



Pioneers



Theme: Pioneers

Overall Goals:

Students will develop an understanding of why pioneers left their homes to journey west.

Students will learn about daily life on the frontier.

Students will develop an appreciation for pioneer games and music.

Rationale:

During this pioneer unit, students will learn important history about the early settlers. Students will understand why pioneers left their homes to head west. It is imperative that students know the history of the early settlers in order to be able to put the pieces of history together and to understand the migration of the early settlers from the east to the west.

Overall Objectives:

Students will explore and experience the life of a pioneer on the American prairie.

Students will consider the similarities and differences between their lives and the lives of the early settlers.

Students will learn about pioneer families, hobbies, and schools.

Standards:

Writing Standards:

2.5.5 Use descriptive words when writing.

2.2.10 Paraphrase information that has been shared orally by others.

Science Standard:

2.3.5 Investigate that things can be done to materials—such as freezing, mixing, cutting, heating, or wetting—to change some of their properties.

2.4.8 Give examples of different roles people have in families and communities.

P.E. Standards:

2.5.2 Work cooperatively with other students; exhibit individual, partner, small and large group socializations skills regardless of personal differences.

2.6.3 Demonstrate respect for others who are different from themselves.

2.7.2 Accept the challenge of participation in new activities.

2.1.3 Demonstrate the ability to manipulate objects.

Visual Arts Standard:

2.1.1 Identify connections between works of art and artifacts and their culture of origin.

Music Standard:

2.2.1 Echo melodic and rhythmic patterns

Theatre Standard:

2.3.4 Create spontaneous dialogue to express feelings.

Social Studies Standard:

2.1.6 Create a calendar of important school days, holidays and community events.

Math Standard:

2.5.12 Find the value of a collection of pennies, nickels, dimes, and quarters.

Reading Standard:

2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

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Assessment is today's means of modifying tomorrow's instruction." Carol Ann Tomlinson

Pre Assessment: In order to figure out what my second graders know about the early settlers, it would be most effective to have them fill out a K-W-L chart. If I were to come up with some specific questions about the early settlers, students who may know a few things about pioneers may not be able to tell me because that question is not asked. K-W-L charts give students freedom to tell me what they know.

Know	Want to Know	What I Learned

Assessment is today's means of modifying tomorrow's instruction." Carol Ann Tomlinson

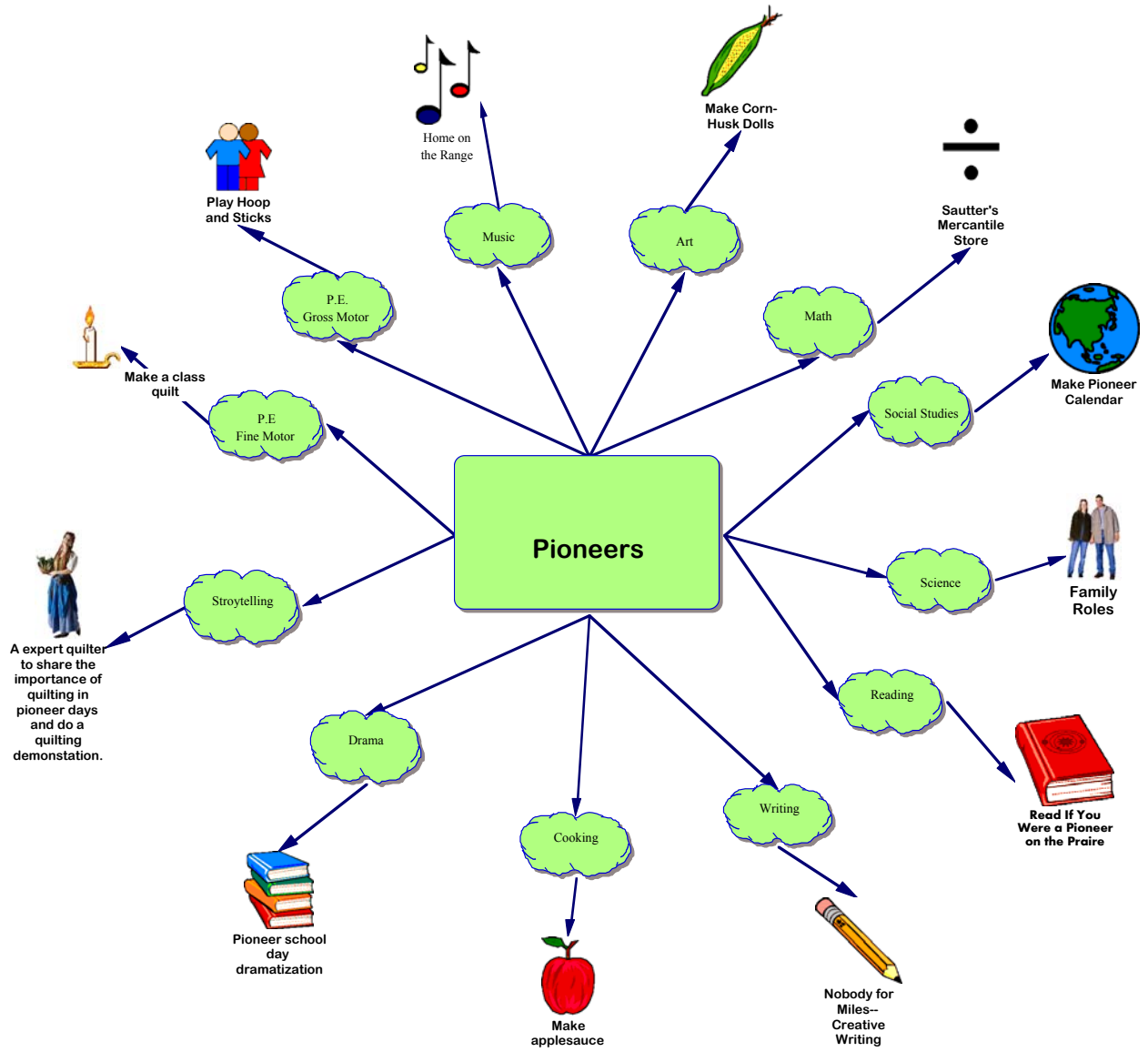
Post Assessment: Once the unit has been completed there will be a summative assessment. Since students filled out the K and W parts of the K-W-L chart, they will fill in the L section. Then students will complete a series of questions that lets me know if the student retained previously learned information. Questions five and six of the teacher constructed test, allows the teacher to see the students' favorite parts of the lesson, as well as what could be improved.

Name: _____

Date: _____

Directions: Read each question carefully. Using complete sentences, answer each question to the best of your ability.

1. Name two reasons why the early settlers moved west.
2. How were pioneer children's schooldays different than your school day?
3. During the unit you made a corn-husk doll. Why are corn-husk dolls appropriate toys for pioneer children?
4. What did most pioneer women and girls use to make quilts, and why?
5. What was your favorite part of this pioneer unit?
6. What could I change to make the pioneer unit better?



