From Forests to Farms and Towns:
State Parks and Settlement of Indiana

Key Objectives

This unit is designed to help students learn about the challenges that Indiana's early settlers faced by looking at the lives of four families who settled on land that eventually became part of Indiana's state parks system.

State Parks Featured

- Turkey Run State Park (www.stateparks.IN.gov/2964.htm)
- Spring Mill State Park (www.stateparks.IN.gov/2968.htm)
- Mounds State Park (www.stateparks.IN.gov/2977.htm)
- Lincoln State Park (www.stateparks.IN.gov/2979.htm)
- Potato Creek State Park (www.stateparks.IN.gov/2972.htm)

Activity:	Standards:	Benchmarks:	Assessment Tasks:	Key Concepts:
Daily Life for Indiana Settlers	SS.4.1.6	Explain how key individuals and events influenced the early growth and development of Indiana.	Be able to describe the challenges of daily life as a settler of Indiana's frontier during the pioneer era. Students will research source materials and write a skit about daily life in early Indiana.	Daily life in the first half of the 18th century Tools used by early settlers African-Americans in Indiana What cemeteries tell us Trade and industry
	SS.4.1.9	Give examples of Indiana's increasing agricultural, industrial, political and business development in the 19th century.	Be able to describe the challenges of daily life as a settler of Indiana's frontier during the pioneer era. Students will research source materials and write a skit about daily life in early Indiana.	
	SS.4.3.8	Identify the challenges in the physical landscape of Indiana to early settlers and modern-day economic development.	Be able to describe the challenges of daily life as a settler of Indiana's frontier during the pioneer era. Students will research source materials and write a skit about daily life in early Indiana. Use skit to explain how settlers had to change the landscape in order to farm the land and what lasting impact this had.	
	SS.4.4.3	Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.	In the skit, students should discuss the sorts of jobs people did to earn money for their families, i.e., the ways people in the pioneer era earned a living.	
	SS.4.4.1	Give examples of the kinds of goods* and services* produced in Indiana in different historical periods. * goods: tangible objects, such as food or toys, that can satisfy people's wants and needs * services: actions that someone does for someone else, such as dental care or trash removal	Students will examine what the families we are studying did to contribute to their local economy.	
	ELA.4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend or novel; identify the theme and provide evidence for the interpretation.	In writing the script for the skit, students will exercise their ability to paraphrase and retell a story with a theme and supported with evidence.	
	ELA.4.RL.2.3	Describe a character, setting or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	In writing the script for the skit, students will describe characters, setting and events in a story with details and plot.	

Activity:	Standards:	Benchmarks:	Assessment Tasks:	Key Concepts:
Home, Sweet Home	SS.4.1.9	Give examples of Indiana's increasing agricultural, industrial, political and business development in the 19th century.	By examining and then describing the photographs provided, students will gain an understanding of 19th century lifeways and economy.	
	SS.4.4.3	Explain how both parties can benefit from trade and give examples of how people in Indiana engaged in trade in different time periods.	By examining and then describing the photographs provided, students will gain an understanding of 19th century lifeways and economy.	
Living and Dying: Huggart Settlement and Porter-Rea Cemetery	SS.4.1.7	Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.	Through their research into the Huggart Settlement and the Porter-Rea Cemetery, students will understand the role that anti-slavery groups played in ending enslavement of African-Americans, the importance of free settlements in the north, and the meaning and importance of cemeteries.	
	ELA.4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	Students will use the virtual tour to summarize and describe the Porter-Rea Cemetery and its importance.	
A Century of Change	SS.4.1.15	Create and interpret timelines that show relationships among people, events and movements in the history of Indiana.	By examining Indiana in 1860 and comparing it to Indiana in 1960, students will understand how population and demographics in Indiana evolved over a century.	
	SS.4.3.9	Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana, and in the state's location as a crossroads of America.	Students will gain an understanding of how the means and necessity of transportation has changed over time through their study of 1860 and 1960 Indiana maps.	
From Rivers to Reservoirs	SS.4.3.8	Identify the challenges in the physical landscape of Indiana to early settlers and modern-day economic development.	By studying maps of Indiana's rivers and lakes, students will understand the importance of the water supply and rivers as transportation.	
	SS.4.3.9	Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana, and in the state's location as a crossroads of America.	By studying maps of Indiana's rivers and lakes, students will understand the importance of the water supply and rivers as transportation.	

