Adventure Guide Instructions for Teachers

Do you want a more focused 1836 Prairietown experience for your students? Consider the new Adventure Guide - The Unlucky Traveler’s Guide to Prairietown. The guide is located on the Conner Prairie website under the Teachers Tab. This guide is designed to create an interactive and structured learning environment for school groups exploring Prairietown. Students will take on the role of travelers trying to decide if they want to settle in Prairietown or continue moving west. To help answer this question, students can complete different tasks to form their opinions on the matter.

Tasks on the Adventure Guide cards may include the following:

- Find someone to fix your wagon.
- Identify experts that can offer you supplies.
- Ask about water for your livestock.
- Find a place to stay.
- Discover how to pay for wagon repairs.
- Decide if you will stay in Prairietown.
- Have illnesses or injuries treated.
- Try to replace or find missing possessions.

Working through these scenarios will give students more experience with problem solving and teamwork. If you want to use the Adventure Guide, you can use the whole guide or select specific pages you want your students to use. Please note that this Adventure Guide will also be available at the Outfitter’s Cart in Prairietown. However, we recommend printing out guide pages before your visit. Printing them ahead of time allows you to choose the pages you want. It also gives you the opportunity to go over the guide with your students, so they know what to expect. For more information, please see the section on pre-visit activities.

Objectives

Through the pre- and post-visit activities and use of the Adventure Guide, the students will be able to

- Identify challenges faced by settlers.
- Compare life in the 1800s with life today.
- Describe roles of different people in the community and the services they provided.
- Give examples of specialization and interdependence in the Prairietown community.
- Explain how settlers acquired needed goods and services.
- List qualities that would make a community a desirable place to live.

The rest of this packet includes:

- A Chaperone Letter that explains how to use the Adventure Guide.
- Academic Standards
- Pre- and Post-Visit Activities
Dear Chaperone,

Conner Prairie is offering a new activity in 1836 Prairietown called the Adventure Guide. This guide is designed to create an interactive and focused learning environment for school groups exploring Prairietown. Students will take on the role of travelers trying to decide if they want to settle in town or continue moving west. To help answer this question, students are given different tasks to complete.

The Adventure Guide pages for your group are attached. Each Adventure Guide page has a particular objective for small groups of students to complete. After reading the page you should make sure that students understand their role and what goals they will be trying to accomplish while in Prairietown. For some tasks, all students can participate. For others, we recommend having students take turns being the one who completes the task on behalf of the group.

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

Thank you very much for volunteering your time to be a chaperone.
Indiana Social Studies Academic Standards
The Adventure Guide activities encourage exploration that helps meet these standards.

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

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 by using biographies, oral histories, folklore and video images.

1.1.9 Use the library and other information resources to find information that answers questions about history.

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

1.4.2 Identify services that people do for each other.

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

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

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

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

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

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

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

3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.
3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.

4.3.8 Identify the challenges of the physical landscape of Indiana to early settlers and modern day economic development.

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

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.
Pre-Visit Activities

Prepare your students to use the Adventure Guide in 1836 Prairietown by doing the following activities. References to Common Core Language Arts Standards are included.

1. Read the following to your students or have the students read it.

**THE JOURNEY WEST**

In the 1800s, a lot of Americans had the desire to move west. Can you imagine how difficult and dangerous it would be to uproot your whole family and travel into an unknown wilderness? Why would people risk it? Naturally, different people had different reasons for traveling west, but the main reason was **opportunity**. People were looking for a fresh start, a better life, and the chance to make their own fortune. Moving west into new territory took courage and perseverance.

**A FAMILY ADVENTURE**

Most settlers moved west with their families. Rarely did settlers venture alone into the wilderness. It was common for young couples to head west soon after their marriage in search of land and opportunity. As a result, many of the first frontier families were large and youthful. However, travelling as a big group with young children posed many obstacles for families. With no airplanes, no cars and very few railroads in the 1830s, most families walked. They carried all their possessions in wagons pulled by strong, slow oxen over bumpy, dirt trails.

**CONDITIONS OF TRAVEL**

How would families prepare to move west? It was hard for them to know what to expect. They were not familiar with the deep forests of the West. Many travelers wrote home to their families about the hardships they faced. They complained most about the harsh, unpredictable weather, terrible road conditions, wild animals and flooding. They were certainly at the mercy of Mother Nature!

**MEN’S & WOMEN’S ROLES**

Men played very visible roles in settling the West. They were expected to provide for their families. Women were just as important to pioneer life. Women planted gardens, sewed their family’s wardrobes, and most importantly, kept their families healthy. Most women learned cures and medical treatments from their mothers who had learned from their mothers.

**RAPID GROWTH**

Pioneer families relied on each other and their neighbors to survive. Successful communities popped up quickly throughout the state. As a result, Hoosiers developed a strong sense of optimism and the idea that progress was natural. The state and the country grew rapidly. It was an exciting time!
2. After hearing or reading this article, have students write and/or discuss the answers to one or more of the following questions. (Common Core Standards: K-5 Reading Standard #1 – Answer Questions About Text and Explain What Text Says; K-5 Reading Standard #3 – Connections/Relationships Between Events)

- Why did Americans move west?
- What responsibilities would you have if you were traveling west with your family?
- What were some of the problems faced by the American settlers?
- Did settlers moving west usually travel alone or with their families? Why?
- What role did women play in everyday pioneer life?
- What responsibilities did men have once settled in the west?

3. After hearing or reading this article, have students write or discuss the answer to the following questions. (Common Core K-5 Writing Standard #1 - Opinion Piece)

- Would you have wanted to move west if you lived in 1836?
- How successful do you think you would have been?

4. Select and print out the Adventure Guide pages you want to use. Print out the online school tour map. Review the pages you have selected with the students starting with the “Your Mission” page. Using the school tour map, discuss who you might visit to deal with the situation and questions posed on the chosen pages.
Post-Visit Activities
After your visit to 1836 Prairietown, students can do the following activities (aligned with Common Core Language Arts Standards) to extend their experience.

1. Common Core K-5 Writing Standard #1 - Opinion Piece & Standard #8 - Recall Information From Experiences

Write* an opinion on the following question:

Based on your experience playing the role of a settler, would you want to settle in Prairietown or keep moving West? Why? Students should relate specific experiences they had that influenced their opinion.

*Kindergarten students can also draw or dictate their responses.

2. Common Core K-5 Speaking and Listening Standard #1 - Collaborative Conversation

Participate in a classroom or small-group discussion about any of the following topics. Include specific information gathered during the Prairietown experience.

- What is the biggest difference between life in 1836 Prairietown and life today?
- What are some of the ways people could earn money in Prairietown?
- What were some of the most important goods or services provided in Prairietown? Why?
- What did you enjoy the most during your adventure through Prairietown?
- What questions do you have after your Prairietown visit?