

## Pioneer Bear

**Literature Annotation:** Pioneer Bear by Joan Sandin (Scholastic Inc., New York, 1995). Joan Sandin based this book on a true story that took place in Minnesota. To write this story, she used the Orrock family picture that she found at the Minnesota Historical Society and information from members of the Orrock family. The Orrocks are descendants of the Irwin family in the story. The story tells of a photographer who traveled thirty miles from the town to the Orrock farm to take a picture of Andrew Irwin's dancing bear.

**Grade Level:** 2

### **Maryland State Voluntary State Curriculum (VSC):**

**Economics Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.2.a Identify the natural, capital, and human resources used in the production of a good or service (Grade 2)
- 4.A.3. Examine how technology affects the way people live, work, and play. (Grade 2)
- 4.A.3.a Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers (Grade 2)
- 4.A.3.b. Analyze why consumers use technology in their daily lives (Grade 2)

**Geography Standard:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- 3.C.1 Explain how transportation and communication link places by the movement of people, goods, and ideas (Grade 2)

**Reading Standard:** Students will use a variety of strategies to understand what they read (construct meaning).

- 1.D.2 Use strategies to prepare for reading (before reading) (PK-Grade 3)

### **Objectives:**

- Students will be able to explain how the Irwin family used the physical environment to meet their needs.
- Students will be able to identify natural, capital, and human resources.
- Students will be able to identify ways of communication that linked communities long ago.
- Students will be able to identify items people use to meet their wants today compared to those used during pioneer days.
- Students will be able to compare pioneer jobs with jobs today.

### **Economic Vocabulary:**

**technology** - Skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.

**economic resources** - the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

**natural resources** - The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

**human resources** - The health, strength, talents, education and skills that humans can use to produce goods and services.

**capital resources** - the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

### **Additional Vocabulary:**

pioneer

photographer

root cellar

smoke house

### **Materials:**

*Pioneer Bear* by Joan Sandin

“Alike and Different” Worksheet, one for each group of 4 students

“Meeting Wants of the Pioneer Family and My Family” picture cards, one set for each group of 4 students

“Camera” Worksheet, 1 for each student

### **Teacher Background:**

A personal narrative is one of the oldest forms of story telling. Long ago people sat and told one another about their experiences. Today personal narratives are found in books such as biographies and histories, and in newspapers and magazines. Students may need more information about this period in history. The Laura Ingalls Wilder *Little House* series can provide this information.

