

# ***William Henry Harrison: Young Tippecanoe*** **Teacher's Guide**

## **Introduction**

This Teacher's Guide provides a framework for using *William Henry Harrison: Young Tippecanoe* in the classroom as a vehicle to engage students and weave literature into multiple content areas.

The Guide offers many suggestions for interdisciplinary activities that students can do before, during, and after they read the book. These learner-centered activities help students move from solely a comprehension, or knowledge-based way of thinking about historical fiction, to higher levels of critical thought that include analysis and evaluation.

## **Before Reading**

1. Before starting any unit of study, it's a good idea to assess what students already know, or think they know, about the subject. If students have at least some knowledge of Harrison or his accomplishments, draw a three-column chart on the blackboard with the headings: *What We Know About William Henry Harrison*, *What We Want to Know*, and *What We Learned*.

Ask students to respond only to the first two columns. After reading the book and doing some or all of the After Reading activities, revisit the chart with the class to complete the third column (*What We Learned*) and to correct any erroneous information in the first column.

2. If students have no knowledge of Harrison or his accomplishments, you can have them begin reading the book without any prior discussion, or you can review the historical timeframe that the book covers, including the early colony of Jamestown, the signing of the Declaration of Independence, writing of the Bill of Rights, and of course the Battle of Tippecanoe. You might want to create a timeline or have students create their own as they read through the book.

## **During Reading**

While many teachers prefer that students read a book without interruption, others opt to conduct mini-assessments along the way.

1. Have students keep an ongoing literature journal in which they can write about what they're reading and keep an ongoing vocabulary list of unfamiliar words or phrases. You might also wish to provide writing prompts to help

students think about what they're reading and to make connections to their own lives. Example of writing prompts:

- What impact did Billy's childhood experiences have on his life as an adult? How did they shape his views about life? What kinds of experiences have you had in your life that have shaped your views about things?
  - What are some of Billy's qualities, or personality traits that you think helped to shape who he became as an adult? (Students might identify such traits as courage or a desire to help others.) What personality traits did he have that you didn't like? Why? What are some of YOUR best qualities, or traits of which you are most proud?
  - As you read the book, what kinds of conclusions can you make about whether or not Billy values friendship? What specific examples in the book can you find to support your conclusion?
2. As students read the book, be sure to keep a world map posted so that they can identify each city, state, and country mentioned.
  3. As they read, have students identify figures of speech (e.g., metaphors and similes), phrases of alliteration, analogies, and language of the time period.

## After Reading

Historical fiction provides wonderful opportunities to weave and blend literature into many different content areas in meaningful ways. Following are a handful of ways for you to integrate a study of William Henry Harrison in your classroom. Although they are organized by content areas, we encourage you to move across content lines to blend them in natural ways AND to encourage your students to conduct further research on any specific topics of interest.

Assessment: All of the activities can be assessed in traditional ways (i.e., with quizzes and letter grading systems) to determine how well students can memorize and can recount facts. However, since these activities are rooted in discovery, discussion, communication, and collaboration, they lend themselves to more holistic types of assessment that measure achievement of academic skills, behaviors, and even social/emotional growth. We encourage you to use one or more of the following alternative assessments as students complete the activities.

- **Portfolios**—Keep one portfolio of work for each student to measure progress over a specific period of time. Portfolios are a great aid for both student/teacher and parent/teacher conferences. Encourage students to

participate in selecting samples of writing, artwork, research notes, etc. to be included in their portfolios.

- **Rubrics**— Create a rubric, or chart (with or without grades or a numerical grading scale) to assess whether or not students have met specific standards and learning goals that you have previously identified.
- **Self-Assessment**—Hold regular teacher/student interviews to listen to students evaluate their own progress and skills.
- **Peer-Assessment**—Have students give and receive constructive feedback to assess such things as collaborative group work and to critique writing.
- **Anecdotal Notes**—As students work individually or in teams, make informal observations of how they solve problems, think critically, conduct research, work with others, and synthesize newly learned information. Add your notes to students' portfolios and share them during parent/teacher conferences.

### Language Arts Connections

1. In Chapter 2, Billy learns about the origin of the word "sandwich." Challenge students to discover more word origins. Dictionaries are a good place to start. Students can create a Word Origin list and/or can write their own fictional origins for words.
2. After learning more about the Bill of Rights (see Social Studies Connections), have the class write their own Class Bill of Rights. What kinds of things do students think should be included? For example, are there certain class behaviors that must be adhered to or specific rules for conduct during recess or when working together in small groups? Post the Class Bill of Rights when completed.
3. Have students take on the role of a character during this time period to write fictional journal entries about daily life.
4. Discuss the meaning of the slogan "Tippecanoe and Tyler, too" and then have students create slogans for a person, place, thing, or event. Make posters or bumper stickers to post the slogans around the classroom.

### Social Studies Connections

1. Have students work individually or in pairs to complete the **WebQuest** by following links to gather information about Harrison's childhood and adult achievements so that they can create board games to showcase (and teach others) what they've learned.
2. Encourage students to explore all parts of each site, reminding them to take careful notes about life events and important dates. You might want to have

sample board games (e.g., Monopoly) on hand so students can identify all parts that they will need to create, such as the game board, game rules, question or action cards, and markers. Cardboard wrapped in butcher paper or construction paper can be used to illustrate and decorate the game board "track." Game rules should be kept simple and be written out so that others can follow them to play the game.

Have teams trade their games and play them. Invite other classes and parents in to play the games and learn about Harrison's life and achievements.

3. The book is filled with historical references to several major events in American history (i.e., the settling of Jamestown, writing of the Declaration of Independence and Bill of Rights, and slavery) and people in history (e.g., Benedict Arnold, George Washington, and Richard Lee). Divide students into teams to conduct research and write about these important events and people. Compile all writing into a class American History Guide.
4. Bring history alive in the classroom by using primary sources. Students can view actual documents, letters, and photographs of Harrison and his family at the [Library of Congress American Memory](http://memory.loc.gov) site (<http://memory.loc.gov>). Type "William Henry Harrison" into the Search box to find all items in the Collections.
5. Research Tecumseh and other Native Americans of the time period. Have the class form teams to debate whether or not it was okay for settlers to take or purchase land from the Native Americans. Ask students whether they think people can still take tribal lands today? Are there, or should there be, laws that protect Native Americans? Where might they go to research these and other questions?

## **Science Connections**

1. Throughout the book there are descriptions of early first-aid practices, including the application of a tourniquet and the ancient practice of "bleeding" someone to rid them of disease. Have students conduct research to discover more ancient medical practices and compare them with medical practices today. Students can present their findings to the class by creating tables or Venn diagrams. They can also write first-aid pamphlets.
2. In Chapter 8, Billy learns how quinine is made from Peruvian bark and later learns to use a mortar and pestle to grind medicinal plants and herbs. Have students research plants and herbs that are still used today for their medicinal value. (This includes many plants found only in the world's remaining tropical rainforests.)

3. Before his involvement in politics, Harrison worked in the field of medicine, as an apprentice to a doctor. He also completed some medical school before changing his career focus to politics. Have students learn about and report on different careers in the field of medicine.

### **Mathematics Connections**

1. Use graph paper to create maps of all the regions named in the book. Then challenge students to map out the school and/or their own neighborhoods.
2. Investigate the cost of foods, tools, and other household items in the 1700s. (In Chapter 10 we learn that a ginger cake costs a penny.) What does the term "hundred paces" (pg. 78) mean? How was a pace measured? Were units of measure different than they are today? Were metrics or English standard measures used?
3. Develop math skills through cooking by having students make recipes of the time period, including flapjacks, ginger cakes, and cider. Traditional, colonial-era recipes can be found in books and on the Internet.

### **Arts Connections**

1. Early colonial trades and crafts are mentioned throughout the book, as is the concept of an apprenticeship. Invite students to learn about some of these early colonial trades (e.g., blacksmith, printer, silversmith, baker). Then, much like a master training an apprentice, have students teach the class their newly learned craft, using readily available materials.
2. Create shoebox dioramas of the plantation described in the book.
3. In Chapter 7, Billy and his family had to suddenly leave their homes and Billy had to quickly decide which of his prized possessions he would take. Ask students to think about what material things they would take with them if they had to suddenly leave their homes. Illustrate the items and share with the class.
4. Create a mural on a large sheet of butcher paper to illustrate each chapter of the book.