

PIONEER DAYS VERSUS THE MODERN CRAZE Grade 3-5

OBJECTIVES:

- To compare and contrast characteristics of present-day with characteristics of life in the pioneer times.
- Work in cooperative groups.
- Summarize their conclusions visually in a Venn Diagram.

FCAT STRANDS ADDRESSED:

Reading Exam Comparisons and Cause/Effect
 Reference and Research

Writing Exam Expository writing/Focus and support

MEETS THE FOLLOWING SUNSHINE STATE STANDARDS:

SOCIAL STUDIES

Strand A: *Time, Continuity, and Change [History]*

Standard 6: *The student understands the history of Florida and its people.*

Benchmark SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

LANGUAGE ARTS

Strand A: *Reading*

Standard 2: *The student constructs meaning from a wide range of texts.*

Benchmark LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.

Strand B: *Writing*

Standard 2: *The student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.2.4 The student uses electronic technology, including word processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

Strand C: *Listening, Viewing, and Speaking*

Standard 1: *The student uses listening strategies effectively.*

Benchmark LA.C.1.2.1 The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

MATERIALS:

- Access to the Internet
- Encyclopedias (on CD-ROM or in print)
- Books on pioneer times
- Chart paper
- Markers
- Large bulletin board paper

PRE-VISIT ACTIVITIES:

1. Facilitate a brainstorming session to establish what the whole class knows about each topic in contemporary times, and in pioneer times. List each on separate sheets of chart paper:
 - Farm work
 - House work
 - Having fun
 - Traveling
 - School life
 - Health
2. Share with the class an example of a Venn Diagram (if an explanation is needed) and show them the attached scoring rubric so that they can keep track of their performance along the way and perform their own self-assessment as they complete the project.
3. Have the students break into five or six small groups with three or four students per group. Each group selects one of the above topics to research. Groups will look at web sites (if available) and/or books, encyclopedias, CD-ROMS, etc. to uncover information about their topic in pioneer times.
4. The students will take notes about the information they uncover using the guiding questions on the attached activity sheet.

AT THE HISTORY CENTER:

1. Have each group keep a record of findings regarding their chosen area of study to report back to the class.

POST-VISIT ACTIVITIES:

1. Have each group discuss their findings from the History Center and combine this information with the research that they have been conducting.

2. As a culminating activity, each group can prepare a Venn Diagram to compare current times and pioneer times.
3. Have groups present their Venn Diagrams to the class.

EXTENSIONS:

1. You may want to have each student draw a picture by folding paper in half and making one side early pioneers and the other modern, including scenery which, of course, would be very different.
2. Each child could bring in their own T-shirt and you could use vegetables (onions, beets, red cabbage, etc.) to dye T-shirts and discuss pioneer clothing.

**Adapted from Laura Appelman and Nancy Mulford's Pioneers Encarta Schoolhouse Lesson Plan*

GUIDED QUESTIONS FOR NOTE-TAKING

Questions about Traveling

Describe the different ways to travel in pioneer times.

How fast could a family travel 25 miles?

Why would people choose to travel when it was so difficult and slow?

How is traveling the same as it used to be?

How is traveling different than it used to be?

Questions about Fun and Games

What kinds of games and leisure activities were common among young people?

What kinds of games and leisure activities were common among adults?

What kinds of toys did children have in pioneer times?

How are games and toys the same now as they were long ago?

How are games and toys different today?

Questions about School Life

Describe a school in pioneer times.

Which children attended school?

How many years did children in pioneer times typically go to school?

How are schools the same now as they used to be?

How are schools different than they used to be?

Questions about House Work

What chores were there to do around the house?

Who usually took care of the housework?

How did children help with this work?

How is housework the same as it used to be?

How is housework different today?

Questions about Farm Work

What chores were there to do outside on the farm?

Who usually took care of the farm work?

How did children help with this work?

How is farm work the same as it used to be?

How is farm work different today?

Health Questions

What was used for medicine long ago?

Who took care of those who were sick?

When someone was sick, where were they taken for medical care?

How is health and medicine the same as it used to be?

How is health and medicine different today?

RESOURCES:

Websites

Pioneer Life

<http://collections.ic.gc.ca/scugog/piolife.htm>

<http://www.prairie.district96.k12.il.us/Museum/homesettlers.html>

<http://library.thinkquest.org/6400/default.htm>

Articles, maps, or other media

Look up the following in Encarta® Encyclopedia

- Pioneer (settler)
- United States of America (History)

Books

Bial, Raymond. *Frontier Home*. Boston: Houghton Mifflin, 1993.

Denham, James M. and Canter Brown, Jr., eds. *Cracker Times and Pioneer Lives: The Florida Reminiscences of George Gillett Keen and Sarah Pamela Williams*. Columbia, SC: University of South Carolina Press, 2000.

Erickson, Paul. *Daily Life in a Covered Wagon*. Washington, D.C.: Preservation Press, 1994.

Haddix, Margaret Peterson. *Running Out of Time*. New York: Simon & Schuster Books for Young Readers, 1995.

Harvey, Brett. *My Prairie Christmas*. New York: Holiday House, 1990.

_____. *My Prairie Year: Based on the Diary of Elenore Plaisted*. New York: Holiday House, 1986.

Kalman, Bobbie D. *A One Room School*. New York: Crabtree, 1994.

Love, D. Anne. *Bess's Log Cabin Quilt*. New York: Yearling, 1996.

Sandler, Martin W. *Pioneers*. New York: Harper Collins, 1994.

Ste. Claire, Dana. *Cracker: The Cracker Culture in Florida History*. Daytona Beach, FL: The Museum of Arts and Sciences, 1998.

Venn Diagram Evaluation Rubric

Points Criterion/Performance Level

The Information We Found:

	4	We found a wealth of information from at least 3 sources.
	3	We searched at least 2 sources until we found accurate and complete information about our topic.
	2	We searched only one source and located some accurate information about our topic.
	1	We quit searching before we found accurate and complete information.

Group Cooperation:

	4	Everyone in our group helped search and encouraged others to do their best.
	3	All group members helped gather information from the web sites.
	2	A few of us did most of the searching and the others helped a little.
	1	One person did all the searching.

Organizing the Information We Found:

	4	Our diagram includes information from all five of the guiding questions and is organized as a Venn diagram.
	3	Our information is in order and includes information from four of the guiding questions.
	2	We didn't organize our information very well; we included information from three of the guiding questions
	1	Our information is very disorganized and includes information from only two of the guiding questions.

Neatness, Punctuation, Grammar, and Spelling:

	4	We used our best handwriting, and made no mistakes in spelling, grammar, and punctuation on our diagram.
	3	We used neat handwriting, and made one or two errors in spelling, grammar, and punctuation when we made our diagram.
	2	We did a pretty good job of handwriting and made only three or four errors in spelling, grammar, and punctuation mistakes.
	1	Our handwriting is not very good and we have many spelling, grammar, and punctuation mistakes.

Mastery of Content:

	4	We became 'experts' on our topic and can explain it and answer questions from our class.
	3	We learned a lot about our topic and could explain it and answer most of the questions from our class.
	2	We learned some new information, and can do a fairly good job of explaining it and could answer a few questions.
	1	We didn't learn much from this project, and cannot explain it very well or answer questions.
		Total