



2011-12 Teacher Orientation Packet

- 1) Our new area, 1863 Civil War Journey: Raid on Indiana, is now open.
 - In Civil War Journey, you and your students will be recruited to join the 103rd Indiana militia who helped push Confederate General John Hunt Morgan and his band of cavalry raiders out of Indiana in July, 1863. Imagine what it was like to find out the southern part of the state was being invaded. Notice the many parallels between this past conflict and situations we are dealing with today. Taking a different approach from our other experience areas, we tell the story of Morgan's raid through a combination of costumed interpreters, historic settings, and modern sound and video technology.
 - Warning: This experience utilizes strobe lights, loud noises and images of war (in select buildings) that may not be appropriate for young children. As an alternative, we welcome grades 3 and under to visit River Crossing Play Area at The Depot. (Due to limited capacity, the play area is restricted to grades 3 and under only.)
 - Please see the Civil War Journey section of this packet for more information. We also recommend you visit the Civil War Journey microsite at civilwar.connerprairie.org.

- 2) Adults and students are required to wear school name tags with the school and teacher name on them.
 - Please see the next page for more information.

- 3) The orientation video is online at our website: connerprairie.org.
 - The orientation video and a William Conner video can be found under the Teacher tab.

- 4) Use the chaperone handout to communicate the day's schedule.
 - Please distribute the two-sided information sheet to your chaperones so they have the information they need. The handout is listed under the Teacher tab.

- 5) Please give us lunch and departure information.

At least 3 weeks before your visit, please send the following information to schoolprograms@connerprairie.org or call (317)-776-6000, ext. 277:

 - Your top 2 lunch time choices (10:30, 11:00, 11:30, noon, 12:30 or 1:00). If you prefer a time different from these, please let us know that, too.
 - Your planned departure time from Conner Prairie.
 - Whether you will be traveling by bus, van, or car.
 - Whether you plan on visiting our gift shop or eating at the Café on the Common.

- 6) During your visit, check out our Science Lab.
 - Our science activities provide interactive opportunities to explore various science concepts/topics and we include historical information as part of the experience. These activities are ongoing and take place in our Welcome Center Science Lab. **The themes covered this fall include: August & September – Power Up** (electricity); **and October – It's Alive!** (physiology).

Welcome to Conner Prairie!

Thank you for choosing Conner Prairie as your educational destination! Your adventure to the past is about to begin! This pre-visit information is designed to help you prepare for your journey. A check-in form, an information sheet for chaperones (two-sided), information on each historic area and suggestions for classroom activities to supplement your visit can be found at www.connerprairie.org under the Teacher tab.

Conner Prairie is comprised of 5 experience areas, all of which include hands-on activities for students. You may want to focus your trip on one or two experience areas for the best educational experience. Please allow at least three hours for your visit.

School Name Tags Required

All adults and students are required to wear a school name tag with the school name and teacher name on it. (Student names are not required.) These name tags can be as simple as a sticker with the school and teacher names written or printed on it. You might consider having the students decorate their school name tags with the field trip theme or school mascot. It will expedite check-in if everyone is wearing their school name tag when you arrive at Conner Prairie.

Fees/Payments

Tours may be prepaid or paid on the date of your visit. Payments may be made at Guest Services anytime during your visit. Payment in one transaction with check, credit card or purchase order is required. Please make checks payable to Conner Prairie. Please refer to the confirmation form and cover letter we sent you for specific fee/payment information.

Check-in Information

Upon arrival at Conner Prairie, make your first right and follow the drive to the School Check-in location which is marked by a large yellow School Tour banner. Pull up along the curb near the School Tour banner and remain on the bus until greeted by a school tour coordinator. The coordinator will provide a brief overview of Conner Prairie and answer questions.

Give the coordinator the check-in form listing a final count of students, adult chaperones, and teaching/school staff. These numbers are used to calculate the final payment due, so only include adult chaperones you are including in your payment. Please do not include adults who are paying individually at the ticket desk. PLEASE NOTE: Any adult (except Conner Prairie members) who pays individually at the ticket desk will be charged regular general admission of \$14/person.

The coordinator will give you a gold attendance sheet. At some point during your visit, please bring this sheet and your payment (if not pre-paid) to Guest Services near the Ticket Desk in the Welcome Center. Guest Services staff will process the payment and can provide refunds in the event of overpayment. They can also book your visit for next year. (In order to speed up the check-in process, the coordinator who checks you in does not handle payments or refunds.)

