at Conner Prairie students will be asked to take pictures of the Native Americans at the site. Once we are back in the classroom, Students will share what they saw and what they thought the relationship between the Indians and the Indiana settlers were. The Students will then utilize one picture they took and write a journal entry as if they were the character in their picture or lived in the places they took a picture of. These journals must be in the perspective of a Native American of the time.

**Lesson 4:** Rivers

Students will look over maps of Indiana. We will then discuss as a class why people settled in the areas they did. We will specifically talk about rivers and their importance to survival. Then the students will work on the second assessment task.

**Lesson 5:** Google my route

In this lesson we will be comparing transportation of the 1800s in Indiana to how we get around in Indiana now in the 2010s. Students will use the information on <http://www.msddecatur.k12.in.us/Lessons/pionr/pionr.htm> which tells the estimated time of travel on horseback from a variety of routes in Indiana. Students will then use Google maps to find how long the travel would be by car for these routes today. Google also allows students to find out how long it would take to travel on bus, bike and on foot. This will give students a great comparison on how different life was then to how life is lived today.

**DIRECTIONS**

“Now that we have played “The Food Challenge” We are going to use the ingredients in front of use to create a early pioneer recipe. You will have the opportunity to research a recipe online. Remember that we can only use foods that would have been available in the early 1800s. Therefore, stoves, microwave, and refrigerators would not be available at this time. After we have created our recipes we will write an explanation of how we would have kept this food fresh, how we would have come into possession of this food, and how long it would have taken to get the food and how long it would take to cook it. “

**PROCEDURE**

The students will create a recipe based on the foods available in the early 1800s in Indiana. Students will not only create this recipe but they will also rationalize how they kept their food fresh, how they obtained the food and how long it would take to get the food and prepare it. Students will be asked to reflect and compare the differences between the creation and gathering of food compared to how we buy and cook our food today. They will consider if the processed foods we eat today are good for our bodies compared to fresh foods. Once these recipes are done they will be compiled to make a cookbook to be sent out to parents. These cook books will also be presented to the Homemakers club at Purdue University.

**ABSTRACT**

This task will ask the students to create an authentic recipe of the early 1800s. In addition to writing a rationale of how they would have prepared this recipe in addition to storing the food and how much time and effort it would take to make.

**PROMPT**

Students will play “The Food Challenge” To get a better understanding of how to store foods in the 1800s. Students will use the Internet to search recipes that would be used in the early 1800s in Indiana.

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GRADE LEVEL: Fourth Grade

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| **BENCHMARK** | **SCORE** |
|  | 1 | 2 | 3 | 4 |
| Students will make a recipe using ingredients and resources avaliable in the early 1800s. Students will also write a rationale of their recipe. Explaining how they will store their food, how they obtained the food, and the time required to get and prepare the food. SS.4.1.2 2007 | All but three ingredients in recipe are authentic to the 1800s  | All but two ingredients in recipe are authentic to the 1800s  | All but one ingredients in recipe are authentic to the 1800s  | All of ingredients in recipe are authentic to the 1800s |
|  | Students rationalize one of the three areas in their rationale.  | Students rationalize two of the three areas in their rationale. | Student rationalized all three areas in their rationale.  |

**ASSESSMENT RUBRIC**

**DIRECTIONS**

“We have recently talked about the importance of rivers in the settlement of Indiana. Students will then compare Indiana maps to the maps of other states that do not provide the same geographic elements such as mountains, or deserts. Students will then take those physical features to do online research on multiple states. Taking what we have learned we will be creating a map of a new state. This state will be completely created by you. You will choose where the rivers are, and any other physical features the state may have. Once your state is created, you will place a new settlement on your map. After creating this settlement you will be asked to explain why you placed your settlement in the area and what areas they would specifically avoid in a short essay.” Students will then research, compare, and contrast the settlement around rivers to the expansion around major cities and interstates today. They will compare what these settlements have in common and how they differ.

**PROCEDURE**

Students will create their own fictional state. The students will be asked to placing a new settlement on their map. Once the map is complete students will then rationale why they placed their settlement in that area based on the physical aspects of the state. When completed, these maps will be displayed in the Muncie Children’s Museum. Students will spend a day at the Children’s museum presenting their projects to the visitors of the museum. Beforehand, students will spend time with the workers of the museum to set up and explain their maps.

**ABSTRACT**

This task will ask the students to create a map of a fictional state that they have created. In this fictional state students will also create rivers and other landform, in addition to placing settlements on their map. Students will be asked to explain why they placed their settlement where they did based on the physical features of the state.

**PROMPT**

Students will discuss the importance of rivers in settlements of Indiana in the early 1800s. After looking at the model of Indiana students will be asked to create their own state to place settlements. Students will research different states and their maps on the Internet to get an Idea of how other states are laid out as far as where big cities are in comparison to the physical features of the state.

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| **BENCHMARK** | **SCORE** |
| Students will create a fictional map with features such as rivers and mountain. Then place a settlement on their map giving a rationale for that palcement. Students will then write a rationale on their placement of their settlement **SS.4.1.6 2007** | 1 | 2 | 3 | 4 |
| Student explains choice of settlement in atleast 1-2 sentances. | Student explains choice of settlement in atleast 3-4 sentances. | Student explains choice of settlement in atleast 5 sentances. | Student explains choice of settlement in atleast 6 sentances.  |
| 0 | 5 |
| Map does not contain the elements of a map.  | Map contains all elements of a map including a compass rose, title, rivers, and other physical features.  |
| 0 | 5 |
| Student does not make a map or makes a map of an already existing state.  | Student creates a fictional map of a state that does not exist.  |

**ASSESSMENT RUBRIC**