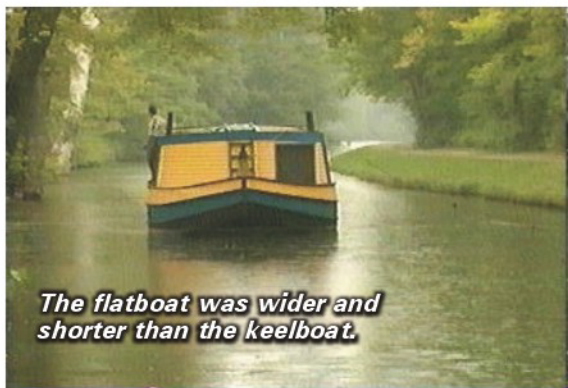


OHIO BOATMEN AND THE PIONEERING FARMERS



The flatboat was wider and shorter than the keelboat.

#3496

OPEN-CAPTIONED
SVE AND CHURCHILL MEDIA
1997

Grade Levels: 8-12

27 minutes

1 Instructional Graphic Enclosed

DESCRIPTION

In the mid-1780s, pioneers surged into the Old Northwest Territories, driven to clear the heartland of America. Old maps, journals, prints, and re-creations illustrate the life and struggle of these men and women. Chronicles their migration by riverboat, their settlements, social life, housing, farming, problems, and the courage of these hard-working people who settled today's Midwestern states of Ohio, Illinois, and Indiana.

ACADEMIC STANDARDS

Subject Area: History

- Standard: Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions
 - Benchmark: Understands characteristics of life on the western frontier in the 19th century (e.g., cultural interactions between diverse groups in the trans-Mississippi region, how the Mormons established the Church of Latter Day Saints and their communities) (See Instructional Goals #2 and #3)

Subject Area: Geography

- Standard: Understands the physical and human characteristics of place
 - Benchmark: Knows the physical characteristics of places (e.g., soils, landforms, vegetation, wildlife, climate, natural hazards) (See Instructional Goal #1)

Subject Area: Civics

- Standard: Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
 - Benchmark: Understands important factors that have helped shape American society (e.g., absence of a nobility or an inherited caste system; religious freedom; abundance of land and widespread ownership of property; large scale immigration; diversity of the population; market economy; relative social equality; universal public education) (See Instructional Goal #4)

INSTRUCTIONAL GOALS

1. To identify the Old Northwest and the Great Plains and their predominant geographical features.
2. To explain the concept of a frontier and describe the characteristics of pioneers who settled the Old Northwest and the Great Plains.
3. To illustrate the lifestyle of the pioneers of these regions and time periods.
4. To explain the Ordinance of 1787 and the Homestead Act of 1862 and their relationships to the development of these regions.

VOCABULARY

1. frontier
2. ordinance
3. Old Northwest
4. canal

5. Shawnee
6. glacier
7. Midwest
8. staple crop
9. immigrants
10. squatters
11. land deeds
12. Great Plains
13. Homestead Act
14. dugouts
15. sod

BEFORE SHOWING

1. On a map of the United States, locate the regions discussed in the video.
 - a. Identify the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and the northern part of Minnesota as the Old Northwest, now called the Midwest.
 - b. Locate the Ohio River and its major tributaries. Explain that the Ohio River was the southern boundary of the Old Northwest.
 - c. Identify the states of Kansas, Oklahoma, Nebraska, and North and South Dakota as the Great American Desert, now called the Great Plains.
2. Generate a list of characteristics and skills that the pioneers may have needed to survive in the frontier in the 1800s. Save the list to review after the video.
3. Discuss how people today know about historical events. Explain that the video shows very old photos, drawings, letters, newspaper articles, and poetry from the 1800s to make it more authentic.

AFTER SHOWING

Discussion Items and Questions

1. Who were the largest group of pioneers in America?
2. Explain how the Ordinance of 1787 affected the development of the Old Northwest.
3. Describe how most of the pioneers traveled to the Old Northwest.
 - a. Compare the flatboat and the keelboat.
 - b. Explain how the pioneers got the boats upriver.
 - c. Describe what the pioneers did with their own boats after they arrived in the Old Northwest.
4. Why was the development of canals important to the people of the Old Northwest?
5. How did the antislavery provision of the Ordinance of 1787 affect the history of the region? How did Southern farmers feel about it? How did it impact the Civil War?
6. Describe the land and climate of the Old Northwest. Explain how glaciers and their melting ice affected the geography of the Old Northwest.
7. Why were some of the immigrants to the Old Northwest called *squatters*?
8. Explain why selecting the right piece of land was the most important ingredient to success for the pioneers.
9. What were the most important things that the pioneers had to do when they settled on their land? What tools did they bring with them? What things did they have to make? What skills did they need?
10. Why was disease one of the biggest problems for the early pioneers? Why did the Old Northwest pioneers call a doctor “Death on a Pale Horse”?