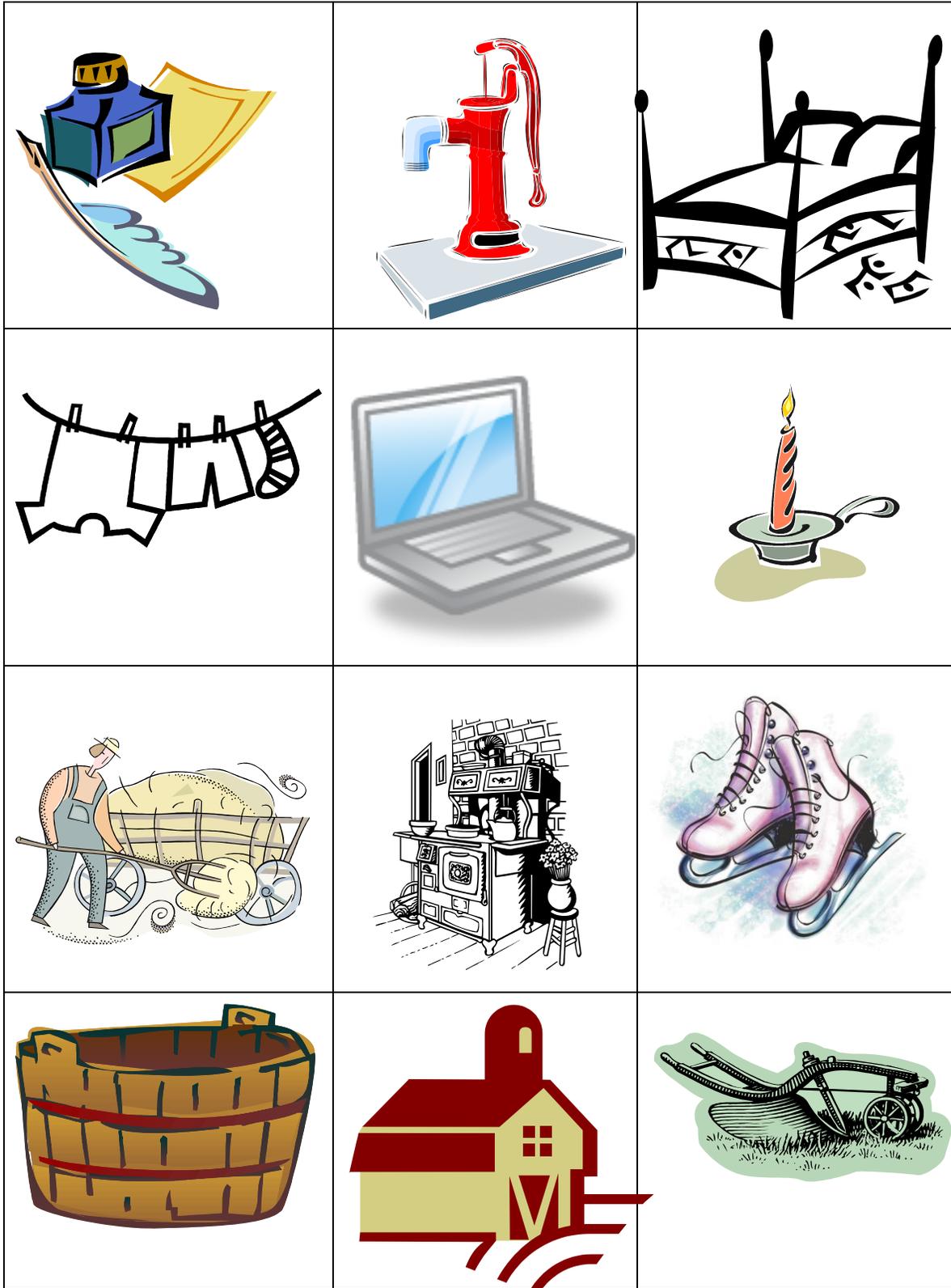
### **Lesson Development**

1. Motivation: Define “pioneers” as early settlers in a new territory. Show the students the front cover of *Pioneer Bear*. Ask them to think about what they might know about this family by looking at this picture. Tell them to share their information with a partner. Then have all students share their information with the class; write their responses on the chalkboard.
2. Tell students that you are going to read a true story about a pioneer family in Minnesota; then they will look at the information that is listed on the board to see if their predictions were correct. Explain that the author used a photograph and information given to hear from relatives of the Irwin family to write the story. Locate Minnesota on a map of the United States.
3. Read *Pioneer Bear*.

4. Discuss the book by asking the following questions.
  - How do you think the photographer heard about the dancing bear? *(Someone visiting the farm may have gone into town and told someone or maybe a member of the family told someone when they were in town.)*
  - Show the students page 11 and ask them to describe the physical features of the land traveled by the photographer. *(The land is flat with trees and plants- it is prairie land.)*
  - How did the Irwins meet their needs? *(They lived in a log cabin and grew most of their own vegetables and raised animals for meat.)*
  - Name some of the jobs that family members had on the farm. *(Washing clothes, plowing fields, cooking meals, gathering vegetables for the root cellar, storing meat in the smokehouse, piling wood for cooking and heating in the cold winter, gathering eggs, and feeding the animals)*
  - Name some natural resources and tell how the Irwins used them to meet their wants. *(Water- washing clothes, cooking, and eating; trees- building houses, barns, fences and furniture; berries and vegetables- food; animals- transportation and food)*
  - Name some capital resources and tell how the Irwins used them to meet their wants. *(Plow- tilling the soil; wooden tub- laundry; smokehouse- store meat; stove- cooking; wagon- gathering and moving crops)*
  - Why did the Irwins have a root cellar and a smokehouse? *(They lived in a time when people did not have refrigerators. This was how they stored their food to keep it from spoiling.)*
  - How did the photographer use natural and capital resources? *(Horse- Natural- for transportation; Camera- Capital- to make a living)*
  - Why would the photographer be called a human resource? *(He used his skills to provide a service for people.)*
5. Have students revisit their predictions about the book. How many of those predictions were true? Discuss.
6. Place students in groups of 4. Give each group an envelope containing 12 pictures and the “Alike or Different” worksheet. Tell students to sort the pictures into three groups. One group will show items used by pioneer families, the second group will show items used by their families today, and the third group will show items used by both groups. After groups have finished the task, discuss the reasoning behind their decisions.
7. **Closure:** Give students a copy of the “Camera” worksheet and tell them that photographs are a good way to learn about history. Pictures give us information about the way people use resources to meet their wants. Tell them that they are going to draw two pictures. The first picture will show one member of a pioneer family doing a job. The second picture will show a

family member doing a similar job using modern methods. Direct them to label and color their pictures. (Example: The first picture might show a girl wearing a long dress standing at a well with a bucket of water. The second picture could show a girl standing at a kitchen sink getting a glass of water. The title could be: Getting Water Pictures.) Have students share and explain their pictures with the class.

## Meeting the Wants of a Pioneer Family and My Family



**Meeting the Wants of a Pioneer Family and My Family  
Alike or Different**

**Items Used Only by a Pioneer Family**

**Items Used Only by a Family Today**

**Items Used by Both Families**

## Camera

**Directions:**

1. In the first "camera", draw a picture of a member of a pioneer family doing a job.
2. In the second "camera", draw a picture of someone doing the same job today.
3. Label and color your pictures.