MANCHESTER COLLEGE

Department of Education

Pioneers (Writing)

LESSON PLAN by Caitlin Sautter

Lesson: Creative Writing

Length 40 minutes

Age or Grade Intended: 2nd grade

Academic Standard(s):

Writing Standard

2.5.5 Use descriptive words when writing.

Performance Objectives: Given the scenario that they (the students) are going camping for two weeks in a remote area, only bringing with them what they can carry, and choosing only one person to accompany them, students will write a plan for their trip using three descriptive words in their writing.

Assessment: Students will turn in their writing journal and the teacher will assess the implementation of at least three descriptive words.

Advanced Preparation by Teacher:

Teacher will have questions that will get the students thinking about new settlements (these questions will be used in the introduction part of the lesson).

Teacher will come up with questions for the students to answer.

On the chalkboard the teacher will have written the descriptive words that they have been discussing in class.

Procedure:

Introduction/Motivation: “By show of hands, who has ever moved to a new home, school, or town? What were the reasons that caused you to move? Pioneers, or settlers, moved west to make a better life for themselves. Does anyone know the meaning of the word migration? Birds change their habitats for various reasons and purposes: seasonal appropriateness, natural disasters, and survival needs. Unlike migrations in the animal kingdom, human families have much to consider when moving to a new location.”

Step-by-Step Plan:

1. Tell students, “You are going to be camping for two weeks in a remote area. You can take with you only what you can carry, and can choose one person to accompany you. You will have to be largely self-sufficient. Does anyone know the meaning of self-sufficient? (Gardner’s: Interpersonal) (Bloom’s: Knowledge, Comprehension)

2. Write the following questions on the chalkboard and read them aloud to the class.
What are the most important items to take?
What must you consider when choosing what to take?
What kind of person would it be best to choose to have along?
What do you need to learn before you leave?
Write the plan for your trip using at least three descriptive words. (Gardner's: Visual/Spatial)
3. Students will begin writing. (allow ten to twelve minutes) (Gardner's: Intrapersonal) (Bloom's: Application, Knowledge, Comprehension)

Closure: "Now that you have completed writing, I would like to give you a chance to share your plans with a neighbor." (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Evaluation) (Allow five minutes for sharing) Today you thought like a pioneer. You have begun to see how difficult it is to leave everything you knew in search of a better life. For the rest of this pioneer unit you will be keeping this in mind."

Adaptations: For a student who will not be able to answer all the questions in the allotted time, pick a few that you really want them to answer. For a student whose writing is hard to read, have them read their answers to you so you can make sure they are understanding what you want of them as well as including at least three descriptive words. Even though they will be assessed orally, they still must write the answers (because they need to practice).

Enrichments: For enrichment have more in depth questions for students to answer. The students could also create their own questions and answer them, too. As enrichment, for students who finish early, allow them to add illustrations to their journals.

Self-Reflection: Was this a good kick-off lesson? Did the students grasp the concept of leaving home permanently? Did the closure of the activity set the stage for the next pioneer activity? Were my adaptations and enrichments effective? Would I do this lesson again? If so, what would I do differently?

MANCHESTER COLLEGE

Department of Education

Pioneers (Science)

LESSON PLAN by Caitlin Sautter

Lesson: Roles in the Family

Length 30 minutes

Age or Grade Intended 2nd grade

Academic Standard(s):

Science Standard

2.4.8 Give examples of different roles people have in families and communities

Performance Objectives: After a student-centered class discussion about the roles of each member in a pioneer family, students will correctly write one role of each member in a pioneer family (mother, father, son, daughter) in their writing journals.

Assessment: The students will turn in their writing journals (where they wrote one example of a role each member in the family had in pioneer times). The teacher will check for correctness.

Advanced Preparation by Teacher:

The teacher will have found information to share about the different roles in the family.

The teacher will have <http://library.thinkquest.org/J001587/?tqskip1=1&tqtime=0313> available on two computers as an enrichment activity.

Procedure:

Introduction/Motivation: What is your role in the family? Do you have any specific duties that only you do? By show of hands whose mother does the cooking in their family? Pioneer families had distinct jobs for every member of the family. You would rarely see the father of the family sewing clothing and the mother butchering animals. Today we are going to be learning about the roles each person in the family had.

Step-by-Step Plan:

1. First the teacher will have the students write down roles that each member in their family has. (Gardner's: Intrapersonal) (Bloom's: Knowledge)
2. Would anyone like to share the roles that people have in their family? (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Knowledge, Evaluation)
3. Does anyone do chores around the house? What type of chores do you do? (Gardner's: Verbal/Linguistic, Interpersonal) Pioneer boys and girls your age did lots of things to help out their parents. There was always work to be done. Boys would help their fathers in the field and girls mainly helped their mothers with the cooking and cleaning. As you now know, these daily tasks were not simple because they had no technology. Can you imagine washing clothing with no washer or dryer? Can you even imagine all the work that went into

getting clothing cleaned? Would you wear your shirts/pants/dresses more than one time if washing and drying garments took hours and lots of work?

4. The teacher will ask the boys to raise their hands and tell you what kinds of things they would be doing if they were a pioneer boy. (Gardner's: Verbal/Linguistic, Intrapersonal) (Bloom's: Knowledge, Comprehension, Evaluation)
5. The teacher will ask the girls to raise their hands and tell you what kinds of household duties they would have if they were a pioneer girl. (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Knowledge, Comprehension, Evaluation)
6. All at the same time the teacher will have the entire class stand (if the student is able) and pantomime one of their duties if they were living in the early settler days. (Gardner's: Visual/Spatial, Bodily/Kinesthetic) (Bloom's: Comprehension, Knowledge, Application, Evaluation)
7. What sort of household duties do your parents do? (Gardner's: Verbal/Linguistic, Interpersonal) If you were living in the early 1800's your parents jobs would be a lot different than they are now. Who has a parent whose job involves technology (computer tech, engineer, plumber, truck driver)? These jobs would be nonexistent. If your parents are farmers than they would be in the same profession. In order to survive most pioneers grew their own food. Do you know how much work it takes to grow and harvest crops? With their lives depending on the crops, a majority of their time was spent farming. Mothers prepared food, sowed clothing, did laundry, and assisted in whatever work was necessary to survive.
8. The teacher will have the students get out their writing journals and write one activity or household duty each family member would be involved in. The teacher will stress that there are more than one correct answer.

Closure: How do the pioneer children's activities around the house differ than yours? What would be the advantage of living their lifestyle? What do you believe is the advantage of living in yours?

Adaptations: For a student who is not able to pantomime a duty that a pioneer child would have done due to physical limitations, the student will close their eyes and imagine they were doing an activity and tell the teacher what they envisioned. The teacher should have the student tell them what they are doing so she can monitor for comprehension. If the student is not able to think of a duty a pioneer child might do, the teacher knows that the child does not understand. For a student who is not participating in the student-centered lesson, the teacher will speak with them individually after the lesson. If the student has any questions about the material learned they are able to ask at this time. The teacher needs to be approachable because it is possible that the student feels uncomfortable speaking in front of their peers. The teacher and the student need to find a ways where the student can show the teacher that they are understanding what is being taught.

Enrichment: As enrichment, students can pantomime multiple duties that a pioneer child would do. For enrichment, students can pantomime activities that mothers and fathers would do as well as the children. Students who finish the project early can visit this website <http://library.thinkquest.org/J001587/?tqskip1=1&tqtime=0313>. This kid-friendly website offers more information about the daily life of pioneers. Students will write a paragraph (4-5 sentences) about what they found interesting.

Self-Reflection: Were the questions I asked engaging? Did the questions generate good conversation? Did the students correctly pantomime pioneer children duties? Did the students who visited the website find it interesting? Were my adaptations and enrichments effective? Would I do this lesson again? If so, what could I do differently that would make this lesson more meaningful to the students?

MANCHESTER COLLEGE

Department of Education

Pioneers (Fine Motor)

LESSON PLAN by Caitlin Sautter

Lesson: Class Quilt Making

Length: 40 minutes

Age or Grade Intended: 2nd grade

Academic Standard(s):

2.5.2 Work cooperatively with other students; exhibit individual, partner, small, and large group socialization skills regardless of personal differences.

2.6.3 Demonstrate respect for others who are different from themselves.

Example: Display consideration of others without regard to personal differences.

Performance Objectives: After listening to *Papa and the Pioneer Quilt* being read aloud by the teacher, students will make their own unique and individual quilt piece that signifies an important memory or event in their life. Students will exhibit individual and large group socialization skills while respecting others differences when they share their quilt squares with the class.

Assessment: Before the teacher puts the quilt squares together to make a class quilt, he/she will check the back of the square (where the students' names are written) to ensure that all students completed a quilt square. Teacher will observe that students are being considerate of each other's differences while they create the quilt squares.

Advanced Preparation by Teacher:

Send a letter home to the parents that explain that students will be making a class quilt. Students may bring in material that has a memory that is triggered by that piece of material.

Example: Piece of their first blankie (Guardians probably will not allow that to happen; it's just an example).

Art supplies (glue, crayons, colored pencils, markers, scissors, construction paper, assortment of cloth, and tape).

Enough quilt squares for each student to have one and a couple extra for the mistakes that are bound to happen.

Papa and the Pioneer Quilt

Procedure:

Introduction/ Motivation: Read *Papa and the Pioneer Quilt* to the class. Ask students, "What do your parents do with old clothing or rags? Do they throw them away? Pioneers used old clothing and tattered rags to make quilts. These quilts were significant because each piece of clothing or cloth holds a significant memory. Often times these quilts would be passed from one

family to another.” Tell students, we are going to make our own class quilt! Each of you will have a square that represents an important time in your life or a specific and meaningful memory. Once we have all completed our squares we will put them together (with tape) to make a beautiful and unique classroom quilt!

Step-by-Step Plan:

1. Teacher shows students his/her quilt piece and explains why they chose the material, design, colors, or illustrations to portray a special time in their life or a specific meaningful memory. (Gardner’s Visual/Spatial)
2. Teacher hands out blank quilt squares.
3. Teacher allows students to get out their materials (if they brought any from home) and begin working on their square. Allow twenty minutes. If they finish early they can write in their writer’s notebook explaining the significance of their quilt piece. (Gardner’s Intrapersonal) (Bloom’s Application, Synthesis)
4. After the allotted twenty minutes has ended students put bring their quilt squares to the teacher and she will put the squares together that evening.

Closure: Ask the students, “Would anyone like to share their quilt square? If you would like to share then explain what you used on your square and why that is significant.” Students that would like to share will need to get their quilt square back from the teacher and make themselves visible so the whole class can view their quilt piece. (Bloom’s Evaluation) (Gardner’s Verbal/Linguistic, Visual/Spatial, Interpersonal)

Adaptations/ Enrichment: For an adaptation, the teacher will provide the students with a basic outline of what the speaker will be sharing. For a student who struggles with fine motor skills, an aid/teacher/parent volunteer could assist students when needed. For enrichment, students who finish early will describe their quilt piece in their writer’s notebook, concentrating on what is on their square and what it signifies. As enrichment students who finish early can assist student who need help or struggling with any part of the quilt making task.

Self-Reflection: Did the students respect each other’s differences when making their quilt squares? Did the students have enough time to complete their quilt squares? How did the finished product turn out? Were my adaptations and enrichments effective? Will I do this lesson again? If I do decide to do this lesson again, is there anything I should do differently?

MANCHESTER COLLEGE

Department of Education

Pioneers (Storytelling)

LESSON PLAN by Caitlin Sautter

Lesson: Quilting Guest Speaker

Length: 40 minutes

Age or Grade Intended: 2nd grade

Origination: Original

Academic Standard(s):

2.2.10 Paraphrase information that has been shared orally by others.

Performance Objectives: After listening to the guest speaker, students will paraphrase (in at least four sentences) information shared by the guest speaker.

Assessment: The teacher will collect the students' finished paraphrases. The teacher will be checking to see if the students wrote information they heard orally by the guest speaker in their own words (in at least four sentences).

Advanced Preparation by Teacher:

The teacher will contact a guest speaker that knows how to quilt and is knowledgeable about pioneer quilts.

Give the guest speaker ideas of what to talk about. Direct the speaker to discuss how many of the fabrics in a typical pioneer quilt are scraps cut from old clothes. The speaker could also discuss how quilts are often passed from one family member to another. Give the speaker an approximate time they have to complete their speech.

Get a thank you card to give to the guest speaker.

Procedure:

Introduction/ Motivation: We have read Papa and the Pioneer Quilt, made our own class quilt, and discussed how quilts can tell stories. Today we have an expert quilter demonstrate how quilting was done in pioneer days. There will be time for questions when the speaker is finished.

Step-by-Step Plan:

1. Introduce the guest speaker to the students.
2. Allow the guest speaker to begin. Guest speaker will demonstrate how to quilt. (Gardner's Visual/Spatial)
3. After the guest speaker has shared, the students may ask questions. (Bloom's Evaluation)

5. Then the students will paraphrase (put in their own words) information the guest speaker shared. (Gardner's Intrapersonal) (Bloom's Application, Synthesis)

Closure: Find a partner to share what you wrote in your paraphrase. I will give you approximately two minutes to share with that person, then I you will find another partner to share with. You will have four different partners. (Bloom's Comprehension, Knowledge) (Gardner's Verbal/Linguistic, Interpersonal, Bodily/Kinesthetic)

Adaptations/ Enrichment: For a student whose writing is not legible (to the teacher), allow that student to read his/her paraphrase to the teacher (so she can still check for understanding). For a struggling student, allow the student to write two sentences instead of four. For enrichment, have the student write six sentences paraphrasing information they orally heard. For an excelling student, the teacher could have students paraphrase something they recall (Example: last night's *Hannah Montana*).

Self-Reflection: Were the students able to paraphrase? Were my adaptations and enrichments effective? Will I do this lesson again? If I do decide to do this lesson again, is there anything I should do differently?