Behavior Guidelines

Please encourage chaperones to be actively involved in the supervision of students. We need their (and your) active participation to ensure students are acting in a respectful and safe manner and to enhance student learning. Please emphasize the following behavior guidelines to your students and chaperones:

- Students of all ages, grade K-12, must be accompanied by a teacher or chaperone at all times. Students should not run ahead or go exploring on their own.
- School groups should not begin activities involving animals, tools, or fire until directed to do so by a Conner Prairie staff person.
- Be kind to our animals. Do not tease or chase them.

Included in our pre-visit materials is an information sheet for your chaperones.
Please copy and distribute it.

What to Wear

Conner Prairie operates in all kinds of weather, so everyone should dress for the weather. Comfortable shoes are important. Remember sun protection – bring sunscreen and brimmed hats. On rainy days use the opportunity to discuss how weather could affect such things as fire building and traveling.

Accessibility

Conner Prairie strives to provide a quality experience for individuals of all abilities. Please call us if your group has anyone with special needs. Accessibility maps are available on our website and upon check-in.

Photography

Still or video photography is welcomed at Conner Prairie for personal, non-commercial use only. No tripods, please. **During your visit, you may be photographed for promotional purposes by Conner Prairie staff. If you do not wish to be photographed, please request a special sticker during check-in or at the Welcome Center Ticket Desk.**

First Aid/Lost Child/Weather Warnings

Conner Prairie staff can communicate via two-way radio or phone. We have a first aid responder on site during regular open hours. If there is a first aid need or a lost child, notify any Conner Prairie staff person. We do keep track of weather conditions. In the event of a severe weather warning, staff will be instructed to advise our guests on where to seek shelter.

Standards

Conner Prairie experiences relate to Indiana academic standards for all grade levels and multiple subject areas. Some standards covered include Social Studies K.1.1, 1.1.1, 2.1.2, 3.1.6, 3.1.8, 4.1.2, 4.1.6, 4.1.7, 4.1.8, 5.3.11, 6.1.21, 7.4.2, 8.1.21, 8.1.28, WG.4.3, USH.1.2; Science (2010) K.1.1, K.3.2, 1.3.3, 1.4.1, 2.3.2, 3.2.6, 4.2.6, 4.4.1, 6.1.7, 7.1.2, 8.2.6, 8.3.10, (2000) 4.4.8, 6.4.13; Language Arts K.7.1, 1.7.3, 2.7.4, 3.7.1, 3.7.15, 4.7.1, 4.7.16, 5.7.1, 6.7.2, 7.7.1, 8.7.8, 11.7.12; Physical Education K.1.3, 1.1.3, 2.1.3, 3.1.1, 4.1.1, 4.1.4, 4.5.1, 4.6.3, 5.6.2, 7.1.1, 8.1.2, 8.5.1, 8.6.2.

Directions

Conner Prairie is located six miles northeast of Indianapolis at 13400 Allisonville Road. It is also six miles from I-69, exit 5.

After turning into the Conner Prairie entrance, make your first right and drive to the School Tour Check-in location marked by a yellow School Tour banner. Please have everyone remain on the bus until a school tour coordinator greets you. After the coordinator provides a brief orientation and the bus is unloaded, the coordinator can provide instructions on where to park your vehicle(s). Bus drivers are welcome to enter free of charge.

For More Information

If you have any questions about your visit, please do not hesitate to contact us at 317.776.6006 or 800.966.1836. Historic area information, special events and educational resources can also be found on our website, connerprairie.org.

Teacher Checklist

Prior to Your Visit:

- Review the pre-visit information packet.
- Send home permission slips and notes to parents.
- Recruit adult chaperones. (One for every 10 students in grades 2 and above. One for every five students in pre-kindergarten through grade 1.)
- Divide students into groups and assign an adult leader to each group.
- Make copies of the chaperone material (two-sided information sheet).
- Fill out chaperone information sheet with student lists, teacher goals and other information.
- Create (or have students create) school name tags for each adult and student to wear that have the school name and teacher name on them.
- Review guidelines and goals with your students.
- Remind students what to wear for their visit. Conner Prairie operates in all kinds of weather.
- Arrange payment so it can be made with one check, credit card or purchase order.
- Visit connerprairie.org for additional information.

