

Historic Prophetstown



Education Department

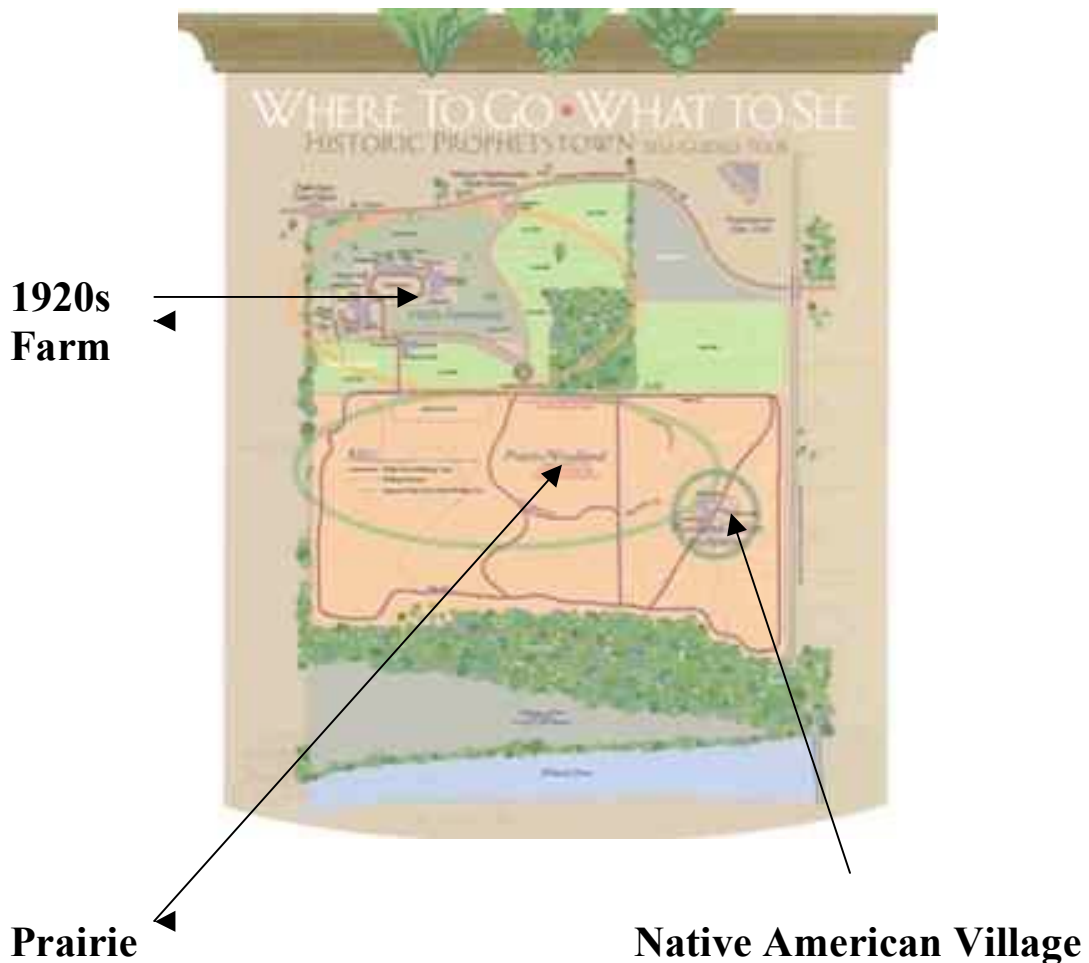
Grade Levels: K thru 4

Teacher Self-Guide:



Our Mission is to enhance public awareness of the history of the Wabash River Valley region of Indiana.

We are dedicated to enhancing public awareness of the history of the Wabash River Valley region of Indiana. Discover a three way mirror to the past that reflects the valuable lessons about those people who hunted, farmed, loved, lost, and changed the land over the last 200 years.



The Teacher's Self Guide

The teacher's self guide is designed to provide an abstract of the educational opportunities available at Historic Prophetstown. The site encourages using observation, participation and discussion in the learning process. The three unique states of the Wabash Valley land provide ample opportunity to observe the major changes that have taken place in the past 200 years and provide ample opportunities for thought and discussion.

While there are hundreds of artifacts and reproductions to be experienced at Historic Prophetstown, the Key Learning Points help to focus on the important interpretative lessons.