11. In what social activities did the pioneers of the Old Northwest participate?
12. What were the two obstacles to farming in the Great Plains? What advancement aided the settlement of the plains?
13. Explain the homestead bill and how it impacted settlement of the Great Plains.
14. Describe and compare the two types of houses the pioneers built on the Great Plains. List the advantages of each type of house.
15. Why were many of the homesteads vacated by 1900? Where did the people go?

Applications and Activities

1. Review the important content of the video. (See INSTRUCTIONAL GRAPHICS.)
2. Describe the characteristics of a pioneer. Explain how the pioneer defined American ideals and values. Watch the video again. List all of the adjectives used in the video to describe pioneers.
3. Create a timeline covering the period from 1787 to 1900. Include the major laws, wars, and inventions related to the pioneering movement. Add other major events from U.S. history.
4. Compare the pioneer movement of the Old Northwest and the Great Plains to other pioneer movements, such as Jamestown, Plymouth, the Kentucky area, Texas, or the Oregon Territory.
5. Research the various kinds of boats used for transportation during the 1800s. Draw pictures of the boats to scale.
6. Investigate the relationship between the pioneers of these regions and the Native Americans. Debate the Americans' right to settle the land and to relocate the Native Americans.
7. Using a U.S. map, trace the route most of the pioneers took to arrive in the Old Northwest. Trace the trade route with the eastern seaboard states.
8. Research and report on famous pioneers and explorers from the 1700s and 1800s.
9. Review the exaggerated account presented in the video that the Missouri legislator wrote. Evaluate his exaggerations. Write an exaggerated account of a recent local or school event.
10. Compare the lean-tos to the dugouts and the log cabins to the sod houses. Draw a scaled diagram of a typical log cabin and a sod house. Add the necessary furnishings.
11. Imagine life as a pioneer. Write journal entries to relate possible experiences and feelings about: the move to the frontier, building a shelter, clearing the land, and daily life.
12. Locate the full text of the poems *The Backwoodsman* and *The Emigrant*. Find other poems and descriptive writings from the 1800s. Evaluate the styles and purposes of the writings.
13. Investigate how *girdling* works.
14. In the 1800s, it was the American Dream to own land. Debate whether that statement is still true today.
15. Feeding the family required pioneer women to plan a year in advance. Create a list of food items a family might need for one year.
16. Research glaciers and their effects on the land. Locate other regions of the United States that were affected by glaciers. Compare the physical geography of the different regions.
17. Investigate various inventions during the 1800s. Evaluate how each invention impacted the pioneering movement and frontier life.

INSTRUCTIONAL GRAPHICS

- THE AMERICAN PIONEERING EXPERIENCE

RELATED RESOURCES

Captioned Media Program

- Settling the Old Northwest #2579
- Homesteading: Seventy Years on the Great Plains #2667
- 34th Star, The #1735
- Midwest, The #2413

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- THE OHIO HISTORICAL SOCIETY KIDS PAGE <http://www.ohiokids.org/kids/index.html>

This is a comprehensive Web site with hyperlinked text throughout. It includes detailed Ohio Indian information, a visit to an 1860 Ohio village, games, photographs, documents, and more.

- ARCHIVING EARLY AMERICA <http://earlyamerica.com/>

This is an archive of historic documents from the 18th century. Enter the “World of Early America” to view actual documents such as the Ordinance of 1787 or pose a question in the “Town Crier” section.

- BAKER’S BRIGADE <http://www.bright.net/~stough>

This is a history site for kids about Shelby County, Ohio, from 1700 to the present. It has good information about pioneers and their lifestyles, canals, and the Civil War. Also has links.

- OHIO PUBLIC LIBRARY INFORMATION NETWORK <http://www.oplin.lib.oh.us/>

Using the topic and subtopic drop-down menus at the top of the page to select “History” and “Ohio History” leads to several different pages of good history information and links to other sites.

The American Pioneering Experience

Name _____

Directions:

Fill in the blanks with words from the list below. There is no word to go in the last blank. Can you remember what the video said?



The _____ established a territory which became known as the _____, but is now known as the _____.

Pioneers traveled by _____ boat and by _____ boat down the _____ River and its _____ to settle the land.

Although many people had purchased land _____, some people were _____ who had no legal right to the land on which they settled.

When pioneers reached their land, they had to remove the trees by _____ them, and then cutting them down with _____.

Then they had to plant their crops, primarily _____. They built their homes from _____. Although their lives were filled with work, _____ was an important activity and helped define the character of the area.

After the _____, Americans began settling the _____, which we now call the _____. Because of the lack of trees, they had to live in _____ or in _____ houses.

Farming in the area would not have been possible without the _____, the invention of which led to the agricultural practices of today. As farming became a big business, people began to move to the _____. Today less than _____ percent of Americans are farmers.

axes	girdling	Ordinance of 1787
cities	Great American Desert	sod
Civil War	Great Plains	squatters
corn	keel	steel plow
deeds	Midwest	tributaries
dugouts	Ohio	visiting
flat	Old Northwest	wood



**PLEASE RETURN LESSON GUIDE
WITH VIDEO**

**Lesson guide also available
online at *www.cfv.org***

National Initiatives Team

Research to Practice Division

**Office of Special Education and
Rehabilitative Services**

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