Lesson: Early Settlers in Lansing
Food, Shelter, and Clothing

Lesson Abstract
This lesson for second graders focuses on the first settlers to come to the Lansing area. It builds on a previous lesson, which discussed Native Americans in the area, and focuses on the cultural universals food, shelter, and clothing. Students will hear about the lives of the settlers and the choices they had and then draw pictures to add to a co-constructed class timeline.

Rationale
Based on interviews with the students, I realized that the class had many misconceptions about the people of the past. They could only name how they were different from us, and said they wore “funny” clothing, lived in small old houses, and hunted. They did not understand why the people of the past were different or how they might also be similar to us. Because of this, I decided to focus the lesson on the cultural universals food, shelter, and clothing. I also knew from the interview that the students had difficulties understanding time and who had lived in the area in the past. The lesson uses timelines to address these issues.

Resources
- Globe
- Timeline on board to use while giving information (see Table 1)
- Pictures that illustrate clothing, food, and shelter of early settlers in Lansing.
- Large timeline for hallway to put student work on
- Class assignment sheets (see attached)
- Home assignment sheets (see attached)
- Colored pencils or crayons and pencils

General Comments
To prepare for this lesson, draw the timeline and associated words on the board. Gather globe and pictures to be used during discussion. The intent of this lesson is to help the students understand that the people of the past had different types of food, shelter, and clothing based on the choices they had at the time. It is also to help students form a better understanding of time and the past.

Standards and Benchmarks
Michigan Curriculum Framework
1.1.3 Distinguish among the past, the present, and the future.
1.1.2.1 Describe how people use the environment to meet human needs and wants.

GLCE
2-H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
2-H2.0.4 Describe changes in the local community over time
Main Ideas to Develop
- Food, shelter, and clothing are basic needs that everyone in the world and all through time shares.
- The weather affects what people in an area wear, what they eat, and what kind of shelter they have.
- In the past, different materials were available to make shelters from. Settlers made their houses from materials they could find nearby such as trees and mud.
- Settlers grew their food in farms just big enough for their own family or to trade with other community members. They only ate foods that grew in the local area.
- Settlers had some domesticated animals to eat but also hunted and fished.
- Settlers made clothing out of raw materials that were available to them like wool and animal skins. The dyes for clothing came from nature and meant they did not have as many colors of clothing as we do today.

Starting the Lesson
Remind class about what they have learned about history. Ask and remind them that history is a story about the past. Have several students share a part of their history. Ask the students about when their families came to Lansing and illustrate how that is a part of their family history and the history of the city.

Suggested Lesson Discussion
Today we are going to talk about the history of Lansing and the kinds of people who lived here. You are a part of that history too, because you all live in Lansing today. Remember we learned about Native Americans in Lansing, today we are going to learn about the next group of people to come to the area. We are focusing on three main ideas. Clothing, food, and shelter. (make sure students understand what shelter means). These three things are special because all over the world and all through time people need them. We are going to talk about how they have changed over time and specifically how the first settlers lived in the Lansing area.

Introduce the timeline, which is drawn on the board, but not filled in. Remind the students what a time line illustrates. One color should be used for each time period.

| Table 1 |
|-----------------|-----------------|-----------------|-----------------|
| **Long long ago** | **long ago** | **today** | **the future** |
| Native Americans | Settlers | Us | When we go to college/Our Children |
| Food | (filled in previously) | (fill in during lesson discussion) | (fill in with student examples) | (home assignment) |
| Clothing | | | |
| Shelter | | | |
First ask the students about today and the types of clothing they wear, foods they eat, and houses they live in. Fill these each in on the chart as you talk through these examples. Continue to add words and pictures to the timeline as the lesson progresses through the food, shelter, and clothing of the settlers.