The Prairie, reconstituted thru collaboration with the Indiana Department of Natural Resources, and Purdue University presents the land, prior to settlement. Demonstrated are the ecosystem, and habitat that have been in this region since the end of the last glacier period in North America.

The Native Village provides a reproduction of the significant buildings at the Native American settlement. It also provides an interpretation of the agricultural practices employed by them. Finally, the village offers the opportunity to understand a Native American perspective of the social and political issues tied to the United States settlement in the Northwest Territory.

The 1920s Farmstead provides the ability to contrast agricultural practices of Native Americans, the 1920s, typical of the first half of the century, to that of the chemical and mechanical revolutions after WWII. Concurrently, the Farm house provides a view of rural family life in the early 20th century.

Because "WE DO HISTORY" there is a unique opportunity to enhance the learning experience. Not only does the student see artifacts and reproductions, they can observe the actual practices and methods used during these eras.

The Prairie



Key Learning Points:

Primary Ecosystem populated by grasses and flowering plants

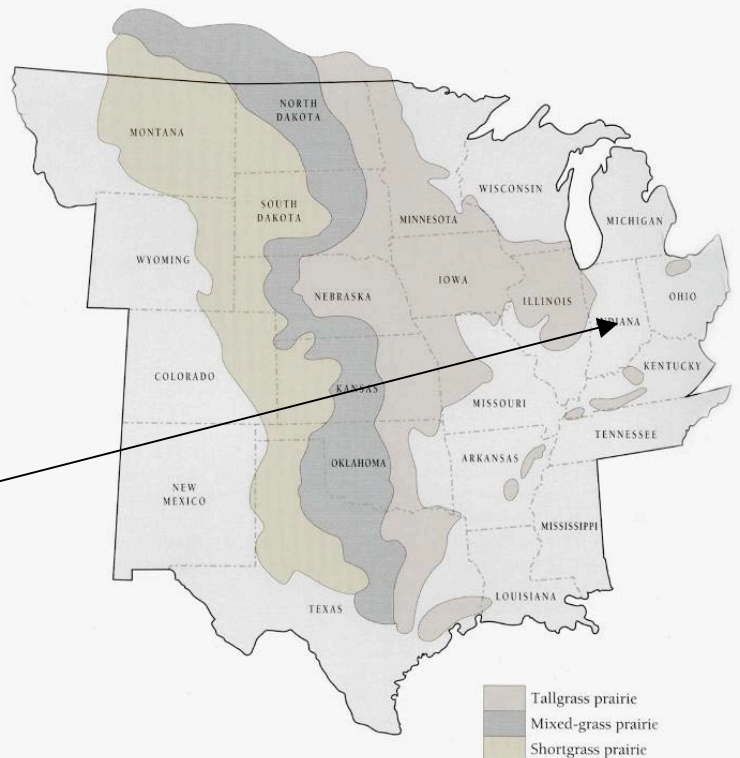
Large percentage of a prairie plant's structure is found in the soil (root systems) where it decays, insuring renewable fertility

The Ecosystem is dependent on fire that eliminates trees and large brush plants. The sources of the fires can either be natural or man made (to assist in cultivation)

Prairies provide habitat to grazing and burrowing animals, and ground nesting fowl



TALLGRASS PRAIRIE



Prophetstown

This map shows the original boundaries of tallgrass, mixed-grass, and shortgrass prairies that once spanned much of mid-America. Today only small remnants of the tallgrass prairie remain unplowed or undeveloped.

Native American Village



Key Learning Points:

Shawnee brothers, Tenskautawaw (Tens-Kwau-Ta-Waw) and Tecumseh leave Ohio Shawnee and settle at Prophetstown in the spring of 1808

The new community was the spiritual, social, and political capital of a new Native American confederation

Spiritually and socially the confederation returned to traditional beliefs and practices. They rejected the “trade based” lifestyles of Native Americans adopted by the “Government Tribes” (Delaware, Miami, and Shawnee)

Politically the confederation was committed to stopping expansion of United States settlement into “Indian Territories”. It had members from 14 tribal nations. The confederation allied with the British during the War of 1812

The village was sacked by United States forces on November the 8th, 1811 and abandoned in 1812



1920s Farmstead



Key Learning Points:

Represents agriculture before the chemical and mechanical revolutions (post WWII tractors, electricity, fertilizers, and pesticides)

Beginning of the “farm exodus” (1920 is 1st year that urban pop. Exceeds rural)

Prior to wide spread rural electrification

Animal and wind power for farm operations

Beginning of gasoline powered transportation (cars and trucks)



The Farm House



Key Learning Points:

Modeled after Sears “Hillrose” house from the 1918 catalogue

Food was dependent on the “Farm raised” products

- Eggs
- Meat
- Dairy
- Vegetables

At this time the house was the “Home of the Future”

- Running water (1%)
- Indoor plumbing (5%)
- Electricity (11%)

Percentages of homes in 1920 with these features

Technologies

- Ice box
- Wood stove
- Telephone
- Electric wash tub
- Player piano
- Victrola record player



Supported Indiana Academic Standards for Social Studies

Kindergarten

K.1.1 Compare people, objects, and events of today and long ago.

Both the Native American village and the 1920s Farmstead offer excellent opportunities to make the comparisons between the past and present

Grade 1

1.1.1 Identify examples of things that have changed and things that have remained the same as students compare their lives with the lives of family members, such as parents and grandparents.

The 1920 Farmhouse is an excellent venue for demonstrating these comparisons, demonstrating those things that have change in family life and those that remain the same.

Grade 2

2.1.1 Listen to historical stories and compare daily life in the past and present.

2.1.2 Identify changes that have occurred in the local or regional community.

The contrast of the Prairie, Native American Village, and the Farmstead provides a dramatic story of change in the Wabash region.

Grade 3

3.1.2 Explain why and how the local community was established and identify founders and early settlers.

3.1.3 Describe the role of specific communities in the development of the region.

3.1.4 Give examples of people, events, and developments that brought important changes to local community or region.

The contrast of the Prairie, Native American Village, and Farmstead identify the founding and changes to the community, providing a dramatic story of settlement and growth in the Wabash region

Grade 4

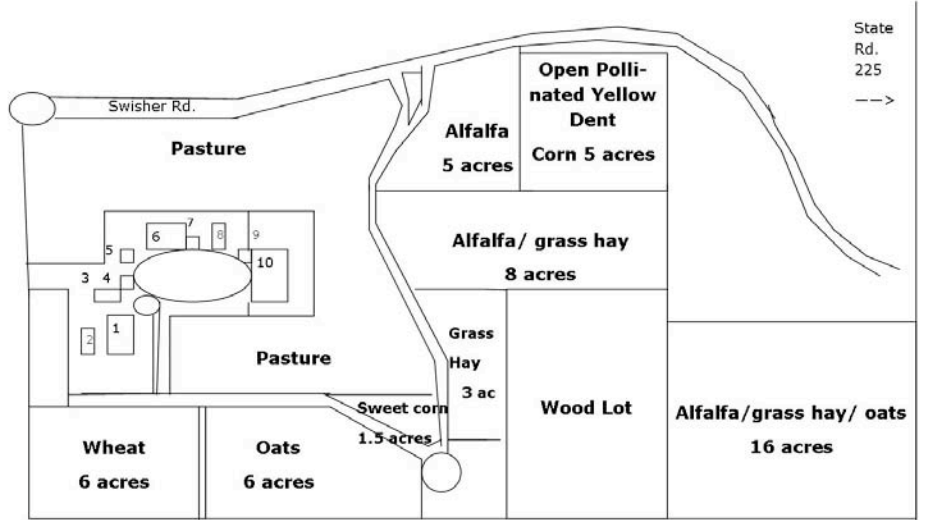
4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.

4.1.9 Give examples of Indiana's increasing agricultural, industrial, and business development in the nineteenth century.

We ARE Tecumseh, Tenskwaitawaw, and Prophetstown.

We provide the unique experience of viewing the land as prairie, early Native American agriculture, and the development into early 20th century agricultural practices.

Crop Map



Key

- | | | | |
|---------------------------|----------------------------------|-------------------|----------|
| 1. Farmhouse | 4. Model T Garage | 7. Model A Garage | 10. Barn |
| 2. Tenant House | 5. Chicken Coop | 8. Corn Crib | |
| 3. Smokehouse/Garden shed | 6. Machine shed/ Blacksmith shop | 9. Milk house | |