

**Theme:** Pioneers 2<sup>nd</sup> grade

**Goal:** Students will identify the major differences between past life (pioneer life) and present life (their lives).

**Standard:** 2.1.1 Listen to historical stories and compare daily life in the past and the present.

**Objective:**

1. Upon completion of this pioneer unit students will be able to describe the daily life of an individual in both the past and present life
2. Upon completion of this pioneer unit students will be able to compare and contrast the life of a pioneer child and their life.
3. Upon completion of this pioneer unit student will be able to identify at least three major differences in the daily life of a pioneer and their daily life.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** You will fill in as much information as possible about the two different ideas below. You will put the different things that pioneers did and what your life is like. You may also draw pictures if you would like to.

<b>Pioneer Life</b>	<b>Students Life</b>

### **Technology Paragraph**

There are not a lot of opportunities to use technology in my unit. It is about pioneers and I want to keep it down to earth as much as possible. I am incorporating it into a few different lessons. The students are going to use Kidspiration and create a web for one of the lessons. Then they will also use word and type up their scripts/adventures. Then will also have a chance to look up books in the library on the computer. That is how I am using technology through out my unit.

### **Trade books**

1. Dance, Pioneer, Dance!, by Rick Walton
2. Yonder, by Tony Johnston
3. Eight Hands Round: A Patchwork Alphabet, by Ann Whiteford Paul
4. A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840 Barbara Greenwood
5. A Pioneer Christmas: Celebrating in the Backwoods in 1841 Barbara Greenwood
6. Going West! Journey on a Wagon Train to Settle a Frontier Town by Carol A Johmann
7. Going West by Jean Van Leeuwen
8. How Would You Survive in the American West? by David Salariya
9. If You Traveled West in a Covered Wagon by Ellen Levine
10. Pioneer Crafts by Barbara Greenwood
11. Quilt-Block History of Pioneer Days With Projects Kids Can Make by Mary Cobb
12. Cassie's Journey: Going West in the 1860's by Brett Harvey

Parent Letter 😊

Dear Parents/Guardians,

In our second grade classroom we will be working on a pioneer unit! This is going to be a really fun unit and I cannot wait to get started on it! Throughout this unit we will be incorporating all of the subject areas. This unit will take the next two weeks to complete.

We will also be going on a field trip to Conner Prairie. We will need helpers with the trip so if you would like to help send a note back with your student.

Another exciting thing that will be happening in our classroom during this unit is that we will be having a guest speaker. The guest speaker will be my father Patrick Van Ort. He will come dressed as a real pioneer man and talk to the students about life on the frontier.

Then at the end of the unit we will have a little pioneer party. I will send out letters when the part is getting closer. This unit will be fun for all of the students and there will be a lot of work involved.

I just wanted to let you all know what is going to happen over the next few weeks. If there is anything that you have questions or concerns about give me a call at \_\_\_\_\_.

Thank you again for all of your support!

**Conner Prairie**

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317-776-6000

My plan for a field trip is to go to Conner Prairie. It will take about two hours from Manchester to get there. There are so many different things to go and see when we are there. It seems like it would be a lot of fun and interactive for the students. There will need to be 1 adult for every 5 children. The prices of the trip are \$4 for students, \$7.50 for adults and it is free for the teachers and the staff from the school. There are a few different places that I want my students to see while we are there.

One place is the 1836 Prairie town; this is a place where all of the people are dressed up in pioneer clothes. It is recommended to go there for about 1 1/2 to 2 hours. There are stores, an inn, a blacksmith shop, a potter, a schoolhouse, and much more. I think that we could get a lot of things out of this because they could see the general store and compare it to the one that we have in the classroom. They will also be able to see what the people looked like and acted like. It will be a real life experience for them.

The other place that I would like my students to go to is the animal encounters. This is a spot where students can cuddle with a lamb and see a chick hatch. That would be an amazing experience for the students. Then there is also the Conner Homestead. This is where the students get to look inside of a 1823 brick home of a central Indiana pioneer. They will also be able to dip candles and look through a timber-framed barn. Also they can go into the Loom House at the homestead and watch spinning and weaving.

The last spot that I will take my students to is the 1886 Liberty Corner. At this location they will be able to go to the Zimmerman Farm. This is where the students can go and help do chores and help around the farm. There is also a school there that they can stop and look at an 1886 district school.

