

Activity: Pioneer Crossing

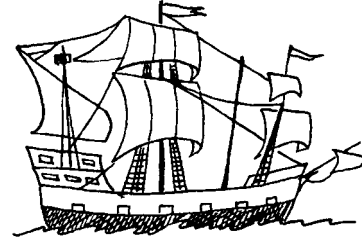
Grade Level: Grade 2

Major Emphasis: Pioneers/Boating Safety

Major Curriculum Area: Social Studies

Related Curriculum Areas:

- Refer to Outdoor Education Curriculum Matrix K-2
- Language Arts
- Science



Program Indicator:

The student will be able to demonstrate an understanding of pioneer families; how they met their basic needs by depending on their environment.

Student Outcomes: The student will:

1. demonstrate proper use of a Personal Flotation Device (PFD).
2. demonstrate safe water and boating practices.
3. describe how pioneers met their basic needs.
4. compare and contrast pioneer life to that of today.

Readiness:

1. Use selected activities from the second grade Unified Social Studies Unit, "Pioneers."
2. Introduce vocabulary:

| | | | | |
|---------|----------|-----------|-------------|-------------------------------------|
| oars | shelter | game | needs/wants | resources (natural, human, capital) |
| rowboat | survival | log cabin | sod house | Personal Flotation Device |
| pioneer | dugout | reaction | | |
3. Discuss how the pioneers met their basic needs: food, clothing, shelter, water and heat.
4. Introduce Personal Flotation Devices (PFDs).
 - a. Discuss their importance.
 - b. Demonstrate how to properly wear a PFD.
 - c. Discuss significance of color.
 - d. Point out that pioneers did not use PFDs.
5. Introduce basic water and boating safety rules and their importance. Refer to Supplement B, "Water and Boating Safety Rules."

Materials:

- | | | |
|----------------------------------|-----------------------|----------|
| Supplements A & B-Boating Safety | stuffed animal mounts | rowboats |
| Supplement C-Pioneer Chart | pioneer work sheet | PFDs |

Procedures:

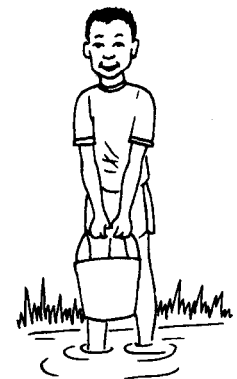
1. Boats should be placed in the water prior to the arrival of the students.
2. Suggested times: 20 to 30 minutes for Boating; 15 to 20 minutes for Pioneer Walk.

Activity A: Boating (DL1&4)

1. Have students put on PFDs properly sized to their height and weight.
2. Review water and boating safety rules. Refer to Supplement A, "Water and Boating Safety Rules" and Supplement B, an example of suggested chart of water and boating safety rules.
3. Have each student get a partner (buddy) and hold his/her hand. By doing this, the number one safety rule of never going near the water alone is being reinforced.
4. Have students discuss the way the pioneers traveled. [covered wagons] How would they cross a river? [wagons that would float] Students are to pretend they are the pioneers crossing a river.
5. At the boat launch, demonstrate the safe way to enter the boat.
 - a. Emphasize staying low, moving slowly and moving along the center.
 - b. The adult enters the boat first and assists students to properly enter the boat and find a safe seat.
6. Instruct students to remain seated and discuss what can happen if someone stands up.
7. Row the boat slowly in the designated shallow water boating area.
8. Allow students to assist with rowing.
9. While rowing, discuss how the pioneers would feel during their trip west and what they might encounter.
10. Discuss docking rules with students. Emphasize staying seated until stopped. One person at a time should move slowly along the center line.
11. Call for a "Buddy Check" after students are back on shore.

Activity B: Pioneer Walk (DL2,3&4)

1. On the Pioneer Walk, stop at the following points and discuss these questions:
 - a. *Water* - How did the pioneers use water? [cook, clean, drink] How would the pioneers get their water? [carry it in buckets from a river or stream] *Possible Activity* - One child could fill and carry a bucket of water.
 - b. *Trees* - How did the pioneers use trees? [fires, houses, furniture, fences] *Possible Activity* - Each group builds a lean-to after gathering sticks and brush. Brief discussion of why pioneers might build a lean-to.