On the Morning of Your Visit:

- Hand out the information sheet with the list of students to chaperones.
- Hand out school name tags to everyone.
- Place lunches in boxes or coolers for easy transportation and storage.
- Review directions with the bus driver(s).
- Obtain final counts of students, chaperones, and teaching/school staff.
- Fill out the check-in form.

Upon Arrival:

- Instruct everyone to remain on the bus, yourself included, until the school tour coordinator greets you.
- Provide the final counts of students, chaperones, and teaching/school staff. (On check-in form)
- Provide the coordinator with your email address so we can email you an evaluation. (On check-in form)

During Your Visit:

- Bring payment (if not prepaid) and gold attendance sheet (provided by school tour coordinator upon check-in) to the Guest Services Office in the Welcome Center.
- Explore history!

Teaching Strategies

Conner Prairie is an outdoor interactive history park offering a variety of hands-on activities. Point out to your students that during your visit, they will be talking to both costumed and non-costumed staff. Usually staff dressed in historic clothing are portraying characters in the past. They share their stories with you and stay in character. Their characters' knowledge of history stops with the year they are portraying. On the other hand, the staff wearing modern blue shirts or jackets and name tags can compare past and present.

For students ages 3–8: Relate today's life to what you see on your visit.

- Compare the clothing of the students to the costumed facilitators.
- Visit the Whitaker Store and compare this building to a store with which the children are familiar.
- At the Golden Eagle Inn, compare the building and amenities with a hotel.
- Visit posts such as the blacksmith, potter or carpenter. Discuss their roles in the community. What are they making? What services do they provide to others?

For students ages 9 and older: Put the past into perspective.

- Ask the villagers about their past experiences of migrating to Indiana and their hope for the future.
- While touring the historic areas, remind students to think of the vast changes since the early nineteenth century. Inventions such as the sewing machine, automobile, electric light bulb, telephone, and computer have revolutionized the country and the world.
- Visit the Conner House to learn about William Conner's role in local history.

Classroom Activities

Let students help plan the field trip to Conner Prairie. Have students work in groups to identify what they would like to see and learn during their visit. Then have students prepare an itinerary for the visit complete with travel times, most important areas to visit, and lunch schedule.

- Plan a day at your school set in the early to mid-nineteenth century. Do not use electricity or modern conveniences. Use slates and chalk to write. Have students bring lunches that don't need refrigeration and play period games at recess.
- Prepare a trip back in time to 1836. Have the students pick five items they would take with them. As you visit Conner Prairie, ask the residents what they brought with them.
- Plan exercises using the Conner Prairie map. List who lives next door to certain characters; note what direction one place is from another; trace the path from one building to another; circle the buildings where residents would find food, lodging, animals, etc.
- Organize a settlement in 1830s Indiana. Consider location, where you will get food and water, what supplies are needed, division of labor, etc.
- Have the students make a list of the foods they eat for two days. They should keep track of packaging, preparation, and tastes. Compare these lists with food from the 19th century.
- Have students write an article for the school newspaper or publish a newsletter about their field trip experiences. Encourage students to interview each other.
- Have students compare activities they do at home with activities of the 19th century. What is the same? What is different?
- Imagine you were a traveler through Indiana in 1836 and stayed in Prairietown for a few days. Write a letter to family and friends back East about your experiences in the village.
- Create a bulletin board with pictures or words related to your visit for every letter of the alphabet.
- For each of the five senses, list one memory of the trip to Conner Prairie.
- Have students choose five objects from their lives that they would include in a museum to represent their lives today.
- Have students prepare tables comparing and contrasting various aspects of 19th-century life with today. Possible topics: cooking/food preparation, textiles/clothing, school, storekeeping, trades/crafts, food, transportation, games/toys, communication.
- Have students prepare and give reports to class on different buildings and characters encountered during your visit.

Conner Prairie Historic Areas

Conner Prairie is an outdoor interactive history park made up of 5 distinct areas:

- 1863 Civil War Journey: Raid on Indiana
- Lenape Indian Camp
- 1836 Prairietown
- Conner Homestead
- 1859 Balloon Voyage
- Welcome Center (Science Lab and William Conner Exhibits)

Below are more detailed descriptions of these areas.



NEW! 1863 Civil War Journey: Raid on Indiana

In 1863 Civil War Journey: Raid on Indiana, you and your students will be recruited to join the 103rd Indiana militia who helped push Confederate General John Hunt Morgan and his band of cavalry raiders out of Indiana in July, 1863. A combination of costumed interpreters, historic settings, and modern sound and video technology tell the story of Morgan's raid on southern Indiana. Before your visit, you may want to print out the enlistment document which can be found under the Teacher tab and make copies for your chaperones.

During your visit to 1863 Civil War Journey, you and your students find out more about the following real individuals:

General John Hunt Morgan, a Confederate cavalry general who led a band of approximately 2,000 of his men on a raid through southern Indiana and Ohio in the summer of 1863.

Attia Porter, a teenage girl who lived in Corydon during the Civil War. Her father, Judge William Porter, was an abolitionist, and so the Porter family participated in many activities to help the war effort and support the local Soldiers' Aid Society.

Albert Cheatham, who fled slavery by heading north early in the war. The Porter family in Corydon took him in, but during Morgan's Raid he was captured by the Confederates. He escaped and made his way back to Corydon. Later in the war, he served in the Union Army as part of the 28th Regiment of the United States Colored Troops.

Note: Characters portrayed by our costumed facilitators are fictional characters based on real Hoosiers who lived during the Civil War.

Frequently Asked Questions

Is 1863 Civil War Journey appropriate for all grade levels?

Due to the subject matter of Civil War Journey, we designed spaces with different grade levels in mind. We created the core experience for grades 4 and older and another experience for younger students. Due to the images of war depicted in the two theatrical presentations of the core experience – the Mayfield and Nichol's Dry Goods Store and The Raid - we recommend those areas for grades 4 and up. As an alternative for students in grades 3 and under, we offer the River Crossing Play Area where they can try on historic clothing, climb through a small replica steamboat, operate a sutler's tent (a store that provided goods to soldiers), and play at a water table (weather permitting). Due to limited capacity, the River Crossing Play Area is only available to students in grades 3 and under.

How is 1863 Civil War Journey different from other areas at Conner Prairie?

1863 Civil War Journey uses modern audiovisual technology to help tell the story of Morgan's Raid. In addition to our costumed facilitators and historic settings, in the Mayfield and Nichol's Dry Goods Store and Porter Family Home you will see presentations that utilize modern special effects to help tell the story. *Please note that the theatrical presentations in the Mayfield and Nichol's Dry Goods Store and The Raid use loud noises and strobe lights and show images of war.*

Is there a recommended route for 1863 Civil War Journey?

Yes.

4th Grade and Up

Your experience will begin as you cross the covered bridge and listen to excerpts of letters by Hoosiers who have been affected by the Civil War. From there, we recommend that you visit Mayfield and Nichol's Dry Goods Store. At the store you will hear about the recent raid and witness it happening through special video effects. Next, explore the Porter Family Home. There some video vignettes will introduce you to Attia Porter, a teen who experienced the raid firsthand. In the dining room, you can try your hand at our computer interactives that let you make strategic decisions on how to defend against the raiders. In the kitchen, another video effect introduces you to Albert Cheatham, who had fled north to escape slavery, but who was later captured by Morgan's men. Next, make your way to The Raid (located at the back of the house) and learn about Indiana's response to Morgan's invasion. Finally, check out the temporary telegraph station located in the schoolhouse to learn more about Morgan's Raid and the characters you encountered in 1863 Civil War Journey. You may also explore a field hospital, view a raided and burned warehouse, check out soldiers' tents, and see where the Confederate raiders spent the night in the Bank Barn (lower level) at any point in your journey. There is also a garden and a chicken coop in the area.

3rd Grade and Under

Your experience will begin as you cross the covered bridge and listen to excerpts of letters by Hoosiers who have been affected by the Civil War. From there, we recommend that you make your way towards the Porter Family Home. On the way there, you will pass a raided and burned warehouse. As you approach the Porter Family Home, check out the soldiers' tents in the yard outside. Inside the Porter Family Home, some video vignettes will introduce you to Attia Porter, a teen who experienced the raid firsthand. In the dining room, you can try your hand at our computer interactives that let you make strategic decisions on how to defend against the raiders. In the kitchen, another video effect introduces you to Albert Cheatham, who had fled north to escape slavery, but who was later captured by Morgan's men. Next, head to the lower level of the Bank Barn to see where the Confederate raiders spent the night. You may also want to check out the temporary telegraph station located in the schoolhouse to learn more about Morgan's Raid. There is also a garden and a chicken coop in the area. Finally, head towards the River Crossing Play Area at The Depot. This indoor and outdoor play area offers activities such as trying on historic clothing and climbing through a small replica steamboat. The outdoor play area has a water table that will be available unless it gets too cold. There is also a splash pad with water cannons that normally operates between Memorial Day and Labor Day weekends, but may be turned on for hot days at other times as well. Please note that with the water activities, there is the possibility of getting wet.