MANCHESTER COLLEGE

Department of Education

Pioneers (Cooking)

LESSON PLAN by Caitlin Sautter

Lesson: Making Applesauce

Length 40 minutes

Age or Grade Intended 2nd grade

Academic Standard(s):

Science Standards

2.3.5 Investigate that things can be done to materials — such as freezing, mixing, cutting, heating, or wetting — to change some of their properties.

Performance Objective: After making applesauce as a class, students will individually write in their journals correctly explaining one change the apple went through to become applesauce.

Assessment: The teacher will assess the students writing journals. Each student will have to describe one change in order to have met the performance object.

Advanced Preparation by Teacher:

Borrow Aunt Lin's applesauce crank

Research changing of properties

Better Known as Johnny Appleseed by Mabel Leigh Hunt

Three parent volunteers

Procedure:

Introduction/Motivation:

“Have you ever heard of Johnny Applesseed? His real name was John Chapman and he was a pioneer. He planted lots of apple trees!” Read *Better Known as Johnny Appleseed* by Mabel Leigh Hunt. The class will discuss the positive effects that John Chapman had on the people moving west. (Gardner's: Interpersonal) (Bloom's: Evaluation, Application) “In honor of Johnny Appleseed, today we are going to make applesauce while also focusing on science! Did you know that cooking involves science? Today I want you to pay special attention to the beginning and end product. You start with an apple and end with applesauce. How does that happen? You will be explaining one change that the apple went through to become applesauce!”

Step-by-Step Instruction:

1. Students will take their apple to one of the four adults. Adults will take the students apple after they say one fact about John Chapman. (Gardner's: Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, Interpersonal) (Bloom's: Knowledge, Comprehension)
2. Adults cut the apples and put them into the pot.
3. Pots of apples will begin to cook; students will stand close (not too close) and observe what is physically happening to the apples.
4. Students will go to their seats and write in their journal about what they just observed. (Bloom's Knowledge, Comprehension)
5. Teacher will call students in groups of four to come and turn the applesauce crank.
6. Applesauce cools, and students get to eat it!

Closure:

“What did you observe today? How did the apple begin? What was it like at the end of the applesauce making process? What was the texture of the apple in the beginning? What was the texture of the applesauce? (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Evaluation, Application)

Adaptations/Enrichments:

As an adaptation the teacher could give a basic overview of the changes that an apple will go through. For a student who is allergic to apples allow them to bring in a yogurt or pudding cup. As enrichment students will predict what will happen to the apple as it cooks. For enrichment have students write about other experiences when they have observed things change properties.

Self-Reflection: Did the applesauce turn out okay? Were they able to write about at least once change that the apple went through to become applesauce? Were my adaptations and enrichments effective? Would I do this lesson again? If so, what could I do differently to make it more engaging?

MANCHESTER COLLEGE

Department of Education

Pioneers (Art)

LESSON PLAN by Caitlin Sautter

Lesson: Making Corn-Husk Dolls

Length 40 minutes

Age or Grade Intended 2nd grade

Academic Standard(s):

Visual Arts Standards

2.1.1 Identify connections between works of art and artifacts and their culture of origin.

Performance Objectives: Each student will make a corn-husk doll and correctly identify (by writing) one connection between the corn-husk doll and the pioneer people.

Assessment: The neatly finished doll and the students' papers that have one connection between the corn-husk doll and the pioneer people.

Advanced Preparation by Teacher:

Prior to teaching the lesson, the teacher will have made his/her own corn husk doll which they will model to the students.

Teacher will have dried corn husks for the students (only the smooth inner leaves).

The teacher will have pre-soaked husks (soaked for fifteen minutes in warm water).

The teacher will have strong thread, scissors, and simple cloth (for the clothing).

The teacher will also have 3-4 parent volunteers.

The teacher will have *Early Settlers Activity Guide* by Elizabeth Stenson available for students.

Procedure:

Introduction/Motivation: Ask students, "What kind of toys do you like to play with?" The early settlers did not have the technology we have today. Nor did they have extra money to spend on things like toys. Today we are going to make corn-husk dolls which were common toys that pioneer children made."

Step-by-Step Plan:

1. Show students the corn-husk doll that you made. (Gardener's: Visual/Spatial)
2. Divide students into four groups. In each group there will be at least one adult.
3. Distribute husks over a roll of husk to form the head.
4. Cut a short length of husks (for arms).
5. Take a narrow piece of husk and wrap around the waist and neck of the doll to hold it together, crossing over the chest. Go round several times to secure.
6. Tie ends of the arms.
7. For a boy doll, separate and tie legs.

8. Add simple clothing.
9. Give students time (about 10 minutes) to play with their corn-husk dolls. (Gardner's: Interpersonal, Bodily/Kinesthetic, Verbal/Linguistic) Meanwhile, the teacher walk around the classroom informally observing students corn-husk dolls. (Bloom's: Evaluation)

Closure: Ask students, "Can you imagine this corn-husk doll being one of your only toys? (Gardener's: Verbal/Linguistic) (Bloom's: Comprehension) What would be an advantage of only having a few toys? (Bloom's: Knowledge, Synthesis) How would you treat this doll if it was your only toy? One a piece of paper, write a connection between the corn-husk doll and the pioneer people." If students do not understand that question than the teacher will ask this, "Why were corn-husk dolls appropriate toys for pioneer children? Hint: Think about what they were made of and the amount of money pioneers had to spend on toys." (Gardener's: Verbal/Linguistic) (Bloom's: Evaluation)

Adaptations/Enrichments: For a student who struggles with fine motor skills, allow another student to be their helper. The teacher can also help out with student(s) who struggle with fine motor skills. For a blind student, give them an aid to help them make a corn husk doll. It is important that they are not left out of activities; so, if they have an aid then they will be able to participate with the class. For a student who finishes early, allow them to add more detail to their corn-husk doll. As enrichment, have student(s) look at *Early Settler Activity Guide* by Elizabeth Stenson, to read about other types of toys pioneers made.

Self-Reflection: Were the students able to make corn-husk dolls? Did the students make the connection between pioneer lifestyle and corn-husk dolls? Did they understand that with little money it was wise to create their own toys instead of buy them? Was this activity too advanced for second graders? Were my adaptations and enrichments effective? Would I do this lesson again? If so, what would I do differently?

MANCHESTER COLLEGE

Department of Education

Pioneers (Music)

LESSON PLAN by Caitlin Sautter

Length 30 minutes

Age or Grade Intended 2nd

Lesson “Home on the Range”

Academic Standard:

Music Standard

2.2.1 Echo melodic and rhythmic patterns.

Performance Objective: Given the song “Home on the Range,” students will actively participate in echoing melodic and rhythmic patterns that the teacher sings.

Assessment: The teacher will first sing the words to Home on the Range (scary, I know) and the students will echo. The teacher will use proximity to monitor the students’ ability to correctly echo melodic and rhythmic patterns.

