

Suggested Sequence for Module 1

This module is divided into three sections; foodways, shelter, and stories/traditions. You can complete the module in one sitting, however there are natural breaks between sections should you choose to space the content out to best serve your students. Below you will find the learning objectives and grade level state standards for the module. There are discussion questions, additional activities, and resources for each of the three sections. Happy learning!

Learning Objectives:

- Describe the process of preparing a meal in Indiana in the 19th century
- Make connections between how food is grown and prepared now vs. long ago
- Describe Indiana's landscape and natural resources
- Understand the need for various structures in relationship to weather and available materials
- Compare and contrast lifeways of various cultural groups
- Define primary sources and explain their significance
- Identify connections between beliefs and traditions
- Describe how environmental and human systems impacted life in the 19th century and how they have changed over time

Indiana State Standards:

Social Studies

Grade 1 – 1.1.1, 1.2.3, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9,

Grade 2 – 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.4, 2.3.3, 2.3.5

Grade 3 – 3.1.1, 3.1.2, 3.1.4, 3.1.8, 3.1.9, 3.3.1, 3.3.6, 3.3.7, 3.3.9, 3.3.11, 3.3.12, 3.3.13

Grade 4 – 4.1.1, 4.1.2, 4.1.9, 4.1.11, 4.1.12, 4.3.4, 4.3.6, 4.3.8, 4.3.9, 4.3.10

Grade 5 – 5.3.2, 5.3.4, 5.3.11, 5.3.12, 5.3.13

Science

SEPS.1 Posing questions (for science) and defining problems (for engineering)

SEPS.2 Developing and using models and tools

English/Language Arts

Grade 1 – 1.RL.2.2, 1.SL.2.3, 1. W.1

Grade 2 - 2.RL.2.2, 2.SL.2.1, 2.W.1

Grade 3 - 3.RL.2.2, 3.W.1, 3.W.5

Grade 4 - 4.RL.2.2, 4.W.1, 4.W.5

Grade 5 - 5.RL.4.2, 5.W.1, 5.W.5

Part 1 - Foodways

Discussion Questions:

1. What do you notice about the foods prepared in this video?
2. Do you eat some of the same foods seen in this video? What is different about the food prepared in the video than the food you eat now? Is there any food on the plate that you haven't tried or hadn't heard of before?
3. What do you notice about the place this meal was prepared and the place where your meals are prepared? What is different about where the food came from and where you get your food now?
4. Take a minute to think about what challenges faced those who were growing food, buying food, preparing food that are easier in today's life. Is anything more challenging now than it was before?

Suggested Activities:

- Draw or sculpt a meal that you enjoy eating. Send us a picture of your meal here: schoolprograms@connerprairie.org.
- Food and mealtime have been bringing people together for centuries. Write about the importance of sharing meals with people you care about.
- Growing, gathering, and preparing food is a lot of work! Write a letter or make a card for someone in your life that provides you with nourishing meals.

Additional Resources:

<http://www.foodtimeline.org/>

Conner Prairie at Home
Cooking Tutorials

1880s Apple Pie

<https://www.youtube.com/watch?v=Pd5DvQhkTtE&t=138s>

Refrigerator Pickles

<https://www.youtube.com/watch?v=abJx5Xt49yM>

Homemade Ice Cream

<https://www.youtube.com/watch?v=eZVbfoaTUbQ>

“Shake Your Butter”

<https://www.youtube.com/watch?v=s1eJnfwSalw>

Part 2 - Shelter

Discussion Questions:

1. What do you notice about the three homes shown in the video?
2. How are these homes different than your home? Is there anything similar about your home and any of the homes from the video?
3. Take a minute to think about what challenges faced those who were building a shelter or home in the 19th century. Is anything more challenging now than it was before?

Suggested Activities:

- Using materials around the house or your classroom, design a shelter. You could use popsicle sticks, pencils, rubber bands, paper clips, etc.
- Write about the important things to consider when building a shelter.
- Write a letter to the people that built one of the homes in the video. Think about what questions you would want to ask them. Also, offer some praise for their hard work and gratitude for their contribution to Indiana history and Conner Prairie!

Additional Resources:

Conner House

https://www.youtube.com/playlist?list=PLPfjs18tpSPqUV90pXXpXo_mA84Bbsu7

Secret Lives of Conner Prairie Buildings

<https://www.youtube.com/watch?v=gfzUrtcNDMU>

Historic Landmark Facts for Kids

https://kids.kiddle.co/List_of_National_Historic_Landmarks_in_Indiana

Part 3 - Stories

Discussion Questions:

1. Why are stories important to us?
2. Think about the stories you remember hearing or reading. Do you have a favorite story? Why do you think you enjoy it?
3. How do we learn about history? You are creating history every day! How can you help people in the future know about life right now, in the present?

Suggested Activities:

- Create your own primary source! Write a journal entry about a day in your life, create a map of your bedroom or classroom, or write a letter to a friend or family member telling them details about something you've recently experienced.
- Tell or write a story using the Story Spine method. You can do this independently or as a group. Send us your story here: schoolprograms@connerprairie.org.
- Ask an adult from home (parent, grandparent, neighbor) to tell you a story they remember hearing as a child.

Story Spine:

<https://www.youtube.com/watch?v=pRHXVbsuAQw>

Once upon a time...
Every day....
One day...
Because of that...
Because of that...
Because of that...
Until finally...
And ever since then...

Additional Resources:

Primary Sources

<https://kids.britannica.com/kids/article/primary-source/629043>

<https://docs.google.com/document/d/1fiVNjelP6ufJa0TL3cDOhS7Bp0cHCPIXrnYpkf2v9ztc/edit?usp=sharing>

Conner Prairie at Home Stories

Spooky Stories

<https://www.youtube.com/watch?v=JUaLXQuh64w&t=21s>

The Great Squirrel Stampede

<https://www.youtube.com/watch?v=Qy2rxDeDrMs>

The Passenger Pigeon

<https://www.youtube.com/watch?v=H2THQYDVFhA&t=3s>