How long does it take to go through 1863 Civil War Journey?

It typically takes 45-60 minutes to go through the entire 1863 Civil War Journey experience. However, since the theaters have a limited capacity and set presentation, it may take longer on very busy school tour days.

Is tram service available to get to 1863 Civil War Journey?

Tram service is available only for those groups with special needs. The tram travels back and forth between Clowes Common and the Civil War Journey site.

Is 1863 Civil War Journey accessible?

Yes, the main experience components are wheelchair accessible. The only building not wheelchair accessible is the small summer kitchen that, according to the story, is set up to look as though it is being

used as a field hospital. Important advisory: Both theater presentations have loud noises and strobe lights.

Are there restrooms available in 1863 Civil War Journey?

Yes, modern restroom facilities are located in The Depot building.

Where can I get more information?

The Civil War Journey has its own microsite that can be found at civilwar.connerprairie.org. You can also call Guest Services at 317-776-6006 or 800-966-1836.

Additional ideas on classroom activities related to the Civil War, can be found at connerprairie.org under the Teacher Tab.

1863 Civil War Journey Vocabulary

border state	A state that allowed slavery but remained in the Union and formed a border between the North and South, such as Kentucky, Maryland, and Missouri.
cavalry	Troops on horseback.
Copperhead	A Northern Democrat who opposed the Civil War and advocated restoration of the Union even if slavery continued.
home front	The civilian effort and activity during a war.
infantry	Soldiers who fought on foot.
militia	An army of civilians that is called on in an emergency.
raid	A sudden attack from the enemy.
Rebel	A person who sided with the Confederacy.
Yankee	A person from the North and a common name for Union soldiers.

Lenape Indian Camp

Lenape Indian Camp or Lenapehöking (leh-NAH-pay-HOH-king) is located near the Welcome Center. There will be hands-on opportunities as you explore the history and culture of the Lenape Indians (also known as the Delaware) who lived in Indiana from 1795–1820. The area includes a trading post and a wigwam to explore. As you come into the area, you might greet staff with the Lenape greeting, “Weli kishku” [WAY-lee KEESH-koo] which means “It’s a good day.”



Background Information

The Lenape (leh-NAH-pay) Indians originally lived in the eastern part of the U.S. in the areas that became western New York, eastern Pennsylvania, northern Maryland and the Delaware River valley. In their own language, Lenni Lenape means “the original people.” Other tribes called them “the grandfathers,” a name of great respect. The Lenape are also known as the “Delaware” Indians. This is the name they were given by the English in the early 1600s. Everything and everyone in the Delaware River valley were named after Thomas West, Lord de la Warr. Today, the tribal seal contains both names.

Between the 1770s and 1795, the expansion of European settlement forced the Lenape to move westward through Pennsylvania and Ohio. In 1795, the Treaty of Greenville (Ohio) forced the Lenape out of Ohio as well. The Miami Indians, who lived in what is now Indiana, invited the Lenape to move west and share their lands along the White River. Tribal members lived in several villages along the river between spots where Muncie and the north side of Indianapolis now stand.

In the winter of 1801-1802, William Conner also came to this area. His purpose was to trade with the Lenape. Conner married into the tribe and lived with them until the Treaty of St. Mary's (1818) required them to leave Indiana. Conner helped the government to negotiate this treaty with the Lenape. His Lenape wife and six children moved west with the tribe in 1820. Conner stayed behind. The Lenape moved to Missouri after they left Indiana. Eventually, they were relocated to Kansas and Oklahoma, where the tribal headquarters is today. (Please note: This is the main body of the Lenape Tribe. Smaller groups now live in Western Oklahoma, Canada (2 groups) and Wisconsin).

The Lenape are matrilineal, meaning that they trace their bloodlines through the women rather than the men. Historically, positions of power in the tribe would be inherited from the mother's side of the family. By the mid-1800s Tribal members were divided into three traditional clans: turtle, wolf, and turkey. When time came to marry, the spouse was chosen from a different clan. Children were members of the mother's clan.