I think that they will gain a lot from this field trip and they will also be able to use the knowledge that they have learned throughout the unit. It is just a good ending to the unit.

## Science Lesson

**Lesson By:** Karly A. VanOrt

**Lesson Length:** 45-60 min

**Grade:** 2<sup>nd</sup>

**Standard(s):** 2.5.1 Recognize and explain that, in measuring, there is a need to use numbers between whole numbers\*, such as  $2\frac{1}{2}$  centimeters.

**Objective:** The students will gain a better understating of the use of maps and the way they are measured. Students will label the distance around the map (town square) and also they will need to figure out the distance from their house to town. Students will label the distance with whole numbers and numbers in between for the majority of the map.

### **Materials:**

- Markers
- Crayons
- Rulers

### **Procedure:**

**Introduction:** Start out by talking about all of the exciting things that are going on in Town Square and how the community is growing. Talking about the shops around town and how we would get to town from their home. Then work with to see if they have any ideas of how we should measure the map.

### **Step by step:**

1. Create a map with the whole class putting things in the town that they would like to have in their town.
2. Put the map up on the board and talk about where we, as a family, should live.
3. Then suggest that a mile is equal to 1 inch.
4. Then measure off the distance around the town and from the family, house to town. Have them use inches and half inches.
5. On the students map they can have the hose in a different location if they would like to.
6. Then have the students use their ruler and mark off the distances.
- 7.

**Closure:** Talk to the students about the distances. Ask they why it is important to out numbers between whole numbers in there. Why do we need to know certain distances?

### **Adaptations:**

- More advanced student can number every forth of an inch also.
- Have a lot of one on one time with the students that are struggling.

## **Baking**

**Lesson by:** Karly A. VanOrt

**Grade level:** 2<sup>nd</sup>

**Length:** 60 min

**Standard:** 2.1.1 Listen to historical stories and compare daily life in the past and present.

**Objective:** The student will learn how to make and bake corn bread. While making the bread they will help with the process and work well with the other students.

**Assessment:** Student will follow the recipe card and help put the ingredients together. They will work with the group and the teacher will be walking around the room to do observations.

### **Prep and Materials:**

- |                                      |                    |
|--------------------------------------|--------------------|
| ✓ Corn bread ingredients             | ✓ Cup cake holders |
| ✓ Recipe card for each of the groups | ✓ Cup cake pan     |
| ✓ Mixing bowls                       | ✓ Butter           |
| ✓ Mixer                              | ✓ Honey            |
| ✓ Measuring cups                     | ✓ Jam              |

### **Procedure:**

**Introduction:** How many of you like to eat? Lets talk about foods that we really like and foods that don't taste too good. Have any of you had corn bread before? Do you know how it is made? Do you like it or not?

### **Step-by-step:**

1. Get all the items out to start making the bread.
2. Put students into groups of 2. Have one set work on the first part of making the bread and have the other set work on the second part of the bread. Make sure that you do the mixing or have students do it with your super vision.
3. Let them start making the bread and help with the mixing.
4. Bake it up! While it is baking ask them what they found to be fun and what they liked about making the bread. (Blooms questions)
5. Eat and enjoy!!!

\*(Gardner's bodily-kinesthetic intelligence and interpersonal intelligence)

**Conclusion:** Talk about the likes and dislikes. Ask if they think this would be an easy food to make in pioneer times. Talk about the process and where they would get all of the ingredients from if they lived back in the pioneer days.

**Adaptations and Enrichments:**

**Adaptations:** Have the students put in the mixtures after the other students have measured them out. Also make sure that they are in a group that they can work with and work with the group members.

**Enrichments:** Have the students write about what would happen if we left out an important ingredient or added something strange to the mix. If time is provide they can try and make another bread.

## Art

Lesson By: Karly A. VanOrt

Lesson Title: General Store Product Posters

Lesson Length: 45-60 minuets

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objectives: After a classroom discussion about pioneer general stores, students will create posters for the different products in the classroom general store and their posters will have five or more colors on it.

### Materials:

- Poster board
- Markers
- Crayons
- List of items that can be found in a general store

### Procedures:

#### Introduction:

- Do you think that pioneers got everything that they need to survive from their farm? (**Blooms Application**) If they could not make it or grow it on their farm where would they get their supplies from? Ask more questions about general stores.
- What are some items that they would have had to go and buy at a general store? (**Blooms Analysis**) While the students say the different ideas write them up on the board. If they are not give very many items help them along with providing them with some items off of the list.
- Now that they have all the great items the students need to make posters so that everyone can see what the general store has.

#### Step-by-Step:

1. Hand out the poster board and explain the directions. The posters must be colorful and they need to have five or more colors on them. The name of the product also must be on the poster. If there are any questions have the students raise their hands.
2. There can be discussion about the posters but it does not need to get loud. While they are working turn on some pioneer music to get them in the right mindset☺! (**Gardner's Interpersonal, Musical, and Spatial**)

3. Walk around the classroom to make sure that the students are working on their posters not just talking.

Closure: Let the students share their posters with the class if they would like to.

Enrichments: Have the students that excel in art make a poster for the general stores sign to put out when it is open.

Adaptations: Have a student that excels in art help them with their poster.

## Drama

Lesson By: Karly A. VanOrt

Lesson Title: Drama, Drama, Drama!

Lesson Length: 30 minuets daily

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objectives: After completion of the pioneer adventures, students will work with their groups and act out all three parts of their adventures.

Assessment: The teacher will do observations to make sure that the students are participating and also the teacher will have a checklist to make sure that they are acting out the rolls.

### Materials:

- Scripts
- Costumes
- Creative Minds

### Procedures:

#### Introduction:

- Now that the students have finished their pioneer adventures it is time to put it into a script so that they can act them out.
- Has anyone ever done a play? (**Blooms Knowledge**) What do you think it is like to act out different characters? Well now is the students chance to act out different things!

#### Step-by-Step:

1. Have students pick the roll that they want to be in their adventure.
2. Students will practice acting out the scripts (**Gardner's Interpersonal**). They will have time each day to read through it and work with their group.
3. After a few days they will then present to the class. They will need to dress up for the part. They can take up the script with them but they need to act out the different parts. Students will get up in front of the class (**Gardner's Bodily-Kinesthetic**).
4. When they are acting they also need to work well with the other group members.

Closure: Talk about the different acts. Ask questions of what made the scripts good and what were some things that they needed to work on. Tell the students that this was a very hard project and they all did an amazing job!!!

Enrichments: Challenge the students to remember all of their lines and do the acting without a script.

Adaptations: If students have trouble walking they can stay at their seats instead of standing in front of the class.

## Math

Lesson By: Karly A. VanOrt

Lesson Title: Who's the cashier?

Lesson Length: 40 min

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

2.1.1 Count by ones, twos, fives, and tens to 100.

Objectives: After opening the general store student will become the cashier and count the money and make the correct change by counting by ones, two, fives and tens.

Assessment: The students will write down all of the money that they take in and then the teacher will check over to see if they made the correct change.

Materials/Preparation:

- Set up general store
- Have the play money ready

Procedures:

Introduction:

- Look at all of the awesome posters for the general store. Tell the students that those products are not the only things that are in the general store.
- Then tell them that the general store will also be opening and we need some cashiers. Does anyone know what a cashier is? (**Blooms Knowledge**)

Step-by-Step:

1. Tell the students that they are each going to get to be cashiers at the general store. They will need to sign up on the calendar for the days that they want to be the cashier. There will be two cashiers each day that the store is open. (**Gardner's Interpersonal and Bodily-Kinesthetic**)
2. Explain the different responsibilities that the cashier will have when they are working. Also tell the students that they are going to get paid for being the cashier.
3. Tell the students that they will also be getting money for doing good deeds and coming to school. Then tell them that they can also lose money if they are making wrong decisions.
4. Then give each of the students 25 cents and open the store. Tell them that they have the choice of spending or saving. (**Gardner's Logical-Mathematical**) If they are saving then they can put it in the bank (little bags with their names on them).

Closure: Tell the students the general store hours and remind them what days they are going to be cashiers on. Remind them of the responsibility of the cashiers and ask if they have any questions.

Enrichments: Let them be the bankers so they can handle the money.

Adaptations: Students will be paired with a student that is strong in math.

## Music

Lesson By: Karly A. VanOrt

Lesson Title: Pioneer Instruments

Lesson Length: 30-45min

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare daily life in the past and present.