Procedure:

Introduction/Motivation: The pioneers had fun on the trail even when they worked. After a long day on the trail, pioneers would gather around a campfire or in their homes and sing songs. Some pioneers even had fiddles. Today we will be singing a common pioneer song, “Home on the Range.”

1. Ask students, “Have you ever sat around a campfire? Do you sing songs around the campfire? What songs do you sing? (Gardner’s: Verbal/Linguistic, Interpersonal) (Bloom’s: Evaluation)
2. Ask students, “Has anyone heard of any of the following songs: “Cindy,” “Buffalo Gals,” “Oh Susannah,” “Clementine” or “Home on the Range?” (Gardner’s: Interpersonal, Verbal/Linguistic) (Bloom’s: Evaluation) These are just a few songs that the pioneers sang.
3. Give each student a copy of the words of “Home on the Range.”
4. Tell students, “Today you will be echoing me as I sing the song! Can someone please tell me what the word echo means? That’s right! Echoing means repeating what was previously said. So, I will sing one line and you will repeat it.”

5. Say to students, “Ok, lets stand up so we can really get our vocals going!” Begin singing, pause after the first line has been sung so the students know repeat. (Gardner’s: Verbal/Linguistic, Musical, Bodily/Kinesthetic) (Bloom’s: Comprehension, Knowledge, Application, Evaluation)

Closure: Say to students, “Wow! That went wonderfully! We are going to sing the song one more time, but this time I want you to close your eyes and imagine you are sitting around a campfire at night, surrounded by other pioneers with which you’ve crossed paths. (Gardener’s: Visual/Spatial, Verbal/Linguistic, Interpersonal) (Bloom’s: Evaluation, Synthesis, Application)

Adaptations: For a student who struggles with rhythm, give them a C.D with Home on the Range so they can listen to the song in advance. It is a catchy tune so the student may enjoy it ☺ For a student who struggles with echoing, the teacher should use a simpler song for them to echo. It does not matter the difficulty of the song, it only matters that they are meeting the standard at their appropriate level. For a student who struggles with rhythm, allow them to echo any song that they know and with which they are comfortable. If the student cannot echo a song that they know really well (Ex: “Twinkle Twinkle” or “The ABC’s”) than the teacher will know that patterns/echoing need to be a focus point for the student.

Enrichments: As enrichment, have a more difficult song for the student to echo. For enrichment have students come up with their own song/rap and have them perform it in front of the class. After each line of their song or rap, the other students will echo the performing student.

Oh, give me a home where the buffalo roam
Where the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day
Home, home on the range
Where the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day

How often at night where the heavens are bright
With the light of the glittering stars
Have I stood there amazed and asked as I gazed
If their glory exceeds that of ours

Home, home on the range
Where the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day

Then give me a land where the bright diamond sand
Flows leisurely down to the stream
Where the graceful white swan goes gliding along
Like a maid in a heavenly dream

Oh I would not exchange my old home on the range
Where the deer and the antelop play
Where the seldom is heard a discouraging word
And the skies are not cloudy all day

MANCHESTER COLLEGE

Department of Education

Pioneers (PE Gross Motor)

LESSON PLAN by Caitlin Sautter

Lesson: Hoop and Sticks

Length 30 minutes

Age or Grade Intended 2nd grade

Academic Standard(s):

Physical Education Standards:

2.7.2 Accept the challenge of participation in new activities.

Example: Attempt new activities willingly.

2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.

Example: Jump a self-twirled rope.

Performance Objectives: Students actively participate in the new pioneer activity of hoop and sticks. Students will participate in manipulating the object (the hoop) by striking it with the stick.

Assessment: The teacher will assess the students' participation in the game of hoop and sticks. How well the students play the game of hoop and sticks will not be assessed.

Advanced Preparation by Teacher:

The teacher will need to purchase enough hoops and sticks for everyone in the class

The teacher will have to research the rules of the game and print them on the chalkboard

Procedure:

Introduction/Motivation:

“Like you, pioneer children played with toys. However, there toys did not include ANYTHING using electronics! Can you imagine that? Some of their toys were corn husk dolls, tops, marbles, jax, grace, hop and sticks, pick-up-sticks, zoetrope, and jump rope. These toys were played with whenever the pioneer children or adults were not working in the fields or cooking. Hoop and sticks was a common game that pioneer children played. Today we are going to play hoop and sticks!”

Step-by-Step Plan:

1. Show students the hoop. What does this remind you of? What would you do if you were given one of these? (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Knowledge)
2. This is a hoop that pioneer children played with. They would strike the hoop with a stick, trying to keep the hoop rolling!
3. Take the students outside. (Gardner's: Bodily/Kinesthetic)
4. Demonstrate how to strike the hoop and keep it rolling. Tell students they will now have the chance to begin playing hoop and sticks.
5. Give each student a hoop and stick. Tell students to spread out so they do not hit each other and allow them to begin playing. Before they begin ask for any questions! (Gardner's: Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, Interpersonal) (Bloom's: Application, Knowledge, Comprehension, Evaluation)
6. Once students have played for ten minutes, have them come back into the classroom.

Closure: "What do you think of the game hoop and sticks? Is it as fun as video or computer games? Sometimes races were held to see who could be the fastest. There were also contests to see who could roll the hoop the farthest or who could keep it rolling for the longest time."

Adaptations: For a student who struggles with fine motor skills, give them a ball to strike. The standard is that they will use a locomotor skill to move an object. So, students will still be meeting that standard. For a student in a wheelchair, allow them to hit a tennis ball in the air. Again, students are participating in manipulating (striking) an object, so they are meeting the performance objective created by the teacher.

Enrichment: As enrichment, students will run and strike the hoop. This is more challenging than walking and striking the hoop. It is important that the students are spread out. For enrichment, students will use the hand they are least comfortable using to strike the hoop. This will be more challenging and strengthen the fine motor skills on the weaker hand.

Self-Reflection: Did the students actively participate in the activity? Were there any problems that could have been avoided with better instruction by the teacher? Did the students enjoy the activity? Were my adaptations effective? Was the student in the wheelchair able to strike the tennis ball using the tennis racket? Will I do this activity again? If so, what could I do differently?

MANCHESTER COLLEGE

Department of Education

Pioneers (Drama)

LESSON PLAN by Caitlin Sautter

Lesson: Pioneer School Day

Length 1 hour

Age or Grade Intended 2nd grade

Academic Standard(s):

Theatre standards:

2.3.4 Create spontaneous dialogue to express feelings.

Performance Objectives: Students are given the scenario that their classroom teacher is sixteen, there are four year olds and twenty year olds in the same classroom, and their teacher is carrying a switch to hit them with if they misbehave, students will use spontaneous dialogue to express feelings. Students will pair up and one student will share their feelings (at least three feelings) about the given scenario while the other student records their feelings on a piece of paper. Then they will switch roles so each child has the opportunity to be the writer person who expresses their feelings.

Assessment: The teacher will collect the papers that the students recorded each other's expressive dialogue on.