The style of traditional clothing, also called Regalia, has not changed much over the years. The materials used have changed, however. Men wore leggings and a breechcloth. Women wore wrap-around skirts. Both sexes wore moccasins. Deerskins were worn like a poncho. In cool weather the skin was worn fur side out. In cold weather, it was worn fur side in. Shirts as we know them were not worn until the arrival of Europeans in the late 1500s to early 1600s. Cloth shirts available from traders quickly became popular with men and women.

The Lenape got their food from hunting and farming. The men hunted and fished while the women farmed. Most of the diet consisted of corn, beans, squash, melons, tobacco, nuts, and wild fruits. Meats included deer, elk, bear, squirrel and rabbit, as well as assorted fish and shellfish.

The Lenape traded furs with the French, British, and Americans in exchange for goods that they could not produce on their own. The fur traders were interested in pelts. While beaver and otter were the most valuable as individual skins, the bulk of the furs traded in Indiana were deer and raccoon. In exchange for pelts, the Indians received goods such as metal knives and tools, hatchets, guns, gun powder, sugar and coffee, stroud cloth, and cotton fabric. The traders and Indians developed a symbiotic relationship and heavily depended upon the goods received from the other.

Throughout the 19th century, Indian tribes across the country continued to lose land and be relocated as European settlement moved west. Today, many Indians still live on the reservations that were created prior to 1900. The Indian tribes in Indiana had been moved west by 1845. It should be noted that not all of the Miami tribe moved west, and their descendants continue to live in Indiana.

Lenape Indian Camp Vocabulary

pelt	An animal fur
tipi	A traditional Indian home used on the Great Plains that is cone-shaped and made from poles overlaid with animal skins. The Lenape did not live in tipis.
tomahawk	A light axe used by the Woodland Indians as both a tool and a weapon.
totem poles	A tall pole carved with animals or figures that represent family clans or spirits. Totem poles are only used by tribes in the Pacific Northwest.

trading post	A place where pelts could be traded for cash or finished goods.
wigwam	A traditional Woodland Indian home that is round or oblong in shape and made from poles overlaid with bark or cattail mats. The Lenape lived in this type of structure.

Words and Phrases to Avoid

Our language contains several words and phrases that are insulting to American Indians. When making reference to American Indians, both in historic and modern contexts, please avoid the use of the following:

Buck, Brave, Squaw, Savage, Tonto, Injun, Redskin, Indian Princess, Indian Giver, Sit Indian style, On the warpath, Have a pow wow, Chief (*as an address, rather than a title*)

1836 Prairietown

Prairietown is a re-created 1836 Indiana village. The historic buildings were moved to Conner Prairie from their original locations around Indiana. These structures reflect the styles, materials, techniques, and furnishings of buildings found in 1836 Indiana. They reflect the varied architecture found side-by-side in a typical Indiana village.



The residents of Prairietown are fictional, but modeled on the lives and experiences of real people who settled in Indiana. Population and historical studies were undertaken to ensure that the characters accurately represent early residents of Hamilton County. They reflect the lifestyles, attitudes, ethnic and regional backgrounds, and religious and world views of Indiana's first citizens. The characters you meet are the average citizens. Their stories are those of the people who built Indiana and the nation.

The characters of Prairietown are portrayed using first-person interpretation. Costumed interpreters role-play characters from 1836. Each village resident goes about his or her daily activities—cooking, gardening, storekeeping, blacksmithing, etc.

As you visit Prairietown you might ask residents about their work, their foods, or their migration to Indiana. They will be happy to share their stories and tell you about their family and history. Just remember that their knowledge of history stops on the date of your visit—in 1836. For example, while President Andrew Jackson is well known, Abraham Lincoln is not.

Who Lives in Prairietown?

Potter's Shop

The Barker brothers and their widowed sister are the potters in town. They lead a simple life. Their trade lets them make a good living, but they are not overly ambitious.

Topics: potter's trade, roles in the community.

Next to the shop is an activity area where you can experience what it is like to be a potter in the 1830s. This area shows the pottery-making process without actually using clay and includes a kickwheel, clay pit, pug mill, scales, and kiln. Signs will guide guests through this pottery experience.



This year a new pottery shop will be constructed in Prairietown. During your visit you will be able to watch our historic trades people build this new addition to the Prairietown landscape.