Objective: After being introduced to different pioneer instruments, students will create a web, on Kidspiration, with five or more facts about the different instrument that they learned about.

Assessment: The teacher will collect the webs to see if the students have put five or more facts on them.

### Materials:

- ★ Pictures of instruments with information on the back of the page
  - Spoons
  - Jugs
  - Washboards
  - Banjo

### Procedures

#### Introduction:

- Has anyone ever played an instrument? (**Blooms Knowledge**) Do you think that pioneers used the same instruments as we do now? Why or why not? What do you think they used to make music with? Do you think that bands look the same as they did back in pioneer times?
- Well today we are going to learn about different instruments that pioneers used to make music. We are going to talk about four different instruments and when we are finished we will make a web on Kidspiration of the information that we have learned. You can write down ideas that you think are interesting while we talk about the instruments so you can remember them and put them on your webs.

#### Step-by-Step:

1. Hold up the picture of the instruments. Talk about each of them one at a time. Give the students many details about them. From how they were made to how they would use them. Make sure to ask questions while you are showing the pictures. Some questions might be how do you think that they played this instrument? Do you think that it would be easy or hard to play?

2. After talking about each instrument either get it out and play it or play some music with the sounds in it. (**Gardner Musical**)
3. After all of the instruments have been presented take the students down to the computer lab and have them create the webs. It might be a little difficult for the students to make the webs so patients are the key to success. If it is possible, model how to make the web up on an overhead.
4. After they are done making the web, have them come up to the front of the class and present what they have accomplished. Only if they would like to.

Conclusion: Are there any questions that you have been wondering about? What was your favorite instrument and why? What was the hardest thing to do when we were making the webs?

Enrichments: Have the student try and find other instruments that they might have used in pioneer times.

Adaptations: Give the students that have trouble typing extra time in the computer lap if they need it.

## PE Fine

Lesson By: Karly A. VanOrt

Lesson Title: Make a Blanket

Lesson Length: 20 minuets pre day

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objective: After reading Eight Hands Round: A Patchwork Alphabet, students will make a quilt as a whole class and each student is responsible for one quilt block with their name on it.

Assessment: The teacher will put together the quilt and will make sure that the students have each made a quilt block with their name on it.

### Materials:

- Gingim print
- Quilt blocks
- Needles and thread

### Procedure:

#### Introduction

- Read the book Eight Hands Round: A Patchwork Alphabet.
- Has anyone ever helped make a quilt before? Has anyone ever made a quilt before? Do you think that we could make a quilt as a class? Identify the different things that we will need to make a quilt? (**Blooms Comprehension**)
- Well today we are going to make a quilt. It will take more than one day but we will get it all done if we work hard and work as a group. Each student in the class will make a different quilt block and on that quilt block will be the students' name.
- Give a demonstration of what the students will be doing.

#### Step-by-Step:

1. Hand out the gingim print first and have each of the students put an X in the squares to make their name. Then give them another piece so that they can practice putting the needle through the paper. (**Gardner's Spatial**)
2. After they have the hang of it put some thread and demonstrate how you would put your name in the paper. Let them practice for a little while

**(Gardner's Bodily-Kinesthetic)** and walk around to make sure that they understand what they need to do.

3. Once the students know what they are doing get their gingham paper and attach it to the quilt block to make their quilt square.

Closure: Tell the students they are doing awesome and how exciting it is to see this quilt come together! Give the student's time every day or every other day to work on this in class for the next two weeks.

Enrichments: If they are advanced in quilting have them make another quilt block with the year and class name on it.

Adaptations: If students are having trouble with using the small needle then give them a larger size and larger size gingham paper.

## PE Gross

Lesson By: Karly A. VanOrt

Lesson Title: Journey through the Fournier

Lesson Length: 60 minuets

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objective: After reading about the frontier, students will cross their own frontier as a whole class with each student actively participating by giving one or more helpful ideas.

Assessment: The teacher will do observations to see if the students are participating and giving helpful ideas.

### Materials and Preparation:

- Map of the playground
- Make cards of things to happen to the group
- Put markers where they need to pick cards
- On the map the teacher will put:
  - Places to get the food
  - Place to live
  - Rivers

### Procedures:

#### Introduction:

- Read *Dance, Pioneer, Dance!!* By Rick Walton
- After the book is read talk to the students about the way the pioneers traveled. Do you think that you could have traveled like that? (**Blooms Application**) Do you think it would be fun to travel long distances like that?
- Well today we are going to go on our own journey across the frontier.

