

LESSON PLANS

LIFE AT A FRENCH FUR TRADING POST

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INTRODUCTION

The study of history can be an abstract and "boring"

the basis of the curriculum. The typical textbook designed to teach Indiana history, for example, is so condensed and summarized that students obtain only superficial knowledge

OBJECTIVES

1. Fourth-grade students will take part in a festival such

- 3. Students will listen actively as the teacher reads A Totem for Ti-Jacques, a historical fiction adventure of a young French boy who traveled the

Wabash River to join his father at Fort Ouiatenon.

- 4. Students will attend the Feast of the Hunters' Moon to experience life as it was in the 1700's.

Due to the size of the crowds at the Feast, students will go to the Feast with their parents. They will go either Saturday or Sunday, depending on their family's schedule. Arrangements will be made for any child who needs transportation.

- 5. Students and/or parents will photograph various aspects

7. Students will write essays describing their experiences at the Feast.

STRATEGIES FOR TEACHING THE ESSAY WRITING

1. PRE-WRITING ACTIVITIES

After the follow-up discussion of the trip

students will brainstorm categories of words which will be listed on the chalkboard by the teacher. The list will include words about foods, crafts, demonstrations, and ceremonies. Two other lists will be generated-- one list will include phrases describing the Festival in general, the other list will include phrases about the history of the fort. These lists will be recorded on the word processor. Students will be given copies of the lists to use for rough-draft writing.

2. ROUGH-DRAFT WRITING

Students will be instructed to write five paragraphs, each paragraph will contain a minimum of three sentences. The essay will consist of:

fort.

Paragraphs 3 and 4--Choose two categories, such as food and crafts, and write a three-sentence paragraph about each.

Paragraph 5-----A concluding paragraph

Students will write paragraphs 1 and 2 the first day. Paragraphs 3 and 4 will be written the second day. The concluding paragraph will be written the third day.

3. WRITING CONFERENCE/REVISION

Small groups of students will meet with the teacher. Each student will read his/her essay. Under the guidance of the teacher

CULMINATING ACTIVITY

Students will arrange photo essays and written essays

on a bulletin board display and will take part in class discussions on various aspects of life at Fort Quiatenon.

EVALUATION

1. The photo essays depicting life around a 1700 French fur trading post will be evaluated by the students and teacher together using criteria set up by the students and teacher.
2. The written essays will be evaluated for accuracy of information and correct format by the teacher using professional judgment.
3. The bulletin board display will be evaluated by the students and teacher.

Clifford, Eth. Kirk, Richard. Rogers. James. Living Indiana
History: A Story of People from Many Epochs

Indianapolis, IN: David-Steward Publishing
Co., 1973.

A textbook for teaching Indiana history. More detail
is included in this text than found in most Indiana

history textbooks. No longer in print.

Crump, Claudia. Bounds. Norman, Indiana: Yesterday and