Key Resources

Turkey Run State Park:
- Turkey Run State Park Interpretive Master Plan
(www.in.gov/dnr/parklake/files/SP-Turkey_Run_IMP2008.pdf)
- Turkey Run State Park History
(books.google.com search "Turkey Run State Park: a history and description")

Spring Mill State Park
- Bringing Back Spring Mill: Stories and Structures
(www.stateparks.IN.gov/2410.htm)
- 1863: Stepping Back into Spring Mill Village
(www.stateparks.IN.gov/2410.htm)
- 19th Century Indiana Grist Mills (www.in.gov/history/files/7001.pdf)

Mounds State Park
- Bronnenberg House Quick History (www.stateparks.IN.gov/2410.htm)
- Bronnenberg House History (www.stateparks.IN.gov/2410.htm)

Lincoln State Park
- Lincoln Neighborhood Walk
(www.in.gov/dnr/parklake/files/sp-Lincoln_walk_brochure.pdf)
- Lincoln Boyhood National Memorial (www.nps.gov/libo/index.htm)
- Lincoln Boyhood in Indiana (www.in.gov/lincoln/pdfs/Lincoln_Boyhood_Home.pdf)
- Indiana Historical Society Brief Biography of Abraham Lincoln
(www.indianahistory.org/our-collections/reference/notable-hoosiers/abraham-lincoln#.VC2dImddW-k)
- The Lincoln Institute
(http://abrahamlincolnsclassroom.org/abraham-lincoln-state-by-state/abraham-lincoln-and-indiana/#indy)

Potato Creek State Park
- Huggart Settlement
(indianapublicmedia.org/momentofindianahistory/portrait-black-life-young-state/)
- Early African-American Settlements
(www.imcpl.org/kids/blog/?p=5947%20%E2%80%A2%20Porter-Rea%20Cemetery:%20www.thenatatori)
- South Bend Center for History – Huggart Settlement
(centerforhistory.org/learn-history/local-history/local-african-american-history)
- Indianapolis Star Huggart Settlement Article
(www.indystar.com/article/99999999/NEWS06/302110003/Free-black-man-started-settlement-1837)
- Huggart Settlement Historical Marker (www.in.gov/history/markers/371.htm)
- Porter-Rea Cemetery Historical Marker (www.in.gov/history/markers/25.htm)

Activity 1: Daily Life for Indiana Settlers

Activity Summary

In this activity students will work in groups to research the history of daily life for Indiana settlers using one or more of four families connected with sites that are now Indiana State Parks — the Lusks at Turkey Run, the Bronnenbergs at Mounds, the Lincolns at Lincoln, and the families who lived in the Pioneer Village at Spring Mill. Each group will use its research to write a short skit that they will perform for classmates. After each group has performed, individual students will write a one-page paper comparing and contrasting each group's skit.

Activity Length: 90 minutes over two days

Background

Turkey Run State Park

After the end of the War of 1812, the **Indiana Territory** was finally under control of the United States. The British had withdrawn completely and ended their support of and alliance with American Indians in the United States. This result led to the opening of the land to settlement by whites. After the War of 1812, the Indiana Territory began to see more stability, which in addition to making land cheap and available, also encouraged settlement.

Salmon Lusk, a veteran of the War of 1812, moved from Vermont to Parke County, Indiana in 1822. At the Narrows of Sugar Creek, he established a **gristmill** and sawmill business. The land was rich in trees, being an **old-growth forest**, which became the legacy of the Lusk family a century later when the area became the nucleus of Turkey Run State Park. Salmon Lusk and his family were successful in their business. Around 1840 they built a two-story brick house that still stands. As prosperous as they were, the Lusks were also like typical settlers. They had to work hard every day to provide food, clothing and shelter for themselves and their children.

Mounds State Park

Members of the Bronnenberg family were the first people of European descent to settle on the land that is now Mounds State Park. They lived on and worked the land for several generations. Their legacy is the purposeful preservation of the mounds and the **Federal-style** brick home that remains standing on the property.

Frederick Bronnenberg, Sr. came to the United States from Germany around 1800 and made his home in Pennsylvania. There he met and married Barbara Easter. In 1820, Bronnenberg took his family and headed for Illinois. The Bronnenbergs were just one of numerous families and individuals moving westward from the increasingly crowded eastern United States. With several new states added to the Union, which now comprise the American Midwest, people were motivated to move west for inexpensive, arable land. The surviving evidence does not indicate exactly why the Bronnenbergs stayed in Anderson, Indiana rather than going on to Illinois. Two stories are that either an oxcart had broken or that a child had died, thus prompting them to cut their journey short. Their first house was a log cabin set on land they cleared for farming. Over time, he also opened a tannery, sawmill, gristmill, carding mill and distillery. The Bronnenbergs produced 12 children, and nine survived. Frederick Sr. died in 1853.

Upon his death, the family farm passed to his son, Frederick Bronnenberg, Jr., who along with his wife Hulda, raised six children there. It was Frederick, Jr. who built the brick house that stands today. The mounds that are preserved today are here because Frederick, Sr. was intrigued by them and chose not to plow them under or allow people to plunder them. When Frederick, Jr. died in 1901 he left the property to his son Ransom.

The Bronnenberg House was built circa 1840 in the Federal style using local materials, as was common in the period. The most common floorplan for a farmhouse in this period is called the I-House.

The name comes from the style's popularity in states that begin with the letter 'I', i.e., Indiana, Illinois and Iowa. A normal I-House was generally one room deep, two rooms wide and two stories tall. The Bronnenberg House is a typical I-House. The foundation is made from limestone. Poplar and oak provided the wood, and local mud was fired into the bricks. In 1870, under Frederick, Jr.'s leadership, another room was added to the house. Ransom added a second story to the addition that his father had made on the back of the house. The farm had a number of standard outbuildings: a **summer kitchen**, springhouse, corncrib and barn.

Spring Mill State Park

In the early 19th century, Thomas and Cuthbert Bullitt bought land and began to build a gristmill. A village soon formed. A few years later, the Bullitts sold the land and mill to the Montgomery brothers of Philadelphia. The Montgomery brothers hired the Hamers to operate the mill. The Montgomery family built the distillery and tavern. Six years later, the Hamers bought the land and mill from the Montgomery family. In 1865, George Donaldson, a wealthy Scotsman, purchased 200 acres near the village. The land was wooded and had many caves. Donaldson believed in protecting the natural beauty of the land. His efforts led to the area being made a nature preserve named in his honor. In 1927, Spring Mill State Park was established and the Department of Conservation set about reconstructing the historic village. The village we see today has been built to represent the historic village. Restoration of the village structures and the mill was undertaken using what could be salvaged from the village. To fill out the village the park purchased other 19th century log buildings from around the state.

Lincoln State Park

The Lincoln family came from Kentucky and was part of a community that settled in southern Indiana after statehood in 1816. The community included several farms, a general store and post office, a mill, schools, and a church. Young Abraham Lincoln's father, Thomas Lincoln, built the church's cabinets, pulpit and window casings. Another resident of the area was James Gentry Sr. He who was born in North Carolina in 1788 and lived in Kentucky before his arrival in Indiana. Gentry was the **proprietor** of a shop. He hired Abraham Lincoln as a clerk. Gentry had Lincoln deliver a flatboat of goods to New Orleans. Lincoln later related that on this journey he saw a **slave auction**, which he found to be quite disturbing. William Jones, another area resident, was born in 1803 in Indiana. As a young man, Jones moved to Louisville, Kentucky, where he worked for a wholesale dry goods company. In 1827, he returned to Indiana and opened a store in Spencer County. The hamlet of Jonesboro formed around Jones's store. Jones became an important merchant because he shipped farmers' produce to markets along the Ohio River and on flatboats to New Orleans. Abraham Lincoln worked for Jones, butchering hogs and salting and packing the meat. Jones was an influential political figure. He supported the **Whig Party**. Jones shared his views with Abraham Lincoln, who also became a Whig. When the Whig Party was dismantled, Lincoln and Jones joined the Republican Party.

Vocabulary

Indiana Territory: An area of land organized out of the Northwest Territory. It existed from 1800 until statehood in 1816.

Old-growth forest: A woodland area that is very old and has not been disturbed by humans. Such forests have a healthy ecosystem with diverse wildlife.

Federal-style architecture: This style was popular in the United States from 1780 to 1830. The style was inspired by ancient Greek and Roman architecture.

Summer kitchen: A small building that is detached from the main house and used for cooking in warmer weather, usually to prevent the house from getting too hot and to protect it from burning down.

Gristmill: A building that houses machinery designed to grind grain into flour.

Proprietor: An owner of a small business.

Slave auction: A market where humans were bought and sold as property.

Whig Party: A political faction that existed from 1834 to 1856. Party members believed Congress was the most important branch of government, and that the country's economy should be protected using laws rather than allowing market forces to guide the economy.