#### Step-by-Step:

1. Hand out the maps to all of the students. We need to head outside and start our adventure. We are going to travel along the path to our new home but along the way there might be some good things happening or some bad. There are certain locations where you will have to draw cards to see what happens.
2. Through out the journey we will need different suggestions on how to make the trip successful. Everyone needs to help out so we all can make it to our new home.

3. Go and do the journey and have them pull the cards when they see the yellow flags in the grass. (**Gardner's Bodily-Kinesthetic**)

Conclusion: So was it easy to travel along the frontier? What were some problems that we ran into? Was it fun? (**Blooms Knowledge**) Does anyone have any questions about the journey? You all did awesome and it was great that you all participated!

Enrichments: Have the students draw another map of the frontier with different obstacles on it.

Adaptations: If there are students in the class that have trouble walking put the journey on the pavement.

## Reading

Lesson By: Karly A. VanOrt

Lesson Title: Books, Books, and Books!!

Lesson Length: 20 minuets pre day

Grade Level: 2<sup>nd</sup>

Standard: 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression

2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objective: Each student will pick out one pioneer themed book and read the book with fluency, changes in voice, and expression to the class after lunch on the day that they pick.

Assessment: The teacher will listen to the reader to see if they are fluent and if they are using influxes with their voice.

### Materials and Preparation:

- Books in the classroom about pioneers for student to look at
- Library reserved so the whole class can go down and look for a book
- Calendar for spaces for students to sign up on
- Talk to the librarian to see if he or she could set out some books for the students to look at that are about pioneers

### Procedures

#### Introduction:

- Have any of you ever read a story about pioneers? (**Blooms Knowledge**) Well there have been many different people who have written stores about pioneers. All of the books will have a common theme but they are all different in some ways. What we are going to do throughout this whole unit is read a different pioneer book each day. I am still going to read my Little House book but you are going to read your book before me right after lunch.

#### Step-by-Step:

1. First what the students will do is look around at the different books that the teacher has brought in. Have them walk about and look at the different books that the teacher has in their classroom. Tell them if they find one that they want to read they need to pick it up. Remind them that we are going to head to the library after this to look at books there also.
2. Once they are done looking for the most part take them down to the library to look for different books (**Gardner's Bodily-Kinesthetic**). Have the students look at the different books in the

library. Give them sometime to look through the books and remind them that they are going to have to read these books to the class.

3. Once the majority has selected their books take them back to the classroom.
4. Now that a lot of you have selected your books tell the students that they are going to sign up on the calendar. Have one student sign up for one day. Have them write their names and title off the book on the day they are reading.

Closure: Tell the students if they have not selected a book it will be ok. The teacher will work with them one on one to find a book that they like. Remind the students that they need to take the book home with them and practice. So when they read (**Gardner's Linguistic**), there will be no mistakes and they will know how to say all of the words.

Enrichments: For student who are strong readers and enjoy reading to the class they can read a chapter to the class from the Little House book that the teacher is reading.

Adaptations: Have students that struggle reading read ever other page with the teacher helping them.

## Social Studies

Lesson By: Karly A. VanOrt

Lesson Title: School Day Differences

Lesson Length: 30-45 minuets

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objectives: After reading as story, students will create a Venn-diagram and compare their school life with the school like of a pioneer by including five or more facts.

Assessment: The teacher will collect the Venn-diagrams and check to see if the students have did five or more facts.

Materials:

- Book
- Venn-diagrams

Procedures:

Introduction:

- Do you think that your school life is the same as a pioneer's life? What are something's you do throughout the school day? (**Blooms Knowledge**)
- Before the story is read have the students do a little activity. Ask questions and if the students think it is yes have them walk and stand on the yes area. If it is no have the students go over and stand in the no area. (**Gardner's Bodily-Kinesthetic**) The questions will be about the pioneer book that the teacher will read.
- Time to read the chapter about school days in the book A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840 by Barbara Greenwood

Step-by-Step:

1. Read the book on the carpet and after the chapter is done talk about the different things that were in the book.
2. After the book is read do the same activity with the yes and no area.
3. Once the students are done with the activity have them go back to their seats and work on there Venn-diagram (**Gardner's Interpersonal**). Tell the students that they are expected to have five or more facts.
4. Explain what they need to put on their diagram.