We learned about the Native Americans who were the first people to live in the United States and here in Lansing. The next people to come to the United States many years later were settlers from Europe. That was about 500 years ago. They came from Spain, France, England and other countries across the Atlantic Ocean to the coast of the United States. (Point out these places on the globe.) The settlers began to spread out around the continent. Some of them came to Michigan and the area that is now Lansing. It's actually a tricky story about how some of the first settlers came to Lansing. These two brothers came to the area and checked out the land. Then they went back to New York to try and sell the land, but they told the people there was already a town here, with a church and a square. They were tricking the people who bought the land and did not realize they were lying until they moved all of the way here from New York.

Now everyone imaging coming to a new area where there aren’t any houses yet or schools. The settlers had to build shelters to protect themselves, just like we do today. There were a lot of trees in this area, so what do you think the settlers made their homes out of? It took about 50-60 trees to make just one house. They stacked the logs and filled the gaps with pieces of wood and mud. They could only use materials they found in the local area. Why didn’t they use palm tree leaves for the roof of their homes? They had pine trees and other kinds of trees that grow here in Michigan.

What other things did the pioneers need? One thing is food. We remember how the Native Americans hunted and gathered to get their food. The settlers began to grow their own food and raise domesticated animals like pigs and sheep. They grew grain, made butter and raised bees for honey. Mostly they grew things for their own families, but sometimes they traded with neighbors or sold things at the local store. They also grew crops like corn, pumpkins, apples, potatoes, and cabbages. They also still hunted and fished used other foods growing in the wild. They made jelly with wild grapes or blackberries for example. Why do you think the settlers did not have bananas? The weather determines what kinds of food can be grown in a local area.

Another thing that everyone needs is clothing. The settlers wore clothing that looks very different from what we wear today. We choose our clothing based on the weather, and the winters were very cold for the settlers. Their clothes are very heavy. They made their clothes out of wool or flax because those are materials they could easily get. They did not have man made fabric like we do today, and even cotton was rare in Michigan. They made shoes from animal skins. The colors of the clothes were dark and earthy because they had to make dye colors from things in nature. The patterns were simple because the women sewed all of the clothes for the family and it took a very long time.
Activity
Have students return to their tables. There are 6 groups. Each student fills out a page that says, “Long ago setters ate (or wore, or lived in) ______.” Each student fills out one of these sheets, all students at one table have the same sheet (3 different sheets, 2 groups with each sheet). Students write a few words and draw a picture according to the instructions on their sheet. Before they begin, model the assignment and do an example together for each eat, wear, and live in using the examples they gave for today. Circulate to make sure each group is clear about what they are going to do.

When they are done, students take each picture to one teacher to put it into the computer and then to the other teacher to add it to the big timeline in the hall. The timeline will be similar to the one we used on the board only larger so each student can post their picture. (Teacher will ask students individually about their picture and where it goes on the timeline to make sure they understand.)

Summarize
The settlers came to Michigan and Lansing after the Native Americans were here. First the people came across the ocean from Europe and then they spread out and reached Michigan about 200 years ago. The settlers had different choices than we do today so our clothes, food, and shelter are all different. Some of the things of the past we still do today. For example we still hunt, wear wool clothing, and eat corn, but today we have a lot more choices.

Look over the drawings on the timeline and discuss what the students created.

Assessment
Have each student write in their journals when they are finished with their picture. They should answer the question, “what is the most important thing that you learned today?” (Write the question on the board).

Home Assignment
Students will fill out a similar sheet to the assignment sheet, but this one focuses on the future. They can choose to draw a picture of what we might wear, eat, or live in, in the future. Emphasize that we will have new and different choices then that do not exist today and we have to be imaginative to come up with new ideas.

Accommodations
Instruction includes a color-coded timeline/graphic organizer to help visual and special needs learners. Information is presented orally and visually with both words and pictures. The activity allowed students to answer with both pictures and words to give more students a chance to be successful. Teacher also has time to talk to students individually to scaffold when necessary during assignment and while placing pictures on the timeline. Assignment was open so that high achieving students could add more detail and students with trouble writing could write words rather than sentences.