Advanced Preparation by Teacher:

The teacher will have *Going to School in Pioneer Times* by Kerry A. Graves on hand for a reference.

The teacher will have *Early Settlers Activity Guide* by Elizabeth Stenson on hand as another reference.

The teacher will have the classroom rules (of the pioneer children) written on the blackboard and a printed out version for each student.

There will be enough slates and chalk for each student.

The teacher will have the rules of the pioneer math game Math Buzz written out for each student.

Procedure:

Introduction/Motivation:

Can you imagine being in a classroom where there are students ranging in ages from four to twenty-one? Most pioneer schools did not have specific grades like eastern schools. What if you had a teacher who was sixteen years old? Most pioneer teachers were either sixteen or seventeen years old. Would you think it acceptable if I hit Blaine with a tree branch because he was talking? Teachers would often use a switch to punish children for misbehavior! You all would be a bruised/cut up bunch of kids (only kidding)! Today we are going to be role playing (for an

hour) a pioneer school day. Some things will be modified, of course, I am not going to use a switch or a tree branch on you and I am not going to have you going to the bathroom outside, but many of the procedures of a pioneer classroom will be adapted into our room today! Before we begin our role playing (for about an hour) will hand out (and go over) a list of rules for today.

Step-by-Step Plan

Step 1. If we were going to do an exact enactment of a pioneer school day, we would have to start the school day at sunrise! Does anyone know what sunrise means? During the fall and winter, the schoolteacher would start a fire in the stove early each morning to warm the room. Students will reenter the room, and “make their manners,” to their teacher. The boys will bow and the girls will curtsy. (Gardner’s: Bodily/Kinesthetic)

Step 2. The teacher will hand out the rules for the hour of pioneer school. The teacher will go over the rules and the events that will happen during the hour. The teacher will ask for any questions. (Gardner’s: Verbal/Linguistic)

Step 3. In pioneer schools boys sat on one side of the room and girls sat on the other. We are going to divide our desks so that the left side of the classroom is the girls’ side and the right side of the classroom is the boys’ side. (Gardner’s: Bodily/Kinesthetic)

Step 4. The teacher will begin to act strict, like a pioneer teacher (not breaking any laws, of course). The teacher will carry a switch, or tree branch. Tell the students that if they misbehaved in pioneer school days they would be swatted with a switch or a tree branch.

Step 5. Students will be given the scenario that their teacher is sixteen years old, their teacher carries a switch and they have children in their classroom ranging in age from four years to twenty-one years. Students will be given a piece of paper and assigned a partner. One student will use expressive dialogue to express their feelings about the given scenario while the other students records what they are saying. Then they will reverse roles so each student will be the recorder and the one using expressive dialogue. (Gardner’s: Interpersonal, Verbal/Linguistic, Visual/Spatial) (Bloom’s: Application, Synthesis, Evaluation)

Step 6. The teacher will hand out slates and chalk to each student. The teacher will give the students one spelling word at a time. Once the students have written their word they will hold it up for the teacher to see. To erase their slates children will have damp cloths. (Gardner’s: Visual/Spatial) (Bloom’s: Evaluation, Comprehension, Knowledge)

Step 7. The students will play a game of Math Buzz, a pioneer math game (see handout for the game of Math Buzz). (Gardner’s: Bodily/Kinesthetic, Visual/Spatial, Verbal/Linguistic, Interpersonal) (Bloom’s: Evaluation, Application, Comprehension, Knowledge)

Closure: So how do you like being a pioneer child? What changes have occurred in the classroom setting since the early 1800’s? You may have thought that that hour was the most boring hour of school that you have ever experienced, but pioneer children were lucky if they had the opportunity to go to school. The main goal of frontier schools was to teach children to read and write. Most parents wanted their children to be able to read the Bible. A few families wanted their children to learn arithmetic. Hasn’t education changed?

Adaptations/Enrichments: As an adaptation, the teacher could give a student who struggles with learning a new game (Math Buzz) quickly, the rules of the game a couple days in advance. For a student who does not understand how to act like a student in the pioneer days, the teacher could sit down and talk with them (maybe during lunch, kids love having lunch with their teacher) and give them ideas of how to tackle the task of using spontaneous dialogue to express feelings. As enrichment, students will be given another scenario that they can write about on a piece of paper. For enrichment, students can look at the book *Going to School in Pioneer Times* by Kerry A. Graves and write three new things they learned about pioneer schooldays by reading that book.

Self-Reflection: Were my students able to use spontaneous dialogue to express feelings? Did I do a good job of being the schoolmaster? Did my students follow the school rules that they were given? Were my adaptations and enrichments effective? Would I do this lesson again? If so, what could I do differently to make this activity better?

MANCHESTER COLLEGE

Department of Education

Pioneer (Social Studies)

LESSON PLAN by Caitlin Sautter

Lesson: Calendar Making

Length 30 minutes

Age or Grade Intended 2nd grade

Academic Standard(s):

Social Studies Standards

2.1.6 Create a calendar of important school days, holidays and community events.

Performance Objectives: Given the proper supplies, students will create a calendar important school days, holidays, and community events that the pioneer children would have used. On the calendar the students will have two important school days, three holidays, and three community events labeled.

Assessment: The teacher will assess the completion of one important school day, three holidays, and three community events. The events chosen must correspond to the month for full credit. For example, no Christmas celebration in July!

Advanced Preparation by Teacher:

The teacher will have crayons, colored pencils, construction paper, scissors, glue, and large paper.

Procedure:

Introduction/Motivation: “How do you know what time it is? What do you use to help you remember what day of the week it is? How do you remember what month of the year it is? Well, pioneers did not have anything electronic, so they did not know exactly what time it was. Do you know how they figured out approximately what time it was? They looked at the placement of the sun! Today we are going to be making calendars. You, and four of your classmates, will be picking one month of the year to make a calendar for. This calendar will look a lot different than what many of you calendars look like at home. There will be no dance classes, no bowling tournaments, and no cheerleading competitions to attend. Instead, you will be putting on your calendar the types of things that pioneer children would attend!

Step-by-Step Plan:

1. Can you name any important school days that pioneers might have had? (Gardner’s: Verbal/Linguistic, Interpersonal) (Bloom’s: Comprehension, Knowledge) Remember to

think like a pioneer! Teacher will list ideas on the board. If the students need help the teacher could list off a couple ideas (Thanksgiving and Christmas plays, beginning of school).

2. Can anyone name any important holidays that the pioneers may have celebrated? (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Comprehension, Knowledge) Teacher will list these ideas on the board.
3. Can anyone name any important community events in a pioneer town? (Gardner's: Verbal/Linguistic, Interpersonal) (Bloom's: Comprehension, Knowledge) Teacher will write these ideas on the board.
4. The teacher will put students into groups of five and they will create their own pioneer calendar. Students will have one important school day, three holidays, and three community events on their calendar. Students will choose one month to put all these activities on. The month that the group chooses is up to them; however, they should have corresponding activities with the month. For example, Christmas celebration in December.

Closure:

Now that you have completed your calendars, let's look at all the other calendars that have been created! Walk around to the other groups and look at the activities they put on their calendars! What did you notice about other people's calendars?

Adaptations: For a student who does not work well in groups, give him/her a smaller piece of paper and allow them to make their own. For a student who struggles with fine motor skills allow them to cut out any pieces they may need for their calendar in advance. That way they can still practice but will not be pressured with a time limit.

Enrichments: For a student that will have more ideas than only doing one month of the calendar, allow them to do another month as well (by themselves). For a student who excels in art, allow them to add extra artistic touches (after the group has finished, of course).

Self-Reflection: Did the students understand the importance of a calendar in pioneer times? Did the students correlate the month with the activities they chose to put on their calendar? Did the students work well in their groups? Were my adaptations and enrichments effective? Would I teach this lesson again? Did the lesson meet the standard?

MANCHESTER COLLEGE

Department of Education

Pioneers (Math)

LESSON PLAN by Caitlin Sautter

Lesson: Sautter's Mercantile

Length 40 minutes

Origination of Lesson Meghan and Caitlin Sautter

Age or Grade Intended 2nd grade

Academic Standard(s):

2.5.1.2 Find the value of a collection of pennies, nickels, dimes, and quarters.

Performance objectives: Given two dollars (consisting of a collection of pennies, nickels, dimes, and quarters) students will purchase items chosen by the teacher. Students will pay for the items by counting money to the cashier (the teacher).

Assessment: Teacher will assess students on their ability to correctly count money to the cashier (the teacher).

Advanced Preparation by Teacher:

- Construct a list of things that the students *have* to buy, making sure they have enough money for those items, and also a little bit of money extra to buy other things (like candy☺).
- Bring in the items that will be in the grocery store (cut out pictures of the items).
- On a piece of paper divide the class into thirds. One third at a time will enter Sautter's Mercantile. Try to separate students that cause disruption when together.
- Have time-fillers prepared for the students who are not in Sautter's Mercantile (the other two thirds).

Procedure:

Introduction/Motivation: Ask students, "Can you imagine buying a piece of candy for one penny? Can you imagine going to a grocery store and there being no processed foods (pop-tarts, juice, fruit snacks ECT...) In the pioneer days (1800's) there were also no computers to calculate your change. There were no express lanes or McDonald's to grab a quick bite to eat."

Step-by-Step Plan:

1. Give each student a list of items they have to buy. They will have extra money to buy other items.
2. Give each student two dollars (in an assortment of pennies, nickels, dimes, and quarters) in plastic baggies. Ask students, "Can you count the money to make sure I gave you exactly two

dollars?” (Gardner’s: Intrapersonal, Logical/Mathematical) (Bloom’s Evaluation, Knowledge, Comprehension)

3. On the chalkboard write the rules that the students will abide by while in Sautter’s Mercantile. (Gardner’s Visual/Spatial)

4. Allow one third to enter and purchase the items in Sautter’s Mercantile. After they have checked out allow the other third. Once they have finished let the final third. (Gardner’s Bodily/Kinesthetic, Logical/Mathematical, Verbal/Linguistic) (Bloom’s Evaluation, Application, Comprehension, Knowledge)

Closure: Ask students, “How many things were you able to buy for two dollars? (Gardner’s: Logical/Mathematical, Interpersonal, Visual/Spatial, Verbal/Linguistic) (Bloom’s: Evaluation) Would two dollars buy you that same amount of stuff today?”

Adaptations/Enrichment: When a student who struggles with counting money comes to check out, the cashier (teacher) can assist them in their counting. For a student who has trouble reading (which would make reading the list difficult) they will be given the same list of items to buy, but with pictures of the item beside the word. For enrichment, students excelling in finding the value of money will be given a list with more items on it and more money. For enrichment, students who finish the project it early will take their two dollars that they were given and discover how many ways they can make \$1.39 cents using their coins.

Self-Reflection: Were the students able to count money to me? Did I allow enough time for the students to be in Sautter’s Mercantile? Would I teach this lesson again? If so, what would I do differently? Were my adaptations and enrichments effective?

MANCHESTER COLLEGE

Department of Education

Pioneers (Reading)

LESSON by Caitlin Sautter

Lesson: Restating Facts and Ideas

Age or Grade Intended: 2nd grade

Length: 40 minutes

Academic Standard:

Reading Standard

2.2.5. Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

Performance Objective: After reading *If You Were a Pioneer on the Prairie*, students will correctly summarize (by writing) the main ideas of the text.

Assessment: The teacher will look at the students' writing journals where they summarized the main ideas of the text. The teacher will be looking for completion and also the student's ability to pick out the important parts of the text.

Advanced Preparation by Teacher:

- The teacher will need to have the book *If You Were a Pioneer on the Prairie*
- The teacher will have the movie *101 Dalmatians*

Procedure:

Introduction/Motivation:

After shopping at Sautter's Mercantile you experienced the way pioneer people (normally) spent their money—on the important stuff! Today we are also going to be looking for the important stuff, the important information in reading!

Step-by-Step:

1. Who knows what it means to summarize? Have you ever summarized something before? (Gardner's: Verbal/Linguistic, Intrapersonal) (Bloom's: Comprehension, Knowledge)
Summarizing is picking out what is important from a text. When you see an awesome movie and go to tell a friend about it, do you tell them word-for-word what happened? I bet not! I bet you summarize the material, or tell them the main events!
2. Show a 10 minute clip from *101 Dalmatians*. (Gardner's: Visual/Spatial)
3. Turn to your neighbor and summarize the main events that happened during this short 10 minute clip. (Gardner's: Interpersonal, Verbal/Linguistic) (Blooms: Application, Evaluation, Comprehension)

4. Teacher reads aloud to the students *If I were a Pioneer on the Prairie*
5. Imagine that this is the most fascinating book you have ever read (maybe it is, who knows). What would you want to tell someone about this book? What are the most important details? In four to six sentences, summarize the text.

Closure: Now that we have summarized the text, how would you summarize the pioneer unit? What will stick with you? In your opinion, what were the most important parts?

Adaptations: For a student who struggles with writing, allow them to write their summary and also tell you what their summary says so you know if they understand the concept of summarizing. For a student who does not grasp the concept of summarization, work with them independently. Summarizing is a concept that every student should be able to understand if they are taught properly. Maybe the teaching style that you chose did not work well for them. Be creative!

Enrichment: For enrichment, have the students summarize their weekend. They are receiving more practice with summarizing while strengthening their skill (and hopefully enjoying themselves). As enrichment students will summarize the unit in their writer's notebook. This would be a perfect opportunity for the teacher to see the most significant information in the students' minds.

Self-Reflection: Was this a good ending lesson? Were students able to summarize? Were my examples (exciting movie) effective? Did the students grasp the concept? Would I use this lesson to end the pioneer unit again? If so, what could I do differently to leave the unit with a bang?

Technology

Along with integrating a variety of standards from a wide array of content areas, the pioneer unit will also incorporate technology. The teacher will produce a graphic organizer made on Kidspiration for the two writing activities. Both activities require the students to pull information from either the demonstration or from the text. The graphic organizer that is made on Kidspiration will allow students to better sort their ideas and choose what is really important. While browsing the internet, the teacher found this kid-friendly website <http://library.thinkquest.org/J001587/?tqskip1=1&tqtime=0313>. The science lesson, the second lesson in the pioneer unit, uses this site as an enrichment activity. Students are to visit it and write four to five sentences on what they found interesting. However, using this website only once does not suffice. This website can be used two times throughout the unit. This pioneer unit would not be complete without the game of Oregon Trail. This game will be introduced after the drama lesson. The students will play Oregon Trail for ten minutes a day on the last three days of the pioneer unit. These three technology activities will enhance the unit plan while also allowing the students to be what most of them already are: technology nuts.

Trade books

Title: *Early Settlers Activity Guide*

Author: Elizabeth Stenson

Copyright year: 1983

Publisher: Crabtree Publishing Company

Summary: This book explains activities that the early settlers were involved in. This book also uses present day examples so that students of today can better understand the pioneer lifestyle.

Title: *Papa and the Pioneer Quilt*

Author: Jean Van Leeuwen

Copyright year: 2007

Publisher: Dial Books for Young Readers

Summary: Rebecca's father decided to move his family west to Oregon. Rebecca, the main character, starts collecting scraps of cloth for her quilt bag. When she gets enough scraps Rebecca sews a quilt for she and her siblings to sleep under when they get to Oregon.

Title: *Going to School in Pioneer Times*

Author: Kerry A. Graves

Copyright year: 1989

Publisher: Earth Blue Books

Summary: Readers will learn about what subjects pioneer students studied, what materials they used for writing, and how long the school year lasted. This book also describes games, crafts, and activities that kids from this time period enjoyed.

Title: *Going West*

Author: Jean Van Leeuwen

Copyright year: 1992

Publisher: Dial Books for Young Readers

Summary: Seven year-old Hannah and her family head off to the west in a covered wagon to start a new life. Hannah shares stories of sleeping under the stars, terrible storms, and rivers as wide as the eye can see.

Title: *Nine for California*

Author: Sonia Levitin

Copyright year: 1996

Publisher: Orchard Books

Summary: Pa sent a letter to the rest of the family telling them to come join him in California. So, Mama and the rest of the family head to California. This book follows Mama and the rest of the family on their journey to California.

Title: *Apples to Oregon*

Author: Deborah Hopkins and and Nancy Carpenter

Copyright year: 2004

Publisher: Atheneum Books for Young Readers

Summary: This is a story about a family who move their fruit (and children) from Iowa to

Oregon. The family endures hardship along the way; however, the fruit (and the children) arrive safely in Oregon.

Title: *My Great-Aunt Arizona*

Author: Gloria Houston

Copyright year: 1992

Publisher: HarperCollinsPublishers

Summary: Arizona (the main characters aunt) was born in a log cabin in Henson Creek. Arizona's brother had written a letter to Arizona's parents asking for them to name their daughter Arizona (where he lived) because it was so beautiful there. This story just follows around Arizona explaining her pioneer childhood.

Title: *Kindle Me a Riddle: A Pioneer Story*

Author: Roberta Karim

Copyright year: 1999

Publisher: Greenwillow books

Summary: This is a unique story that is written in riddles. Constance and Jack (the main characters) and their mama and papa play a riddle game that goes from morning to night. They converse in riddles and readers will find this book quite intriguing.

Title: *Settler Sayings*

Author: Bobbie Kalman

Copyright year: 1994

Publisher: Crabtree Publishing Company

Summary: This book covers all types of saying that early settlers used. This story also explains artisan sayings, the language of fashion, early medical terms, and extinct expressions.

Title: *Grandma Essie's Covered Wagon*

Author: David Williams

Copyright year: 1993

Publisher: Alfred A. Knopf

Summary: This is a story written by Grandma Essie. She remembers loading the wagon to search for a better life. Grandma Essie writes of experiencing a tornado and a drought, burying her sister with a song, and her Pa sawing the wagon to pieces because they would never move again.

Title: *The Way West*

Author: Amelia Stewart Knight

Copyright year: 1994

Publisher: Simon & Schuster Books for Young Readers

Summary: This is a story about Amelia Stewart Knight. She made her diary into a story so that readers could get a glimpse into the life of a family pioneer going west. Her diary portrays the hardships and joys along the way. The authentic journal entries about the Stewarts show courage and determination as they left their home for a more fulfilling life.

Title: *Better Known as Johnny Appleseed*

Author: Mabel Leigh Hunt

Copyright year: 1980

Publisher: Lippincott Williams & Wilkins

Summary: This is a story about John Chapman or Johnny Appleseed. In this book they describe his life and his accomplishments.

Title: *If You Were a Pioneer on the Prairie*

Author: Anne Kamma

Copyright year: 2003

Publisher: Topeka Bindery

Summary: This book allows the reader to see what it was like on the Great Plains. This story explains a child's day-to-day activities on the prairie.

Guest Speaker

As a way to bring the quilting experience to life, I have arranged for an expert quilter to do a quilting demonstration for the class. Emma Bordman, a retired social studies teacher, is very interested in early settlers. Since being retired, she spends time quilting and researching the pioneers. When she comes the classroom, she plans to share interesting information with the students about the early settlers. She will then tie in the important job of women and children—quilting. She will describe the materials that were used to make quilts and why they are used. She has an interactive lesson planned for the students. Then she will show the student how to quilt. She has brought in ten of her favorite quilts that she has made. Mrs. Bordman plans to explain a few of them and why they are sentimental to her. This real-life experience will better help the students to understand the intricate task of quilting.

December 8, 2008

Dear Parents/Guardians,

I am excited to inform you that we will be beginning our pioneer unit in just a few weeks. In the unit that I have created we will be doing a lot of hands-on activities. From making applesauce, to dramatizing a pioneer school day, this fun-filled unit plan will be a great experience for the children!

By doing some investigating, I was able to contact Emma Bordman, an expert quilter. She will be coming to our class on January 8th, to do a real-life quilting demonstration! Mrs. Bordman will also be talking to the children about the different purposes that quilting was used for in the days of the early settlers. You are more than welcome to come and observe Mrs. Bordman speak ☺

This pioneer unit plan will surely be a memorable educational experience for your child. We are really going to plunge into the early settler history and have a great time doing so! To keep up with our unit plan, you should consider reading your child's writers notebook because they will be reflecting on the pioneer activities daily. As always, if you have any questions, feel free to contact me.

Warmly,

Miss Sautter

Contact information:

Cell: 260-610-0462

Home: 260-982-0462

Email: cmsautter@spartans.manchester.edu

Bulletin Board

The bulletin board that I will be making will be in a question and answer format. Everyday there will be a new question posted on the bulletin board. There will also be an envelope where students can put their answers. At the end of the stay I will read the answers in the envelope and we will discuss as a class the correct answer.