Doctor's Home

Dr. George Washington Campbell and his wife, Harriet, represent the affluent middle class. They are educated Southerners accustomed to the society and cultural activities found in their previous home in Lexington, Kentucky. The lure of profits in land speculation and the overabundance of physicians in Lexington drew Dr. Campbell to Indiana. Dr. Campbell founded Prairietown and continues to sell town lots. He also built the Golden Eagle Inn. He attends to his medical duties with the help of an apprentice. Mrs. Campbell is fond of music and literature and is kept busy managing a household. The Campbells have a hired girl who comes in frequently to help with cooking and other chores. Topics: Medical theory/practice, town founding, land speculation, health/disease, Lexington and urban society, women's roles, female education, literature and music, culture, domesticity.

Blacksmith's Home and Shop

The Curtis family moved from New York State to Prairietown. They have three children. Ben Curtis is a blacksmith, patron of the school, and class leader for the Methodist-Episcopal Church. His wife, Mary, is well schooled. Both support reform movements such as the temperance society. Topics: Women's roles, child rearing, education, religion/reform movements, migration, domestic arts, blacksmith's trade, economics, politics, farming.

Golden Eagle Inn

The Zimmerman family runs the inn. In addition to the inn building, the Golden Eagle Complex includes a barn, a small plot of land to demonstrate historic farming, and various outbuildings. When you come, you may be asked to help with a chore such as cleaning the inn or working in the garden. Later you might play some games with one of the Zimmerman boys. Topics: Transportation, men's and women's roles, professions, keeping the inn, trades, politics, economics, 1836 news, farming, food and diet.

Carpenter's Shop and Home

Daniel McClure was a farmer for many years first in Ohio and then in Indiana. He learned carpentry skills from an uncle. He accepted Dr. Campbell's offer of a free lot to any mechanic who purchased a town lot and settled his business in Prairietown. In the house, you can try on clothes or play with toys. Topics: Change from farm to town lifestyle, family life, carpentry trade, education attitudes, apprenticeships.



School

Dr. Campbell, Mr. Whitaker, Mr. Curtis, and three other township residents established the school. Mr. Caleb Ferguson is the schoolmaster. (At times, Miss Hiatt conducts lessons.) Parents pay a fee for their children to attend school. The school term is set for the months of December, January, and February. The scholars range in age from 6 years old to the late teen years. Lessons are taught aloud to reinforce learning. Topics: Explanation of subscription school and school year/term, demonstration and explanation of "loud" school.



Sgt. Hastings' Home

We offer a different approach to the interpretation at the Hastings' cabin. While you may encounter Sgt. Hastings somewhere else in Prairietown, you won't find him at home. Instead his home is set up to give you a chance to learn about his life by exploring what you find there. You might read a letter from a war buddy or try out his mattress on the floor. Background on Sgt. Hastings: He served in the War of 1812. He is poor and unable to work to support himself. Mr. Curtis provides for Sgt. Hastings under a contract with the Overseer of the Poor.

Cabin for Sale (formerly called the Squatters' Cabin)

This house was constructed before Dr. Campbell platted Prairietown and those who built it have since moved on. Now the doctor is trying to sell the lot and the house. Usually this building will not be staffed, but feel free to come in, explore, and imagine what it was like in early Indiana.

Whitaker Store

George and Louisa Whitaker moved from Pennsylvania to Indiana around 1807. They lived in Brookville until their move just outside Prairietown in 1835. Mrs. Whitaker misses her friends and the activities in Brookville. She enjoys quilting, reading, writing, and sewing. George and his son James own the store. (The other two Whitaker sons are jobbers in Cincinnati. The Whitakers also have a daughter.) The store reflects an interdependent economy. The store sells manufactured and agricultural goods from the eastern U.S. and abroad. It also sells agricultural goods produced locally.



The sale of goods is conducted with a variety of specie (coined money), paper currency, and trade items.

Topics: Economics, regional trade/interdependence, industrial developments (eastern manufacturing/western agriculture), current events/1836 news, and monetary system.

Gregory Home

Oliver and Emma Gregory, and Emma's mother, Rowena Armstrong, just moved into the white house across from Dr. Campbell's home. Mr. Gregory is a circuit-riding lawyer, and Mrs. Gregory, who is well educated, has an avid curiosity for the natural world. The main activities available will be planting, preparing, and working with the garden, including potting and preserving plants in the workshop. Emma is eager to examine, document, and analyze any matter of natural curiosity that crosses her path, whether it is trying to identify a species of tree or looking at an interesting insect under a magnifying glass.