- c. *Stuffed Animals* - How did the pioneers use animals? [food, clothing, soap, candles] How did they get their food? [trap, shoot, fish, trade, raise their own] What else did the pioneers use for food that we might find in nature? [berries, nuts, roots] *Possible Activity* - Instructor can have berries, nuts and roots on hand for children to see and touch. Talk about where they might find them in the environment. Instructor may have plants on hand that could have been used for dyeing cloth.
 - d. *Campfire* - How did the pioneers use fire? [heat, light, cooking, cleaning, blacksmithing, making candles and soap]
 - e. *Flat Area* - If you were deciding where to plant your crops, would you choose a muddy river bottom, a slope or a flat area? [flat area is best] What would be the disadvantage of each? [muddy bottom is too wet, hard to plow; slope causes erosion; flat is farther from water source]
 - f. *Environment* - If you were a pioneer, what would you do to take care of the environment in your new settlement?
2. If time allows, students may complete Pioneer Survival Work Sheet. Refer to Supplement C.

Summary: (DL5)

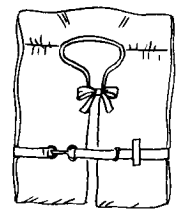
1. Describe how all members of the pioneer family contributed to the survival of the family.
2. How do you contribute to your family?

Follow-Up: (DL3)

1. Read a story about a pioneer family. Compare your family to a pioneer family. Make a list of similarities and differences.
2. Write a story using descriptive words about the boating experience.
3. Review water and boating safety rules and their importance.
4. Use an Integrated Language Arts strategy to write about the pioneers and how they used their environment to meet their needs.
5. Draw a picture of how the pioneers changed an area when they settled there. Discuss the changes. Were they good or bad?

Extension Activities:

1. Invite Miss Betty's Colonial Trunk to your school.
2. Construct a model covered wagon.
3. Sequence what the pioneers would do upon arriving at their settlement.
4. Dye cloth using plant materials to create various colored dyes. Refer to Project Learning Tree, pp. 42-43.
5. Make milk paint (dry milk and berries).



6. Tell how the Native Americans and pioneers lived together. Role play working together to get food and trading with the Native Americans. (MC)
7. Discuss how people feel when something is taken away from them. Explain how the Native Americans felt as the pioneers moved west. (MC)

Teacher Resources:

Books:

- < *Basic Rescue and Water Safety, American Red Cross. 797.
- < *Instructor's Manual for Rowing, American Red Cross. 797.1.
- < *Parents's Guide to Safe Boating, American Red Cross.
- < *Project Learning Tree, American Forest Institute, Inc.

Film:

- < *"I'm No Fool In Water," Disney Films, Board of Education. #429.

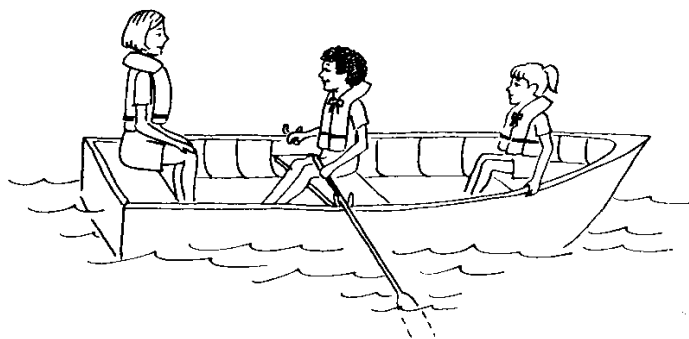
Supplementary Materials:

- < Grade 2 Social Studies Curriculum Guide, Anne Arundel County Public Schools, pp. 13-20.
- < Science Wizardry for Kids - "The Old-Fashioned Way to Paint - with Dirt, Berries, Milk and Blood," p. 92.
- < Science Wizardry for Kids - "Make Your Own Old-Fashioned Milk Paint," p. 93.



Water and Boating Safety Rules

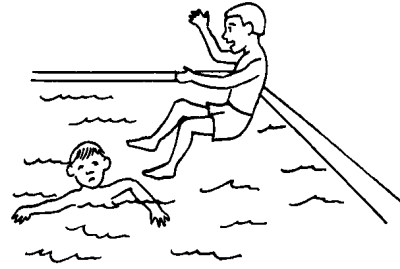
1. *Never go alone* to the waterfront, around a pool or when swimming.
2. Always wear a PFD (personal flotation device) when going near the water or in a boat.
3. Observe the environment around the water, noting possible hazards.
4. No horseplay such as pushing, shoving, etc. around the water.
5. Know how deep the water is before entering.
6. Walk, do not run on the pier or at the waterfront.
7. When entering or exiting a boat, stay low, move slowly and stay near the center line.
8. Remain *seated* while in a small boat. Too much movement can cause the boat to capsize.
9. Never jump into the water to "rescue" another person. Always call for help as loudly as you can and use a throwing assist.
10. Learn to swim. It is important and could someday save your life.
11. Do not tell someone you can swim when you really cannot.
12. Stay off the ice unless it has been determined to be a safe thickness by an authority.



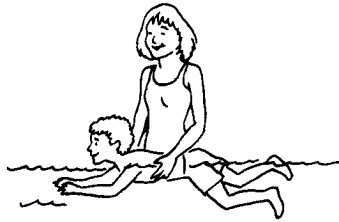
Water and Boating Safety Rules



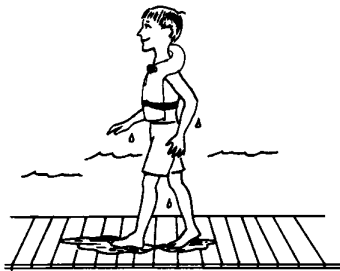
Swim with a buddy.



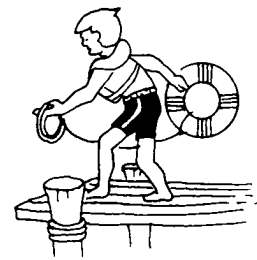
No horseplay.



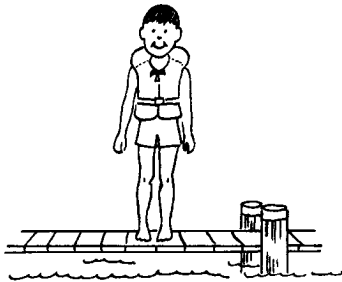
Learn to swim.



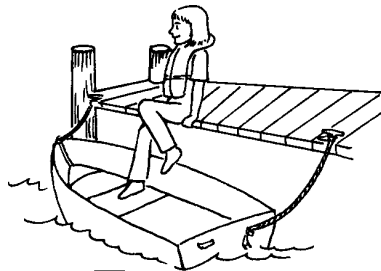
Walk on the pier.



**Use a throwing assist.
Don't go in.**



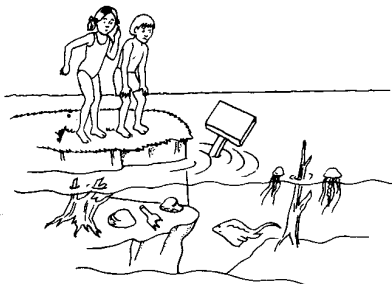
Wear a PFD.



Get in the right way.



Stay seated.



Look for problems.



Go only on safe ice.



Pioneer Survival

Draw an example of what the pioneers may have used for:

| | |
|--|---|
| <p style="text-align: center;">Food</p> | <p style="text-align: center;">Clothes</p> |
| <p style="text-align: center;">Shelter</p> | <p style="text-align: center;">Heat</p> |
| <p style="text-align: center;">Transportation</p> | |

