

Achievement Card Instructions for Teachers

(Revised 3/2016)

Do you want your students to have an even *more* engaging 1836 Prairietown experience? Consider incorporating our Achievement Cards into your visit. These cards feature roles for student groups to take on while traveling through town. Each card has a list of tasks that must be completed to achieve a specific role in Prairietown. With these Achievement Cards, you can create a more focused approach to your visit.

The roles student groups can take on are as follows: Artist, Farmer, Good Citizen, Healer, Housekeeper, Kitchen Helper, Merchant, Scholar and Sheriff. For school groups, these cards are meant to be completed as a group activity, so **please assign one role per group of students**. On our website you will find links to the various cards with the roles and tasks. Before your visit, you can print out the cards you want to use and let students know what to expect. These will give you and your students ideas and guidance on how to 'play along' in Prairietown, as well as give students a more enriching learning experience.

After using the Achievement Cards to guide their experience in Prairietown, your students will be able to:

- Draw comparisons between past and present, with a special focus on the roles played by individuals in a community.
- Describe the work that was done by Indiana's settlers in order to ensure the survival of their new communities.
- Give examples of the goods and services produced by people in Indiana in the 1830's.

The rest of this packet includes:

- **A letter to chaperones that explains how to use Achievement Cards.**
- **Information on links to Indiana social studies standards.**
- **Suggestions for pre- and post-visit activities.**

Dear Chaperone,

Conner Prairie offers an activity in 1836 Prairietown called Achievement Cards. These cards feature various roles for the student groups to take on while traveling through town. Each card has a list of tasks that must be completed to achieve a specific role in Prairietown. Using these cards creates a more focused and interactive learning environment for students.

Your group has been assigned the following Achievement Card (circled or highlighted).

Artist	Farmer	Good Citizen
Healer	Housekeeper	Kitchen Helper
Merchant	Scholar	Sheriff

Your group's assigned card is attached to this letter. After reading the card you should make sure that students understand their role and the tasks that need to be carried out around Prairietown. For some tasks, all students can participate. For other tasks, students should take turns being the one who completes the task on behalf of the group.

Please remember that your group must stay together at all times.

Thank you very much for volunteering your time to be a chaperone. Your help in making this a successful field trip is appreciated.

Indiana Social Studies Academic Standards (2014)

Most of the Achievement Cards encourage exploration that helps meet these standards.

K.1.1 Compare children and families of today with those from the past.

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us.

K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.

K.4.3 Explain why people in a community have different jobs.

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

1.1.2 Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.

1.2.3 Describe ways that individual actions can contribute to the common good of the classroom or community.

1.4.2 Identify services (actions that someone does for someone else) that people do for each other.

1.4.3 Compare and contrast different jobs people do to earn income.

2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

2.1.3 Identify individuals who had a positive impact on the local community.

2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.

2.4.7 Define specialization and identify specialized jobs in the school and community.

3.1.8 Describe how your community has changed over time and how it has stayed the same.

3.4.2 Give examples of goods and services provided by local business and industry.

3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.

4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.

Card-Specific Standards: The cards below relate to these additional social studies standards.

Farmer

K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color, and texture.

2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.

Good Citizen

K.2.4 Give examples of how to be a responsible family member and member of a group.

1.2.4 Define what a citizen is and describe the characteristics of good citizenship.

2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.

3.2.5 Explain the importance of being a responsible citizen of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.

4.2.6 Define and provide examples of civic virtues in a democracy.

Healer

K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color, and texture.

2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.

Housekeeper

K.4.4 Give examples of work activities that people do at home.

Kitchen Helper

K.4.4 Give examples of work activities that people do at home.

Merchant

1.4.6 Explain that people exchange goods and services to get the things they want and need.

2.4.8 Explain why people trade for goods and services and explain how money makes trade easier.

3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.

3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.

4.4.3 Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.

4.4.6 List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.

NOTE:

Artist

In addition to social studies standards, the Artist Card involves English/language arts, music and art activities.

Pre-Visit Activities

Prepare your students to use the Achievement Cards in 1836 Prairietown by having them do the following activities. Achievement Card options for students include Artist (visual, music, dance or writing), Farmer, Good Citizen, Healer (a doctor or nurse), Housekeeper, Kitchen Helper (cook), Merchant (store owner, cashier or clerk), Scholar (a teacher or student), and Sheriff.

- Have students research a specific Achievement Card role by exploring what that job looks like in today's society. Write a report about the tasks that would be performed for that job today. (This sets up a knowledge base in students' minds of current-day jobs, so that when they come to Conner Prairie they will more easily be able to compare current jobs to jobs in 1836.) (College & Career Readiness Standards, K-5 English/language arts, W.5; The Research Process – Build knowledge about the research process and the topic under study by conducting short research.)
- Have a day where students dress up as the role they will be playing (in today's terms). Have them present their outfit to the class and, in a few sentences, tell the class what their role is and what they do. (College & Career Readiness Standards, K-5 English/language arts, SL.4; Presentation of Knowledge and Ideas – Develop and apply speaking skills to communicate ideas effectively in a variety of situations.)
- Have students create a web for what their assigned role looks like today. The students should place their modern role in the center and make five out-branching bubbles containing tasks relating to their role.

Post-Visit Activities

After your visit to 1836 Prairietown, use the following activities to help extend your students' learning.

- Have a class discussion about each group's experiences using the Achievement Cards in Prairietown. What new skills did they learn? What activity was the most fun? Who did they meet? What did the students think of those characters? Should the town have any other types of roles or work? Be sure to follow rules for discussion, like taking turns speaking, and encourage students to ask and respond to one another's questions. (College & Career Readiness Standards, K-5 English/language arts, SL.2; Discussion and Collaboration – Develop and apply reciprocal skills by participating in a range of collaborative discussions.)
- Have students draw a picture of themselves or someone else fulfilling the Achievement Card role they were assigned. Have students present the picture to the class and describe their sketch. (College & Career Readiness Standards, K-5 English/language arts, SL.4; Presentation of Knowledge and Ideas – Develop and apply speaking skills to communicate ideas effectively in a variety of situations.)
- Have students write a reflection about their favorite activity in Prairietown. Why was it their favorite activity? (College & Career Readiness Standards, K-5 English/language arts, W.3; Writing Genres – Develop writing skills by writing for different purposes and to specific audiences or people.)
- Have students create a Venn diagram to compare the modern roles they were assigned with their counterparts in Prairietown. For example, the student who researched the merchant will create a Venn Diagram comparing and contrasting the modern merchant to the merchant role they played in Prairietown.
- Have students write a small reflection comparing and contrasting their assigned role in 1836 to similar jobs in society today. (College & Career Readiness Standards, K-5 English/language arts, W.3; Writing Genres – Develop writing skills by writing for different purposes and to specific audiences or people.)
- Have students write an answer to the following question: "How was the role you played in Prairietown important to the community?" Students should include at least two ways their role was important to the community. (College & Career Readiness Standards, K-5 English/language arts, W.3; Writing Genres – Develop writing skills by writing for different purposes and to specific audiences or people.)
- Have students write an opinion piece that answers the question: "What is the most important skill a person in 1836 would need to have?" Students should provide evidence that supports their opinion, as well as include a concluding statement related to the opinion they present. (College & Career Readiness Standards, K-5 English/language arts, W.3; Writing Genres – Develop writing skills by writing for different purposes and to specific audiences or people.)