

STUDY GUIDE

Social Studies

Compare & Contrast
Frontier Lifestyles:
Make a model log home,
wigwam, and longhouse.
Learn about the clothing
worn by each culture.
5.1, ss.4.3.1, ss.4.4.3
How is History made?
Interview family and local
community members.
Record results. 3+4.1, 3+4.2
AH 1.2.31

Music

Listen to music made by
the slaves, Indians and
settlers. How does the
music reflect the people?
Write your own songs. Put
words to tunes like
"Yankee Doodle."
Perform your songs for the
community. Record them.
AH 1.1.2, AH 1.2.31

More Reading

Troll Associates
Pocahontas, Pontiac, Sacajawea Tecumseh
Eckert, Alan W. Blue Jacket
Locate important details about a topic using sources such
as books, magazines, newspapers, & the internet.
4.1, SS 5.1.3, AH 1.2.31
Draw distinctions between fact and opinion. 4.2, SS 5.1.1
Understand the meaning of main ideas and supporting
details. 4.3
Choose a topic for research, based on a list of questions
or area of interest. 3+4.2

Movement

Learn a Native American,
African American or
Settler Dance. AH3.1.311
Compare them to modern
dances. Create a dance.

Frontier Families Objectives

Understand how history is made
Identify early inhabitants of the Ohio Valley
Understand lifestyles of early inhabitants.
Compare artistic expressions.

Maps & Measurement

Compare an early map of the
area with today's map.
Map your room or school.
Locate and identify early village
and town sites. 3.1, SS. 4.1.1 +2

Key words and ideas

History is the study of the past.
Two kinds of history: written (books) and oral (mouth)
What are riddles? Share a book of riddles with the class.
Learning from elders and the whole community.
Frontier housing: wigwam, longhouse, and log cabin.
Native American foods
The Three Sisters: corn, beans, and squash.
Compare/Contrast: Native American Flute and Tin Whistle
Guitar
Songs:
"Come In," "Boatman Dance," "Hambone," and "Pigtown Jig"

Art

Look at paintings from the
1700's. Compare styles.
Make a painting which
depicts the frontier.
Make a frontier clay pot.
Design a postage stamp
commemorating one of the
people who lived on
the frontier.
AH 4.2.37, AH 3.1.37

Writing & Drama

Keep a daily journal. 3.2, ss1.2
Write a letter home
describing your trip to the
Frontier. 4.4. ss 5.1.2
Write a play or story about
the people who lived on the
frontier. Read your story or
perform your play for
class or school. 4.5, 3+4.2
AH 3.1.45

FRONTIER GAMES

Thimble

Need: Thimble

To Play: Stand all players but one in a line or circle, holding the palms of their hands together. The remaining player holds the thimble between his or her hands and walks along the line pretending to drop the thimble into the players' hands. All players open and close their hands as if they received the thimble. ONLY ONE TAKES IT. The person who had the thimble then challenges the first person in the line to guess who has the thimble. If they are wrong, they pay a forfeit (some penalty decided on prior to the game or they can lose points). Move down the line or around the circle until the correct answer is given or the thimble is found. Then the person with the thimble starts again.

Thimble is listed as a schoolyard game of eighteenth century Virginia in Sixty years in a School-Room.

Hambone

Need: Willing hands, rhythm and rhyme.

Pattern: Touch floor, clap, touch knees, clap (repeat)

Words:

1. Hambone, hambone, that's my name
That's the name of this little game.
2. Hambone, hambone, where you been.
Round the world and back again.
3. Hambone, hambone, got big feet.
Helps me get across the street.

Quoits

Need: Two Hobs or stakes, driven into the ground
Eight to ten quoits, or rings, made of rope,
grapevine, metal or wood and marked
in groups of four or five.

To Play: Similar to horseshoes, the object is to toss the rings over the stakes. Two or more players can take turns. If no ringer is made the ring closest to the hob gets a point. Score a ringer as five points. The team reaching a designated number of points first wins.

Daniel Drake lists "Quoits" as a schoolyard games he played as a child. For more resources look in Sports and Pastimes of the People of England, (Morton and Griswold 1854)

Language Arts / Geography

Many American words come from the Native American Languages. Many of the names of the surrounding states came from the Indian tribes. Illinois (the Tribe of Superior Men), Iowa (the Sleepy One), Kentucky (the land of the Big Meadow), Ohio (the Beautiful River), Michigan (the Big Water), and Wisconsin (The Gathering of the Waters). Have your students research the names of the other fifty states. Twenty more states came from Indian names including: Alabama, Arizona, Arkansas, Connecticut, Idaho, Kansas, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Tennessee, Texas, Utah, and Wyoming. (Indiana was not named from an Indian word but from the American designation of Indian Lands.)

Have your students identify the states on a map. List the Native American tribes which lived in those states during the 1700's.

Many towns were named after tribes or from Native Languages. Have your students look at a state map and list the town names they think came from Indian words.

Many common words have come from the Native American Languages. Winnebago, moccasin, skunk, chipmunk, hickory, squash, and persimmon are some examples. Have your students discover other everyday words which may have come from the Native Americans.

Get a copy of the American sign language alphabet or a book on beginning sign language from the library. Have your students learn how to "sign" their names and simple words like "hello," "Good Morning," etc.