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**Instructional Unit:** Children's Work Lives on the Ohio Frontier

**Title of the Lesson:** It's a Hardscrabble Life for Us!

**Grade Level:** 4<sup>th</sup> grade (can be adapted from 1<sup>st</sup>-5<sup>th</sup>)

**Description:** students will use primary and secondary sources to learn about Ohio Frontier life. They will perform hands-on activities reenacting events of children's daily lives on the Ohio Frontier.

**Standards:** Grade 4  
History Settlement 2 Describe the earliest settlements in Ohio including those of prehistoric peoples.

**Benchmarks:** 3,4,5 Social Studies Skills and Methods  
A. obtain information from a variety of primary and secondary sources using the component parts of the source.  
Grade 3 Social Studies Skills and Methods  
Obtaining Information.  
1. Obtain information about a local issue from a variety of sources including:  
a. maps; b. photos; c. oral histories; d. newspapers; e. letters; f. artifacts; g. documents.  
Grade 4 Social Studies Skills and Methods  
Obtaining Information.  
3. Use primary and secondary sources to answer questions about Ohio history.

# ARTIFACT SCAVENGER HUNT

## Warm-up:

pass out a packet of pictures of various tools used by children in Ohio to pairs of children. Have students attempt to identify what the tool might be and what it would have been used for. SHARE ANSWERS.

## Instructional Strategies:

30 minutes each.

Divide students into 6 groups for stations.

|                        |               |
|------------------------|---------------|
| Quilting               | churning      |
| Watercollecting        | candle making |
| Cooking (Johnny Cakes) | wood working  |

Students rotate to stations: station led by teacher or adult volunteer.

At each station there is written instruction to read along with pictures or actual antiques (artifacts) to examine. Worksheets/graphic organizers such as now/then paper, section for notes, procedure (activity) What did you do?/evaluation

Students complete an activity to simulate a particular chore.

Follow up is a discussion of what they learned.

## Stations:

1. Making butter: whipping cream in a plastic dish
2. Quilting: stitching a potholder
3. Candle making: melted crayon candles
4. Wood working: using a wooden disk use hand drill and string to create small toy.
5. Cooking: follow recipe to mix batter and make Johnny Cakes. Adult can use griddle to cook.
6. Water collecting: relay to carry 2 water buckets around the school- then dump water into water tub. Use math skills to estimate amount of water needed to fill a tub for a bath.

## Homework/Practice

Complete evaluation section of graphic organizer for wrap-up of the daily activities/stations.

## Reteach

Sharing session at the end of the activity to review what they learned

## Extension Activity

With students: share primary source diaries of a young boy and young girl. Students can create their own diaries. Students need to include at least 4 diary entries of typical days.

## **ASSESSMENT QUESTION**

How does the life of a child today differ from the life of a child living on Ohio's Frontier in the 19<sup>th</sup> Century? Give two examples of pioneer chores and two example differences today. (4 pts.)

### **Rubric**

4 Pt. Example

Includes two chores of pioneer children and two examples of children's lives today.

3 Pt. Example

Includes either two pioneer chores and one difference today or one pioneer chore and two differences today.

2 Pt. Example

Includes either two pioneer chores, two differences today, or one pioneer chore and one difference today.

1 Pt. Example

Includes one pioneer chore or one difference today

0 Pt.

No appropriate answer or left blank.

## **Recommended Teacher Resources for History/Social Studies Unit Teaching Children's' Work on the Frontier**

### **General Resources:**

**Greenwood, Barbara. A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840. New York: Ticknor and Fields Books for Young Readers, 1995.**

**Tunis, Edwin. Frontier Living. Cleveland and New York: The World Publishing Company, 1961.**

**American Girl Collection. Welcome to Kirsten's World 1854. Middleton, WI, 1999**

**Kalman, Bobbie, Early Village Life. Toronto and New York, 1981.**

**Kalman, Bobbie, Early Settler Children. Toronto and New York, 1982.**

**A Pioneer Farm Girl: The Diary of Sarah Gillespie, 1877-78. Ed by Suzanne L. Bunkers. Blue Earth Books, 2000.**

**Whitman, Sylvia. Children of the Frontier. Minneapolis, MN. Carolrhoda Books, Inc. Group, 1998.**

**Peavy, Linda and Ursula Smith. Frontier Children. Norman, OK.: U. of Oklahoma Press, 1999.**

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

**Akers, Kathy and Janine Montgomery. Ohio Let's Discover. Student Edition, 1995. Kettering, OH: Schuerholz Graphics: 1995**

**Northrup, N. B. Pioneer History of Medina County. Medina, OH: Geo. Redway Printer, 1861.**

**Teacher's Guide to History and Folklife of the Kentucky Frontier  
[http://www.wku.edu/Library/museum/education/frontieronline/  
lesson\\_chores.htm](http://www.wku.edu/Library/museum/education/frontieronline/lesson_chores.htm)**

**Primary Source Materials:**

**Daniel Drake, *Pioneer Life in Kentucky, 1785-1800: A Series of Reminiscential Letters from Daniel Drake, MD of Cincinnati to his Children.* (Cincinnati: Clark & Co., 1870).**

**Northrup, N. B. Pioneer History of Medina County. Medina, OH: Geo. Redway Printer, 1861.**

**A Pioneer Farm Girl: The Diary of Sarah Gillespie, 1877-78. Ed by Suzanne L. Bunkers. Blue Earth Books, 2000.**

NAME \_\_\_\_\_

ACTIVITY \_\_\_\_\_

NOW

THEN

NOTES:

PROCEDURE:

EVALUATION OF ACTIVITY: