

# Frontier Highlights Tour Lesson Plans



## State Curriculum Framework Objectives

### Kindergarten

|        |         |        |      |
|--------|---------|--------|------|
| K.1.02 | a, b, c | K.4.03 | b    |
| K.2.01 | a, b, c | K.4.04 | a, c |
| K.2.02 | b       | K.5.01 | a, b |
| K.3.02 | a, b, c | K.5.02 | a, b |
| K.4.01 | b       | K.6.02 | b    |

### First Grade

|         |         |        |      |
|---------|---------|--------|------|
| 1.1.01  | a, d    | 1.4.01 | c    |
| 1.1.03  | b       | 1.4.04 | c, d |
| 1.2.01  | c       | 1.5.01 | c    |
| 1.3.01  | d       | 1.5.02 | a    |
| 1.3.0.2 | c, d, f | 1.6.01 | a    |
| 1.3.03  | b       | 1.6.02 | b, c |

### Second Grade

|        |         |        |      |
|--------|---------|--------|------|
| 2.1.02 | a, b, c | 2.4.04 | c    |
| 2.1.03 | a       | 2.5.01 | a, b |
| 2.3.02 | a, e    | 2.5.02 | b, d |
| 2.3.03 | b       | 2.5.03 | b    |
| 2.4.01 | c, d    | 2.6.01 | a, d |

For more information on other programs at the museum contact:  
 Public Programs Department  
 (615) 741-0830  
 (800) 407-4324  
 or online  
[www.tnmuseum.org](http://www.tnmuseum.org)

### Third Grade

|        |   |        |      |
|--------|---|--------|------|
| 3.1.01 | b | 3.5.01 | a    |
| 3.2.02 | b | 3.5.02 | c, d |
| 3.2.03 | f | 3.5.03 | a    |
| 3.3.02 | a | 3.6.01 | a    |
| 3.3.03 | d |        |      |

### Fourth Grade

|        |         |        |                   |
|--------|---------|--------|-------------------|
| 4.1.01 | a, b    | 4.4.02 | b                 |
| 4.1.04 | b, c    | 4.4.03 | a                 |
| 4.2.01 | a, c    | Era 3  | 4.5.07 a, b, c, d |
| 4.2.02 | b       |        | 4.5.08 a          |
| 4.2.04 | a, b    |        | 4.5.09 a, b       |
| 4.3.02 | b       |        | 4.5.10 a, b, c    |
| 4.3.03 | b, c, d |        |                   |
| 4.3.04 | a, b    |        |                   |
| 4.4.01 | b       |        |                   |

**A. Vocabulary** (*see glossary in appendix*)

|          |                   |             |
|----------|-------------------|-------------|
| frontier | haversack         | hearth      |
| fort     | spinning wheel    | blockhouse  |
| pioneer  | natural resources | buck        |
| weaver   | self-reliance     | tow         |
| loom     | Conestoga         | long hunter |
| linen    | dugout canoe      | warp        |
| flatboat | musket            | gristmill   |
| wool     | weft              | justice     |
| lean-to  | log cabin         | flax        |
| stocks   | drop spindle      | shuttle     |
| spindle  | bobbin            |             |

- 1 Have students define each vocabulary word.
- 2 Have students use each word in a sentence.
- 3 Have students complete the Word Search.
- 4 Create context clues game:

**For the teacher:**

- a. Write sentences on red sentence strips or strips of red construction paper omitting the appropriate vocabulary word.
- b. Write each vocabulary word on blue strips of paper.
- c. Put red sentence strips in a red pocket and blue word cards in a blue pocket inside a manilla folder.

**For the students:**

- a. Students pull a sentence strip from red pocket.
- b. Students look for appropriate word card from blue pocket.
- c. Students write complete sentences and hand in for evaluation.

**B. Then and Now Chart**

As a class make a chart comparing life in the 21<sup>st</sup> century to life on Tennessee's frontier.

Make comparisons about food, clothing, shelter, etc.

**C. K-W-L Chart**

As a class, make a "K-W-L" poster to be displayed throughout the lesson. Divide a chart or poster into three sections; label them as follows:

- 1 K-What we think we **know** about life on the Tennessee frontier
- 2 W- What we **want** to know about life on the Tennessee frontier
- 3 L- What we **learned** about life on the Tennessee frontier

Use pictures from the past and the present to encourage discussion. Fill in the K and W sections before your museum visit during class discussion.



## D. Group Discussion

❶ Discuss the terms frontier and pioneer emphasizing the fact there were also women and kid pioneers on Tennessee's frontier.

❷ Discuss and contrast the role and responsibilities of men, women and children in frontier times to the role and responsibilities of women and children today.

❸ Discuss natural resources. What natural resources attracted the long hunters and early pioneers to the Tennessee frontier? What natural resources did they depend on for survival?



❹ Have students draw a "blue print" of their houses and one of a "typical" frontier log cabin. Have students compare and contrast; add answers to Then and Now Chart.

❺ Have students name things frontier people or pioneers wore such as breeches or trousers, hunting shirts, waistcoats, shifts, petticoats, etc. Have students name things modern people wear. How are these articles of clothing similar to frontier clothing? How are they different? Add answers to Then and Now chart.

❻ Have students name and describe different modes of transportation on the frontier. Which method was the quickest? Why? Which method was the slowest? Why? Which method was the safest? Why? Which was the most dangerous? Why?

## D. Hands-on Activities

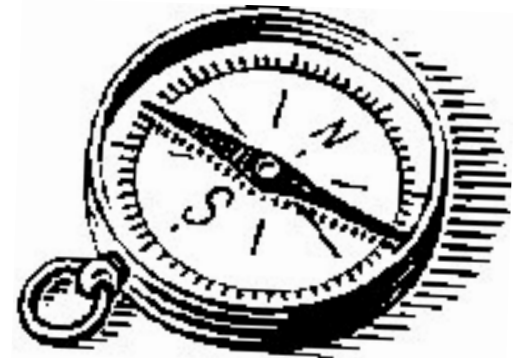
❶ Make a compass: Long hunters and early settlers often used a compass to help guide their paths throughout the frontier. Have students make compasses and use them with activity sheet number 1.

### Materials for each child or cooperative group:

small magnet          cork or piece of styrofoam  
nail                      plastic or glass pan of water

a. Push the nail through the center of the cork or styrofoam. Make sure some of the nail sticks out both ends.

b. Brush the nail across the magnet several times. Brush it in the same direction with each stroke. This will line up the electrons inside the nail, magnetizing it.



c. Drop the cork or styrofoam in a pan of water and watch what happens. It will float and bob a bit, then it will stop. The nail will point north. It lines itself up with the North Pole (a magnetic point on the earth).

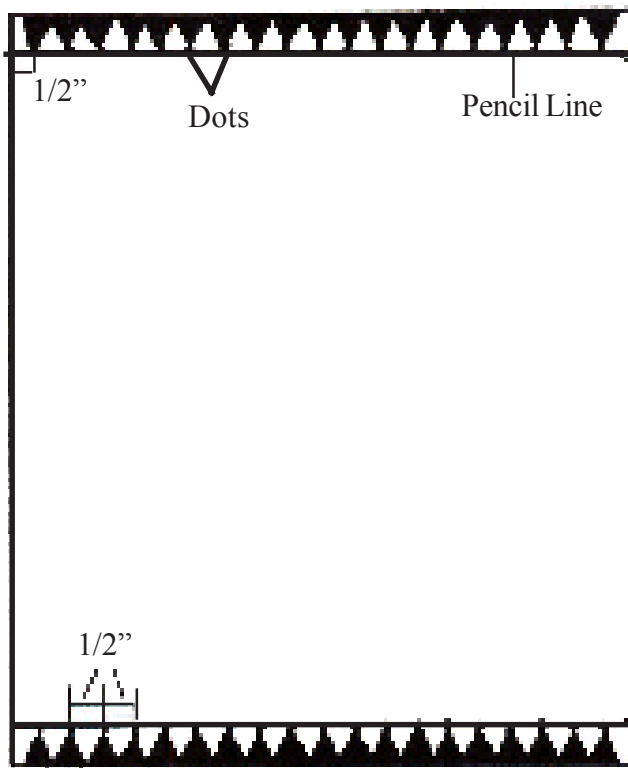
② “Churn” butter: Remember that pioneers practiced self reliance. For example, when they wanted butter, they made it in wooden buckets called churns. Children would turn a wooden paddle inside the churn which stirred cream eventually making butter.

**Materials for each child or cooperative group:**

glass jar with tight-fitting lid  
½ pint whipping cream      crackers

- a. Fill the jar a half or a third full of cream. Screw the lid on tight and begin shaking.
- b. Keep shaking the jar until the cream thickens, and then turns into butter. It will turn into a solid yellow ball, and the thin buttermilk will separate from it. It will take less than ten minutes for the butter to form. Spread on crackers and enjoy!

③ Weaving project:



**Materials for each child or cooperative group:**

pencil      stiff cardboard, 10 x 12 inches  
craft stick      ruler      Scotch tape      scissors  
1 to 2 yards each medium or heavy weight yellow yarn and blue yarn.

- a. Use the pencil and ruler to draw a line 1/2 inch in from 10-inch side of the piece of cardboard.
- b. Make a dot every ½ inch along the two lines.
- c. Use the scissors to cut v-shaped notches on both ends of the cardboard. The bottom of each v should be on the ½ inch dots, as shown in the drawing at left.
- d. Using yellow yarn as warp thread, prepare the loom for weaving.
- e. Use the blue yarn as weft thread and begin weaving.

④ Dye a white t-shirt or socks using onion skins.

Frontier people collected different plants to make dye to color their cloth and clothing. Children were usually given the job of collecting walnut shells (for brown), berries (blue or red), poplar leaves (yellow), or flowers (yellow or blue).

**Materials for one dye project:**

yellow-brown papery outer layers from six onions  
(Ask your grocery store manger for some when the vegetable bins are cleaned.)

large pot      measuring spoons  
water          vinegar          slotted spoon  
white, all-cotton T-shirt or socks

- a. Put the onion skins in the pot and cover them with water. Heat to a boil and simmer for 20 minutes. Let cool.
- b. Scoop out the onion skins. Heat the water again and drop the T-shirt or socks into the hot dye bath.
- c. To set the dye (so it won't wash out right away) add two tablespoons of white vinegar to the dye bath. Turn off the heat and let the shirt or socks soak in the dye for one hour.
- d. Wring the clothing out and put it in a sink or pan of cool water to rinse. Wring out the clothing and let it dry.  
(The color will depend on how many onion skins were used and how diluted



the dye was. No two projects will color the same.)

## Glossary

**frontier**– an unspoiled, unexplored, uninhabited region just beyond or at the edge of a settled area

**pioneer**– one who ventures into unexplored or unclaimed territory to settle

**self-reliance**– reliance or dependence on one's own abilities, judgements, or resources

**long hunter**– one who travels great distances on hunting trips for long periods of time

**musket**– a smoothbore shoulder gun used from the late 16<sup>th</sup> through the 18<sup>th</sup> century

**lean-to**– a shelter or shed having a roof with only one slope

**haversack**– a bag for supplies worn over one shoulder

**buck**– (1) the adult male of some animals such as the deer or rabbit; (2) slang for one dollar

**natural resources**– materials of use found in nature such as timber, water, mineral deposits, etc.

**dugout canoe**– a canoe made by hollowing out a log

**gristmill**– a mill for grinding grain

**log cabin**– a small house roughly constructed of logs

**hearth**– the floor of a fireplace usually extending into a room and paved with brick, flagstone, or cement

**flax**– a grasslike plant whose fibers can be spun into thread

**tow**– course thread spun from the fibers of a flax plant having a blonde color

**linen**– fine thread spun from the fibers of a flax plant

**wool**– the soft curly hair of a sheep used to make clothing

**drop spindle**– a stick about eight inches long with a wooden disk at the end acting as a weight

**spinning wheel**– a device used for making yarn or thread consisting of a foot or hand driven wheel and a single spindle

**spindle**– a pin or rod holding a bobbin or spool on which thread is wound on a spinning wheel

**bobbin**– a spool or reel that holds thread or yarn for spinning, weaving, sewing, or lace making

**weaver**– one who makes cloth by interlacing the warp and weft threads on a loom

**loom**– a machine from which cloth is made by interweaving warp and weft threads

**warp**– the yarn that runs up and down on a loom

**weft**– the crosswise threads that are woven over and under the warp threads

**shuttle**– a weaving device used to carry the weft thread back and forth between the warp threads

**fort**– a fortified place often used for defense or protection

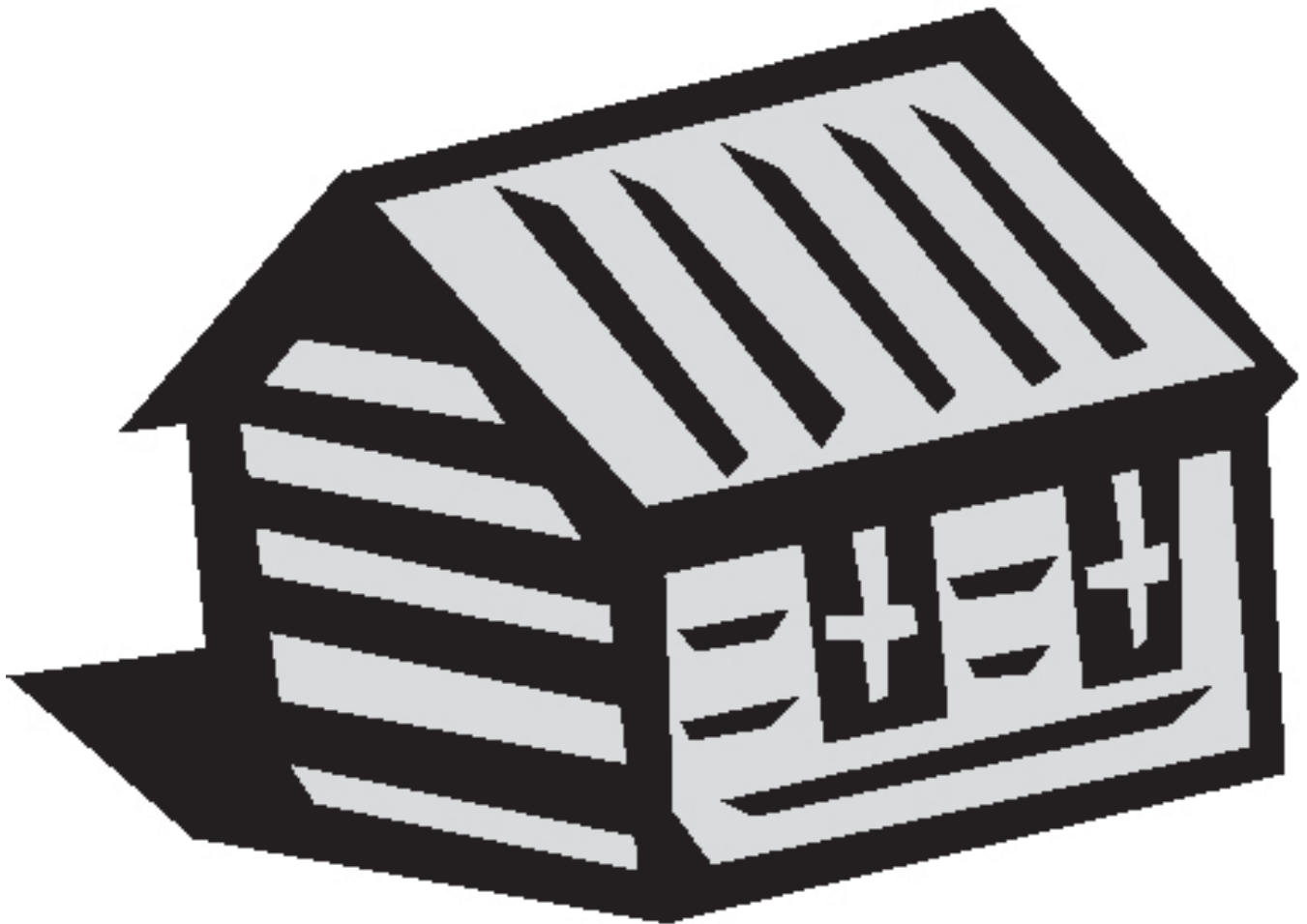
**blockhouse**– a fort made of squared timbers with a projecting upper story used for observation or defensive measures

**Conestoga (wagon)**– a heavy covered wagon with broad wheels used by American pioneers for travel

**flatboat**– a boat with a flat bottom and square ends used for transporting freight on inland waterways

**justice**– the upholding of what is right and lawful especially fair treatment or punishment according to the law

**stocks**– a former instrument of punishment, consisting of a heavy timber frame with holes for confining the head and wrists, or sometimes the ankles





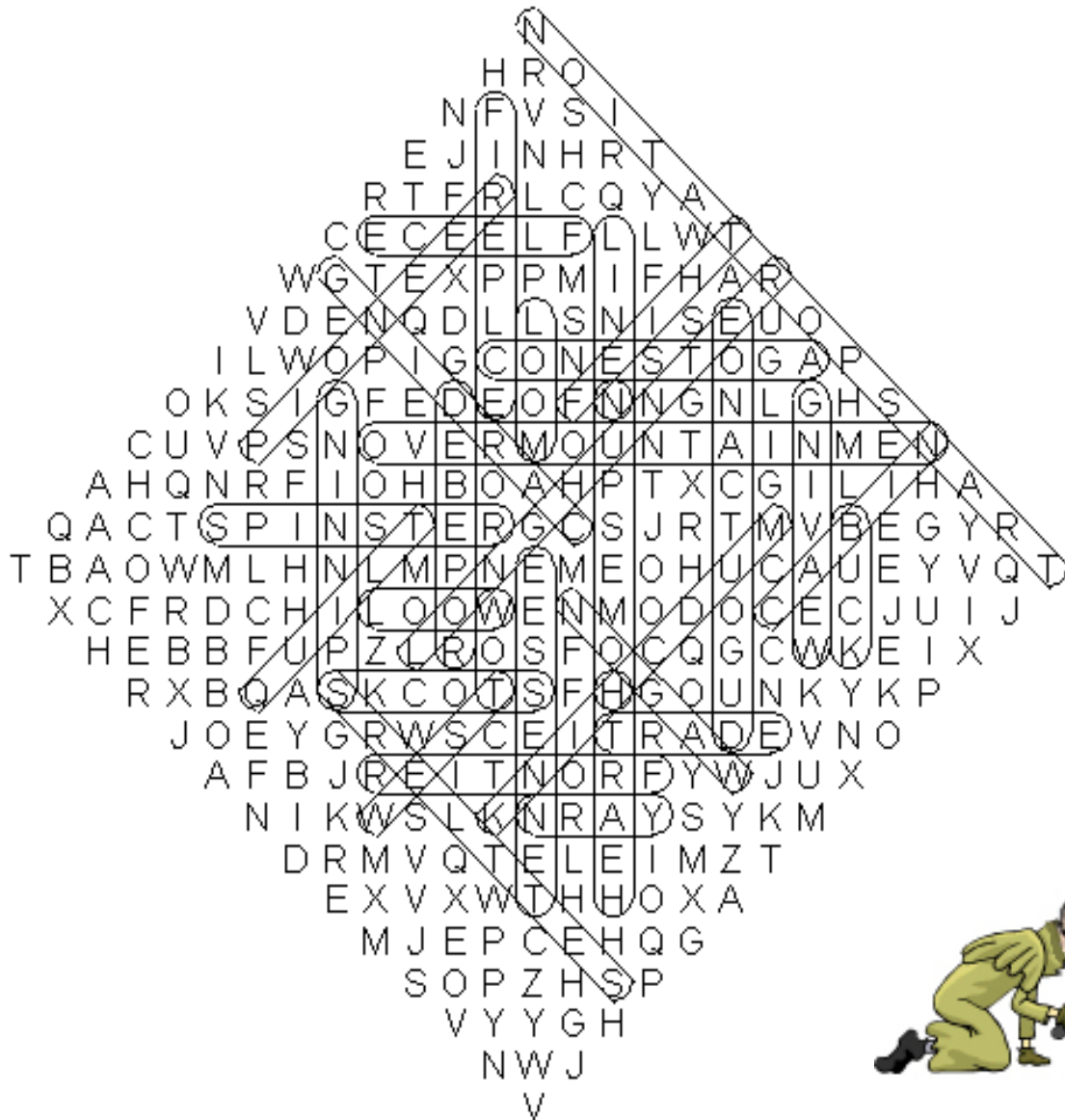
# FRONTIER

N  
 H R O  
 N F V S I  
 E J I N H R T  
 R T F R L C Q Y A  
 C E C E E L F L L W T  
 W G T E X P P M I F H A R  
 V D E N Q D L L S N I S E U O  
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 V



|              |                  |                |      |
|--------------|------------------|----------------|------|
| BUCK         | LINEN            | SPINSTER       | WOOL |
| CABIN        | LONG HUNTER      | STOCKS         | YARN |
| CARDING      | LOOM             | TENNESSEE      |      |
| CONESTOGA    | MUD CHINK        | THIEF          |      |
| DUGOUT CANOE | OVERMOUNTAIN MEN | TOW            |      |
| FIREPLCE     | PIONEER          | TRADE          |      |
| FLEECE       | QUILT            | TRANSPORTATION |      |
| FRONTIER     | ROPE BED         | WAGON          |      |
| HEARTH       | SETTLERS         | WEAVING        |      |
| HOMESPUN     | SPINNING         | WEST           |      |

# FRONTIER



|              |                  |                |      |
|--------------|------------------|----------------|------|
| BUCK         | LINEN            | SPINSTER       | WOOL |
| CABIN        | LONG HUNTER      | STOCKS         | YARN |
| CARDING      | LOOM             | TENNESSEE      |      |
| CONESTOGA    | MUD CHINK        | THIEF          |      |
| DUGOUT CANOE | OVERMOUNTAIN MEN | TOW            |      |
| FIREPLCE     | PIONEER          | TRADE          |      |
| FLEECE       | QUILT            | TRANSPORTATION |      |
| FRONTIER     | ROPE BED         | WAGON          |      |
| HEARTH       | SETTLERS         | WEAVING        |      |
| HOMESPUN     | SPINNING         | WEST           |      |