5. Turn in when finished.

Closure: Ask the students if any of them would like to share what they have put on their Venn-diagrams.

Enrichments: Have the students walk around and help the other students that are struggling.

Adaptations: Have the students draw pictures of the differences and similarities.

## Storytelling

Lesson By: Karly A. VanOrt

Lesson Title: Real Pioneer Man

Lesson Length: 90 minuets

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

Objective: After listening to a “real life” pioneer speak, students will write 2 or more sentences about the differences between their life now and the life of a pioneer.

Assessment: Students will turn in the sentences to the teacher. Then the teacher will make sure that the students have written two or more sentences that pertain to the guest speaker.

### Materials:

- A rocking chair for the guest speaker to sit in
- Students ears wide open and ready to listen

### Procedures:

#### Introduction:

- Has anyone ever met a real pioneer? Do you think that there are still real pioneers around? What do you think a pioneer would have stories about? **(Blooms Knowledge)**
- Today there will be a very special guest coming into the classroom. There will be a real pioneer coming in and talk about his life. He will tell stories about hunting and fishing, what he likes to do with his kids, and different things that he does in a normal day.
- I would like you all to give a great big hand to someone very special. This is Pat the Pioneer. Have the guest speaker come in. (Guest speaker will be my father)

#### Step-by-Step:

1. Have the guest speaker sit in the rocking chair and have the students sit on the carpet around him. Let the guest speaker tell his story; walk around the room to make sure students are staying under control.
2. After the speaker is done ask the students to ask questions. Start off the questioning if they do not ask any. Try and get the students involved so that they can gain a lot from this experience. **(Gardner’s Interpersonal)**
3. After all of the questions are answered thanks the speaker for coming. Then send the students back to their seats. Ask the students to get out a clean sheet of paper. Explain to them that they are going to write two or

more sentence about the differences in the speakers' life and their life.  
(Gardner's Intrapersonal)

4. After they are finished with that, have them turn it into the tray.

Closure: What were some things that you thought were interesting about the guest speaker? What are some different things that he did but you do not do? Are there any things that he does that you do? Tell them they did great! (**Blooms Comprehension**)

Enrichments: Have the students write a paragraph about the difference and similarities rather than two or more sentences.

Adaptations: Allow the students who have trouble spelling use a computer to write their sentences.

## Writing

Lesson By: Karly A. VanOrt

Lesson Title: Pioneer Adventures

Lesson Length: 45 min daily till finished

Grade Level: 2<sup>nd</sup>

Standard: 2.1.1 Listen to historical stories and compare and daily life in the past and present.

2.4.5 Use a computer to draft, revise, and publish writing.

Objective: As a group of five students will create a pioneer adventure that has five characters, a beginning, middle and end; and they will use a computer to publish it.

Assessment: The teacher will use a checklist to make sure that there are five characters, a beginning, middle and ending and that they have typed up the final draft.

### Materials:

- Paper and pencil for first draft
- Story map to get ideas out
- Different topics to choose from
- Check list to make sure that they have all the parts that they need

### Procedures:

#### Introduction:

- Have any of you ever gone on an adventure? What do you think that we need to do to go on an adventure? (**Blooms Understanding**) What do you think it would be like to take a pioneer adventure across the wild frontier?
- Well today we are going to write about a pioneer adventure. Then once we finish the stories we will turn them into scripts and will act them out.

#### Step-by-Step:

1. The teacher has created a story/script and will read it to the class.
2. Then put the students into groups of five and hand out the story map and also the list of topics that they can use if they would like to (**Gardner's Interpersonal**).
3. Walk around and make sure that every student is participating and giving ideas about the story/script.
4. Have the students turn in their story map before they start writing so the teacher can look it over and make sure they are ready for the next step.
5. Be very supportive because this project will be taking a long time.

Conclusion: Ask for questions or concerns (**Blooms Knowledge**). Tell the students that they will be working on the adventures/scripts everyday during our writing time. It will be a project that they should take time on.

Enrichments: Have the students create the list of topics that the rest of the class can choose from.

Adaptations: They can type on the computer the whole time if they have trouble spelling.