Materials Required
- Computers with Internet access
- Pens/pencils and paper for writing scripts for skits
- Indiana map and pushpins

Focus Questions
- What landscape did early settlers see when they first came to Indiana?
- What was daily life like for early settlers in Indiana?
- What sorts of work did these families do to earn money and/or sustain themselves?

Step-By-Step Directions

1. Divide students into four groups to learn about the four families, or select one or two families for everyone to research together.

2. Provide students individually with the brochures and links that describe each family's history. Ask the students to consider these questions (and others that may arise) as they read and research:

- Where in Indiana did this family live? How did the family come to be in Indiana?
- What materials did they use to build their home(s)?
- Where did their food come from?
- What type of work did they do?
- Where was the nearest town? Where did they shop for things they needed? How did they pay for them?
- Did anyone who lived in this home/community "make news" as an adult?
- Why do you think the area where they lived became a state park?

3. Have students work together to write and perform a short skit about a day in the life of their assigned family. Ask them to identify the general location of their family's home on an Indiana map before they begin.

Activity 2: Home, Sweet Home

Activity Summary

Students will examine photos of tools, structural features and other elements found in the Lusk Home at Turkey Run State Park, the Pioneer Village at Spring Mill State Park, the Bronnenberg Home at Mounds State Park, and the historic structures at Lincoln State Park, and work to deduce the purposes of the artifacts or features.   **Activity Length: 45 minutes**

Background

See Activity 1

Materials Required

▪ Photographs of artifacts/features at four historic structures in Indiana State Parks with item names and descriptions.

Focus Questions

▪ What "tools" do you use each day at your home or school?

▪ Are there shapes, rooms or other features in your home that make it unique? Do they have a purpose?

Step-By-Step Directions

This activity provides a fun way to think about the tools used by early settlers and about the features of their homes. Three photographs are provided from the historic homes/structures at each of the four state parks associated with this unit. Two explanations of the artifacts/features are provided. Only one is correct.

1. Introduce the concept of a liar's bench, which is when a group of people gather to hear tall tales and stories, or true-and-false descriptions of artifacts and people. The goal is to convince the group that YOUR explanation or description is correct.

2. Give each student a photograph of a tool used by one of the families and identify the location. Provide the true description of the artifact/feature and have them make up an alternative use — they can be creative — it's one time that it is OK to "lie!"

3. Invite students to present their pictures with both the true and false uses. Let the rest of the class vote on which description they believe is correct. Discuss the correct answer — talk about how and why the artifact/feature was important to the settlers at the site.

4. After completing the activity with the photographs, talk about some of our modern-day tools. What might children 100 years from now ask about some of the tools and features we have in our schools and homes?

1. Sausage Grinder

This item was used to grind meat and other foods to make sausage. The person making sausage puts meat in the opening on the top and cranks the handles. Sausage is pushed out of the end into a sausage casing.

2i

2. Widow's walk

This decorative piece of architecture was used as a viewing platform as well as a place from which to access the roof. The myth surrounding the name is that the platform was intended for mariners' wives to have a place to stand to watch and see whether their husbands would return safely from sea.

3.

3. Double crib barn

This type of barn has two cribs separated by a breeze-way and joined under the same roof. One side might have been used to store feed, and the other side might have been used to stable the livestock, for example.

4.

4. Reel mower

Also called a cylinder mower, this item has a fixed cutting blade that is rotated by the turning of the wheels. Invented in the 1830s, the lawn mower was used early on for preparing sports fields. This invention was a big improvement over the scythe, which was a simple hand tool that consisted of a long blade on the end of a wooden handle.

5.

5. Stereoscope

Through this item a person can view two separate versions of the same image, which makes the image appear as a single three-dimensional picture.

6.

6. Washboard

This tool was used for washing clothes by hand. The clothing is rubbed vigorously against the ridges, which helps the clothing to become clean. The clothes are soaked in hot soapy water and then rubbed on the washboard.

7. Nanny's bench

This item was designed so a parent could sit and sew, spin or break beans while tending to the baby. The wooden barrier that held in the baby was removable, so when company visited or the baby grew up, it served as a regular bench.

8. Cooling bench

This item was used when a family member died. The family did not take the deceased to a funeral home. Instead, the deceased was viewed at home, using this bench. The bench is wider than a normal bench to accommodate the body.

9.