Topics: Women's roles, nature study, gardening, the legal profession.

1836 Prairietown Vocabulary

apprentice	A person who works for a skilled worker in order to learn a skill or craft.
bit	12 and a half cents.
blacksmith	A mechanic who works with iron to make nails, horseshoes, and other metal items.

butter churn	A container used to turn cream into butter. The wooden tool used to beat or "dash" the cream is called a dash or dasher.
carpenter	A mechanic who works with wood.
cipher	To do arithmetic.
Conestoga wagon	A covered wagon drawn by horses or oxen used to move freight and household goods.
daycap	A cap worn by girls and women in the 1800s. The daycap helped keep hair clean and out of the way while doing work.
hearth	The brick or stone area in front of a fireplace. The floor of a fireplace.
mechanic	A craftsman such as the carpenter, blacksmith, or potter who makes goods.
pioneer	A person who first settles in a place.
plow	An implement used to cut, lift, and turn the earth so that seeds can be planted. In the 1800s, animals such as horses or oxen pulled plows.
poke	A bag used for carrying things just as one would use a backpack or purse today.
potter	A mechanic who makes containers out of clay.
scholar	A student.
settler	A person who comes to live in an area. (The people who live in Prairietown are settlers.)
tick	A mattress of a bed. Ticks could be placed on a bed frame or on the floor.
yoke	A wooden frame worn over the shoulders to help a person carry two water buckets. The term, "yoke," also refers to the wooden frame put on the necks of animals such as oxen. The animal yoke joined the animals together to pull a load such as a plow.



Conner Homestead

NOTE: The candle-dipping activity is located here.

The Conner Homestead consists of the Conner House, the Animal Encounters barn, the Loom House, and the candle-dipping activity. The Conner House was built by William Conner in 1823 and is on its original site. The first floor of the house is open for visiting. A William Conner Activity Packet is available in the Teacher tab on the Conner Prairie website. The packet includes a biography of Conner. A William Conner video is also available online – click on Orientation Video under the Teacher tab section and scroll down to find it.

At the Animal Encounters barn, you can experience an up-close look at baby farm animals. **We ask that you please do not feed our animals or make loud noises around them.** Our animals are on a special diet, so outside food can hurt their stomachs. Loud noises can scare them.

The candle-dipping activity is located next to the barn.

In the Loom House you can find out about textile processes such as spinning, weaving and dyeing.

Conner Homestead Vocabulary

beehive oven	A deep oven with a rounded back that is heated by building a fire inside it.
trundle bed	A bed built low enough to slide under another bed.
wick	A braided cotton string at the center of a candle that is lit on fire to burn the candle.
ox	A fully grown steer that is specially trained to do farm work. Plural form: oxen.
heifer	Female cattle that have not yet had calves; after calving, they are called “cows.”
bull	Male cattle that can produce offspring; adult males that cannot produce offspring are called “steers.”
ewe	Adult female sheep.
ram	Adult male sheep that can produce offspring; adult males that cannot produce offspring are called “wethers.”
foal	Baby horse.
sow	Female pig.
boar	Male pig that can produce offspring; male pigs that cannot produce offspring are called “barrows.”
rooster	Male chicken that can produce offspring; male chickens that cannot produce offspring are “capons.”

1859 Balloon Voyage

1859 Balloon Voyage tells the story of aeronaut John Wise who made an historic balloon flight from Lafayette, Indiana, in 1859. Learn about the inspiration behind this experience by visiting the interactive exhibit. For an additional fee and **with reservations made BEFORE the day of your field trip**, you can take a flight in our helium balloon 350 feet above the prairie with breathtaking views. (Note: The 1859 Balloon Voyage flight is very weather-dependent.)



Welcome Center



The Welcome Center is home to our Science Lab, an exhibit about William Conner, and an 1830s clothing try-on area. In the Science Lab you can experiment with activities related to each of our rotating themes. The themes covered this year include: August & September – Power Up; and October – It's Alive! The William Conner exhibit includes historic artifacts and Conner history. (Please note: Due to safety reasons and space limitations, the Welcome Center's Discovery Station play area is not available to school groups. That area is reserved for very young children.)