



A Pioneer Town

Grade: 4

An integrated lesson plan covering 4-5 sessions of approximately 45 minutes each.

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Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to provide an extended activity to correlate with the Literature Unit; [Little House on the Prairie](#). In the story, the students will have read about how the Ingalls family help founded a new town called De Smet, South Dakota. Discuss with the students the various businesses and services that would be needed on the prairie, (church, general store, livery, school, homes, and hotel.) A culminating project for this literature unit will be for the students to construct a Frontier Community depicting their own Frontier Town.

Lesson Objectives

Lesson Project: A Pioneer Town

Project Objectives: When students complete this project, they will be able to...

- Link to a specific site to download and print the cut-fold pattern for their Pioneer Community.
- Link to a specific site as a resource, to identify the structures found in a Pioneer Community.
- Construct a Pioneer Town on poster board using the above cut-fold patterns.
- Explain what they did, to reinforce the process skills.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

- Social Studies – The students will learn about the history and development of a Pioneer Community.
- Language Arts – The students will read and understand the directions to construct a Pioneer Community.
- Art – The students will construct their own Pioneer Community.
- Technology – The students will use the computer as a resource for their Pioneer Community.

State/National Standards (Complete as Appropriate)

Colorado State Standards

- Language Arts Standard 5 – Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- Language Arts Standard 6 – Students read and recognize literature as a record of human experience.
- Social Studies Standard 2 – Students know how to use the processes and resources of historical inquiry.
- Art Standard 2 – Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

- Art Standard 3- Students know and apply visual arts materials, tools, techniques and processes.
- Art Standard 4- Students relate the visual arts to various historical and cultural traditions.
- Technology Standard 2 – Students will use appropriate technology to accomplish personal production and to develop lifelong learning skills.
- Technology Standard 5 – Students will use technology to advance and enrich learning.

Websites.

Required: [Http://www.hoover.nara.gov/kids/liw_kids/activities_pioneertown.html](http://www.hoover.nara.gov/kids/liw_kids/activities_pioneertown.html)

Support: http://www.hoover.nara.gov/kids/liw_kids/desmet_map.html

Pre-requisites

- Third grade & up.
- The students will have read, *Little House on the Prairie*.

Required Materials

- Poster board
- Markers

Handouts

- Learning about a Pioneer Community
- Instructions on locating information from the Internet.

Required Equipment/Technology

- Access to the Internet
- Access to Acrobat Reader

THE LESSON I Pioneer Community

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Time Estimate	Instructor Notes
Have a class discussion on Chapter 6, <i>The Month of the Roses</i> , to develop an understanding of a Pioneer Community.	15 minutes	Provide the students with the Handout to have a class discussion.

Presentation

Activity	Time Estimate	Instructor Notes
Provide the handout of the various businesses and services found in a frontier town.	15-20 minutes	Discuss the various locations with the students. As a class go to http://www.hoover.nara.gov/kids/liv-kids/desmet_map.html to view a Pioneer Community.

Practice and Performance

(Students help you perform the project steps. You help them perform proje3ct steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
The students will design a rough draft of what their Pioneer Community will look like.	20- 30 minutes	Remind the students of the map De Smet, SD, and what the town consisted of.

LESSON 2 A Pioneer Community

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Time Estimate	Instructor Notes
The students will complete their maps on poster board. (Roads only)	20-30 minutes	

Presentation

Activity	Time Estimate	Instructor Notes
Model to the students where to go to download the template of buildings after they have linked to http://www.hoover.nara.gov/kids/liw_kids/activities_pioneertown.html	20 minutes	Provide a handout to give instructions on the activity.

Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
The students will download and print their cut-fold pattern to complete their Pioneer Community.	15-20 minutes	Observe and assist the students when needed. Evaluate the student's progress with rubric.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- Am I addressing the instructions on each activity to meet the needs of the students?
- Am I allowing enough time for each lesson?
- Was I knowledgeable with lesson to make everything clear to the students?

Performance and Practice (Student)

- Did the lesson provide high enough interest for the students?
- Were the students feeling overwhelmed?

Technology

- Were the students comfortable with the technology used in this lesson?
- What is the “Real World” connection using this type of technology?

Handouts

Lesson I Handout

Discussion Questions

Questions to lead discussion group:

- What happened to the prairie environment as the settlers arrived?
- How and why was a frontier town was founded?
- What was the importance of the railroad to the frontier towns such as De Smet, South Dakota?
- How did Laura feel about the new town?

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Lesson 1 Handout 2	Explanation of Pioneer Communities
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Students will link to the following site:

http://www.hoover.nara.gov/kids/liw_kids/activities_pioneertown.html

As a class, we will view the various types of businesses and services found in a Pioneer Community. Students will use the above site as a resource for their own Pioneer Community.

Activity:

Write down the various businesses and services that you found at the above site, that you want to include in your Pioneer Community.

Instructions:

- Link on to http://www.hoover.nara.gov/liw_kids/activities_pioneertown.html
- Click on to view or download pdf.
- Click on to the Printer Icon and print your template.
- Continue to go through each template and print.

Activity Checklist

Lesson I A Pioneer Community

Students will have read Chapter 6 in their Little House on the Prairie Books.	
Each student will have Handout I Discussion Questions.	
Make sure that the Internet is up and running. So, as a class we can link onto an internet site.	
Students will complete a rough draft on their Pioneer Communities.	

Lesson II A Pioneer Community

Students will complete their maps on poster board.	
Students will download and print the community buildings they want to include in the Pioneer Community.	
Students will color the building before they put the buildings on the poster board.	
Teacher will evaluate with a rubric.	

Technology Checklist

- Check that all the links are connecting correctly.
- Check access to the Internet.

Lesson Rubric

Making A Poster: **Pioneer Communities**

Teacher name: Mrs. Geisinger

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Graphics - Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the	Student appears to have insufficient knowledge about the facts or processes used in the poster.

		poster.	poster.	
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distract others.

The following references were used to develop this curriculum:

References for Lesson

- Colorado Department of Education. (1995). Colorado Model Content Standards for Language Arts. Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Contents Standards for Social Studies. Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Content Standards for Art. (1995). Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Content Standards for Technology. Denver, CO.

Bibliography/Internet Resources

- http://www.hoover.nara.gov/kids/liw_kids/activities_pioneerto_wn.html
- http://www.hoover.nara.gov/kids/liw_kids/desmet_map.html
- Colorado Department of Education. (1995). Colorado Model Content Standards for Language Arts. Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Contents Standards for Social Studies. Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Content Standards for Art. (1995). Denver, CO.
- Colorado Department of Education. (1995). Colorado Model Content Standards for Technology. Denver, CO.