9. Hair wreath

This item was a common sight in homes. It was a keepsake. Many women had hair receivers on their dressers. As they brushed their hair or their children's hair, they would save the hair that came out. When the receiver was full, they would crochet the hair into beautiful flowers to place in a frame. The wreath often represented many generations of a family.

10.

10.Cradle

Babies slept here. The rockers on the bottom comforted the child, helping him or her sleep. This is an example of a typical crib from the mid-1800s.

11.

11. Chamber pot

This was the only indoor toilet available to early settlers. An outhouse served daytime needs. The chamber pot was handy during the night, especially during winter. Plus, if you were a young lady who needed to go to the bathroom but were still in your nightgown, it was considered inappropriate to go outside. The bad smells that no doubt came from a used chamber pot were considered a normal part of daily life.

12.

12. Rope bed

A modern bed has box springs to support the mattress. In the 1800s many beds had a system of ropes stretched across and up and down the frame. The rope system stretched after being slept on a few times. It was tightened using a wooden device called a key.

Activity 3: Living and Dying: Huggart Settlement and Porter-Rea Cemetery

Activity Summary

Students will be introduced to the Huggart Settlement in Indiana as an example of changes that were occurring in the first half of the 19th century in the lives of African-Americans in the United States before the Civil War. Students will research the settlement and the people who founded it and lived there, and will extend their knowledge by looking at the Porter-Rea Cemetery at Potato Creek State Park, where many residents from the Huggart Settlement were buried. They will create quizzes or word games to display and use on an interactive bulletin board.

Activity Length: 45 minutes, 2 days

Background

The Huggart Settlement was established by Samuel Huggart, a free African-American. He came here with his family in 1834 at a time when many African-Americans were enslaved in the South. But voices were beginning to rise up and question the ethics and place of slavery in the United States. The Huggart Settlement was part of a community of anti-slavery Quakers who played a prominent role in the Abolition movement.

Other African-American families settled and farmed the land alongside the Huggarts. These families sent their children to nearby schools, attended area churches and worked with white neighbors. When residents of the settlement died, they were buried in Porter-Rea Cemetery, which is located within Potato Creek State Park. The cemetery was established in 1854 and named for two families who owned adjacent land. The cemetery was not segregated by race. Black and white were buried next to each other. This was unusual for the time.

Vocabulary

Abolition movement: A group of likeminded people who believed that the enslavement of humans should end. This group was influential in ending the enslavement of African-Americans during the time of the Civil War.

Materials Required

▪ Porter-Rea Cemetery Virtual Tour online (http://www.in.gov/dnr/parklake/8281.htm)

Focus Questions

▪ What was happening to African-Americans in Indiana in the first half of the 19th century (1800-1850)? In the South? In the North?
▪ Why were some African-Americans free and others enslaved when the Huggart Settlement was established in the 1830s?
▪ What was the Abolition movement?
▪ Who were the Quakers and what role did they play in the lives of African-Americans in the early 19th century?
▪ What can a cemetery tell you about the people who lived in a town?

Step-By-Step Directions

1. Introduce students to the idea of African-American settlements in Indiana. There were several scattered around the state (Lyles Station in Gibson County and Lick Creek Settlement in Orange County are examples. This lesson focuses on the Huggart Settlement in St. Joseph County where both African-Americans and white people lived together in an integrated setting.

2. After talking about the limited information we may have about the details of life in the settlement, discuss what we can learn from a cemetery — from the people, the symbols, the materials and design, etc.

3. Invite them to use online material and other resources to better understand how Huggart Settlement formed and what it was

like. Also use resources that describe the Porter-Rea Cemetery, located in Potato Creek State Park, where many from the Huggart Settlement are buried. View together the online virtual tour of the Porter-Rea Cemetery.

4. Have each student develop a list of five-to-10 interesting facts about the settlement and cemetery, and the people associated with both. Have students then work in teams of two or three to create a worksheet or game (Bingo, Word Search, etc.) for display and use by other teams on an interactive bulletin board. Each team should also find a photo or drawing to create a collage on the bulletin board.

Activity 4: A Century of Change
Comparing the 1860 and 1960 Indiana population maps

Activity Summary

Students will compare the population growth and location changes between 1860 and 1960. They will hypothesize the reasons for those changes. Comparing the maps with the current location map of Indiana State Parks, students can discuss the reasons for park locations related to population, topography and land availability.

Activity Length: 30 minutes

Background

The population of Indiana has grown and changed over time. The number has increased but the demographics have also shifted to represent a larger diversity of people. In addition, the places people live has changed. Between 1860 and 1960, the population of Indiana grew from 1.3 million people to 4.6 million people. Indiana has, along with the rest of the country, become increasingly urban and decreasingly rural. In that period of 100 years, the number and types of jobs people could find were more industrial and less agricultural.

From 1860 to 1960, the population of Indiana became less white, Protestant, and Western European and increasingly black, Hispanic, Jewish, and Eastern European. These demographic changes impacted transportation means and routes. The railroad became important in this period. In the latter part of this period, the automobile became the primary means of transportation. That changed where people lived. Indiana and the rest of the United States became more suburban and urban, and even less rural.

Vocabulary

Demographics: The study and analysis of human populations based on specific characteristics.

Rural: A geographic area located outside of a city; this land is typically used for farming or is open or forested land; this land might also be undeveloped.

Urban: A geographic area within a city or town, characterized by dense human populations and an economy that is non-agrarian.

Suburban: A geographic area that is largely residential and within commuting distance of a city.

Materials Required

- Handout of population maps
- Indiana state park location map
dnrmaps.dnr.in.gov/apps/sites_spr.htm

Step-By-Step Directions

1. Students are presented with the 1860 and 1960 Indiana population maps.
2. In small groups, or the entire class, discuss questions 1-3 below.
3. Present the Indiana state park location map.
4. Discuss questions 4-6 below.

Discussion Questions

1. Why are the towns lined up like a spider web in the 1860 map? What was the main mode of transportation then? (towns formed along the railroad lines)
2. Why is this pattern not visible in the 1960 map? (invention of the automobile made people less dependent on trains for transportation and receiving goods)
3. Find the larger blank spots on the 1860 map. Why are there no towns there?
(Northeastern Indiana contained extensive swamps and marshes

in 1860. South-central Indiana is too hilly for railroads.) Why are they not blank 100 years later? (Northeast Indiana swamps were drained. Hilly parts of southern Indiana could be reached by car and truck.)
4. Compare these maps with the map of state park locations.
http://dnrmaps.dnr.in.gov/apps/sites_spr.htm
Are there more parks in the northern or southern half of the state? (southern) Why do you think this is the case? (Northern Indiana with its flat topography was ideal for agriculture. Hilly southern Indiana was not well suited for farming, so land was more easily acquired for parks.)
5. Brown County State Park is the largest state park in Indiana. Find its approximate location on the 1860 map. Why would that be a good location for a park? (Less populated, larger expanses of land available.)
6. Locate Indiana Dunes State Park on the 1960 map. Why would that be a good location for a park? (proximity to Lake Michigan, large population to draw upon for visitors)
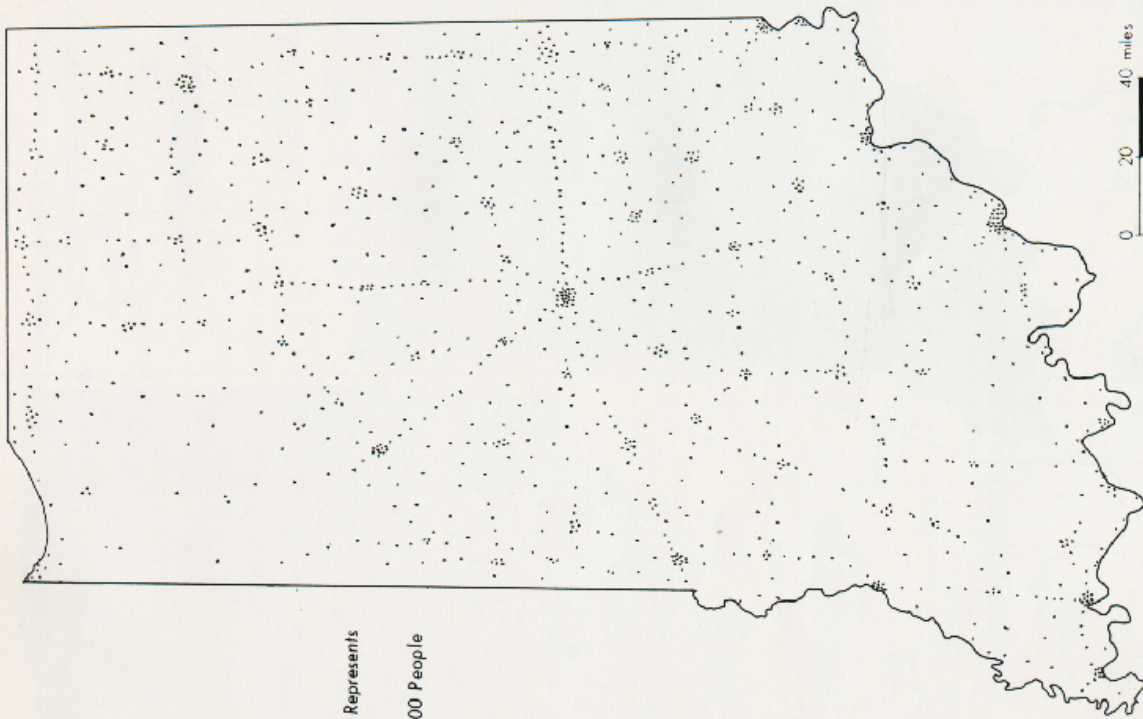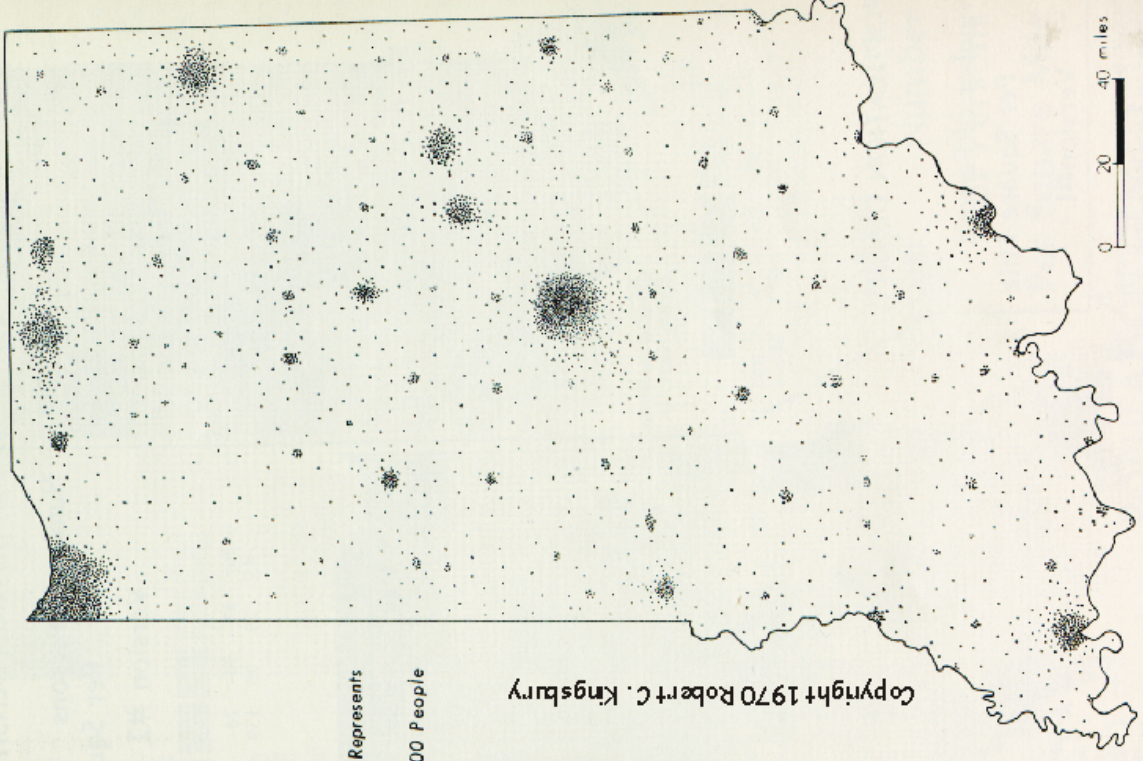
POPULATION DISTRIBUTION, 1960

Each Dot Represents

1000 People

0 20 40 miles

POPULATION DISTRIBUTION, 1860

Each Dot Represents

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Activity 5: Rivers to Reservoirs

Activity Summary

After reading the background information on the importance of rivers in Indiana, students will identify river routes, reservoirs and river towns on a map.
Activity Length: 30 minutes

Background

Indiana was largely covered in deep forests with no roads when settlers first arrived. Rivers provided the earliest routes for travelers. Canoes, rafts and other boats carried people and goods in and out of Indiana. New settlers would travel up a river to establish a farm. Soon, grain and pork would be transported back down the river for sale. Rafts of cut logs would pass out of the frontier to be used for timber.

Some rivers were dammed and a water-powered mill would grind grain into flour and logs into boards. Rivers were abundant in fish for eating. New settlements grew along Indiana's waterways.

Ferry boats helped people cross rivers. They were replaced with covered bridges and, later, iron bridges. Rivers could flood after a heavy rain or snowmelt. Mills and growing towns were occasionally destroyed by flooding.

In recent times, flooding was controlled by damming rivers and large streams, creating a reservoir. Large reservoirs could hold flood waters, gradually releasing them over time. Reservoirs also provided drinking-water supplies for growing communities, and fishing and boating opportunities.

Vocabulary

Frontier: A geographical area near a country's border that is typically undeveloped and has not been explored.

Timber: Wood that has been cut into planks to be used in construction. Indiana's early forests were used for timber.

Reservoir: A natural or human-made body of water that is used to hold water for use by people. Such uses include drinking water, producing hydroelectricity, or engaging in recreational activities such as boating and fishing.

Materials Required

- River map
- Indiana state map dnrmaps.dnr.in.gov/apps/sites_spr.htm
- Crayons

Step-By-Step Directions

1. Read the Background information above.
2. Using the Indiana state map, place a dot on the river map showing where you live.
3. Find the river closest to where you live.
4. Trace with a crayon the route by water that you would need to take to get to the southwest corner of Indiana (this is the lower left corner). You can cross land if you have to, but only by the shortest distance between two rivers.
5. Find a state reservoir on the river map and circle it.
6. What downstream towns would this reservoir protect from flooding? Use the Indiana state map to find the closest downstream town. Place a dot and town name on the river map where it is located.

Extension Ideas and Resources

- Plan a field trip to one or more of the state parks identified in this unit.
- Check out the lesson plans prepared for the Lincoln Bicentennial that describe Lincoln's life in Indiana. (www.in.gov/lincoln/teachers.html)
- Examine present-day photographs of the historic structures at each of these sites. How would the landscape have been different in the mid- to late-1800s?
- Learn about the logging history along the Patoka River and the Moery family cabin by taking a field trip to Patoka Lake or watching

the soundslide show at www.in.gov/dnr/slides/moery/index.html about this topic.
- Research and learn about the McGees, the indentured servants of Gen. George Rogers Clark and one of the first freed-slave communities in the Northwest Territory, called Guinea Bottoms.
- Look more closely at other African-American settlements in Indiana.
- Visit the Indiana map of covered bridges www.coveredbridgemap.com/in/. Covered bridges were frequently built where there was a mill. This allowed farmers on the other side of the waterway to bring their grain to the mill. Select a covered bridge on the map and determine what waterway it crosses. Covered bridges are found at the following DNR properties: Turkey Run State Park, Mansfield Mill, Brown County State Park, Lieber State Recreation Area.

Resources

- Lick Creek Settlement
www.fs.usda.gov/detail/hoosier/landmanagement/resourcemanagement/?cid=fsbdev3_017494
- Guinea Bottoms and McGee Cabin
(www.in.gov/dnr/parklake/files/sp-McGeeCabinbrochure.pdf)
- African-American Heritage Trail
(www.indianapioneers.com/ftp/The%20Trail.pdf)
- Underground Railroad in Indiana
(www.in.gov/dnr/historic/2798.htm)
- Symbolism in Cemeteries (www.in.gov/dnr/historic/3747.htm)

Indiana Dunes State Park

Pokagon State Park

Potato Creek State Park

Kankankee River

Chain O'Lakes State Park

Tippecanoe River State Park

Tippecanoe River

Salamonie Lake

Ouabache State Park

Mississinewa Lake

Prophetstown State Park

Wabash River

Mounds State Park

Shades State Park

Summit Lake State Park

Turkey Run State Park

Fort Harrison State Park

Cecil M. Harden Lake

White River

Whitewater Memorial State Park

Brookville Lake

Cagles Mill Lake

McCormick's Creek State Park

Brown County State Park

Shakamak State Park

Versailles State Park

Monroe Lake

East Fork of White River Hardy Lake

Spring Mill State Park

Clifty Falls State Park

Blue River

Patoka Lake

Charlestown State Park

Lincoln State Park

Falls of the Ohio State Park

Harmonie State Park

O'Bannon Woods State Park

Ohio River

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