**Ashley Meyer & Katelyn Baumgartner**

**Heritage Center Lesson Plan**

**Age Level:** 4th Grade

**Subject(s) Area:** Social Studies - Homesteading

**Materials Needed:** legos, Lincoln logs, boxes, masking tape, wax paper, Styrofoam, twigs, timer, Ethnic Traditions Trunk (from ND Heritage Center), pom poms, list of challenges, cotton, number cards

**S**tandards**:**

4.2.9 Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, **Homestead Act**)

**O**bjectives**:**

Students will **relate** to the challenges homesteaders faced though hands-on activities.

Students will **explain** reasons for settlement associated with the Homestead Act.

**Cognitive Level of Lesson (Bloom’s Taxonomy):** Understanding

**L**earning Activities:

**Opening Element:**

* Split class up into 4 groups as students arrive to area. Students will be given a group number 1-4 to remember. All students sit in front of house.
* Anticipatory set – Greet the students as if they are settlers participating in the Homestead Act in character as government worker.
	+ “The year is 1862 and President Lincoln has just signed the Homestead Act. Welcome to North Dakota! We know that you have made many sacrifices in order to be here and have come far and wide, and we are willing to reward you with 160 acres of land with the condition that you improve the land over the next five years.”
	+ Non character – “This would have been a typical greeting heard by newcomers. People brave enough to leave their homes and families could not bring many items with them.
		- Present kitchen ware and clothing to students
		- Ask students if they can infer what the items are used for or who would use them. Why were they important?
* “Before you leave today you will have experienced the life of a homesteader.”

**House Building Activity:** (Materials are already present at stations which have been marked with tape on the floor)

* Relocate the groups. Have groups find number than correlates with their group and sit there. Students will be instructed to leave materials alone until directions are over.
	+ “Who can remember what you must do to earn the land?” - Improve land
	+ “This means that you need to make the land livable by building a home, farming, and planting trees. Homesteaders built four different types of houses or shacks: sod or mud brick, stick built, and tarpaper. One group will be constructing stick built, another mud brick, while the other two will construct tarpaper shacks.”
	+ “Each group will have 3-4 minutes (decide by observing student behavior at beginning of lesson) to build your house as a cooperating family before winter arrives! If you need any ideas you can refer the pictures at your station or look at the real house behind us. Any questions? Great, your time starts now!”
		- Start timer and give minute marks to students.
		- Announce when winter has arrived and have students stop working.
	+ Quickly address differences in house constructions.

**Prairie Challenges:**

* Winter 🡪 blizzards
	+ Simulate snowfall with cotton on houses they just built.
	+ “Winters here on the prairie can be very long and harsh. You awoke this morning to see a blizzard blew through and your house is buried. How will you adapt?”
	+ Allow students to think and share out a few answers with the whole group.
	+ Draw attention to picture and talk about how homesteaders adapted. (Skis)
* Crowded dwelling 🡪
	+ “Look at my house. It is probably smaller than many of your bedrooms. Many large families lived in this size of house and having enough room for all members was certainly a challenge.”
	+ Show generational picture.
	+ “We are going to do an activity to see how cramped their houses were. Carefully move your houses to the outside of your taped area. This taped area represents your house. Your job is to figure out where everyone in your family is going to sleep.”
	+ Give students 1 minute to complete task.
* Manual Labor 🡪 Farming
	+ “Spring has arrived and your family must continue to improve the land. It is time to start plowing and planting fields. You don’t have machinery like tractors so what will you use to break the soil?”
		- Show picture of horses and plows
		- Call on one student
	+ Group students in threes to participate in a manual labor simulation.
		- Remind students to keep voices low while participating
* Grasshoppers 🡪 crop threats
	+ “Crops are threatened by prairie fires and grasshoppers. This summer we have been lucky and have received lots of rain, so you crops are doing very well with no fires in sight. However, what is that cloud on horizon? A swarm of grasshoppers has flown in to eat your amazing crop! Most of your crop has been lost, but what is left needs to be taken to town and traded for goods (clothing, food, etc.)
* Isolation 🡪 getting needed materials
	+ Display town pictures this will be town.
	+ “Town is far away from your homestead. One parent of each family must pack up the wagon and take the family crops in to trade. Each group will get one pompom to represent your wagon and one person to make the trip. Place your pompom at the edge of your homestead. When I say go you can start blowing your pompom toward town. Each blow equals traveling for one day.”

**Reflective Questions:** Found throughout lesson

**Required Vocabulary:**

* Homestead – house and the farmland given to settlers from the government
* Artifact – objects from history made by people
* Tarpaper – heavy paper coated in tar; used for waterproofing
* Sod – top layer of dirt with live grass
* Isolation – removed; far from others
* Krumkake iron – a kitchen tool used to make a special Norwegian waffle

**Instructional Methods:**

* Whole group introduction of artifacts
* Group collaboration 🡪 Building houses, overcoming adversities, group discussions
* Problem solving 🡪 questions from instructors

**Guided Practice Strategies:**

* Found above in lesson plan
	+ Using pictures to stimulate ideas.
	+ Prompt students to guide conversation.

**Independent Concrete Practice/Application:**

* Found above in lesson plan
	+ Prairie challenges activities

**Differentiation:**

* Visual – pictures and artifacts
* Kinesthetic – building models, hands-on prairie challenges, and manipulating artifacts
* Auditory – verbal cues provided by instructors
* Interpersonal – collaborative group activities
* Linguistic – asking and answering questions
* Spatial – constructing model and crowded dwelling simulation
* Mixed ability groups

**Wrap-Up:**

* Students have completed all challenges.
* “In order to earn this land you have to live here for 5 years. Would you be able to face these challenges year after year for five years?”
	+ Have students discuss in groups why or why not and what they learned from the lesson.
	+ Do whip-around to hear learning.

**A**ssessment:

**Formative:**

The teachers will walk between groups to listen to discussions before the whip-around and consider answers provided during the whip-around.

 **Individual Measurability:** Teachers will walk around and monitor discussions while prompting those students who are misunderstanding or not actively participating.

Reflection: