



## **PERSPECTIVES ON THE INDIANA FRONTIER LESSON**

**Purpose:** This lesson is designed as a way for students to synthesize and summarize knowledge from all the lessons, viewing the play, and other classroom work. Students will create a perspective drawing which demonstrates student understanding of the range of perspectives on the Indiana Frontier in the 1850s. Students will explore the perspectives of a fugitive slave family, a white male settler, a white female abolitionist, and a free African-American man. The drawing will also require students to incorporate understanding of Black Laws, Fugitive Slave Law, Northwest Ordinance, and Abolition.

**Timeframe:** 1-2 class periods after viewing the play

**Materials:**

- Perspectives on the Indiana Frontier Worksheet

**Procedure:**

1. Explain to students that they will be creating a drawing that shows four different perspectives on the Indiana frontier in the 1850s.
2. As a class discuss the differences in perspectives. It may be necessary to review the Fugitive Slave Law and Black Codes.
3. Students complete Perspectives on the Indiana Frontier Worksheet. This activity lends itself well to cooperative learning groups when each person contributes one sentence.

**Extension:** Do perspective drawings about other issues in history.



## **PERSPECTIVES ON THE INDIANA FRONTIER**

You will be creating a perspective drawing showing the different points of view people had on the Indiana frontier in the 1850s

### **Part I - Organizing the perspectives**

Read the descriptions of the perspectives below. Write three sentences that you think would sum up the person's viewpoint of the Indiana Frontier.

#### **Perspective #1: Free African-American Man**

What is he worried about, interested in, hopeful for, fearful of? Think of why and how he got to the frontier. How will his life be affected because of the Black Laws and the Fugitive Slave Law?

1.

2.

3.

#### **Perspective #2: White, Female Abolitionist**

What is she worried about, interested in, hopeful for, fearful of? Why would she be in Indiana? What is her purpose? Think of Abby's purpose and her goals for being in the frontier.

1.

2.

3.

### **Perspective #3 Fugitive Slave Family**

What are they worried about, interested in, hopeful for, fearful of? Why are they in Indiana? How did they get there? Again, consider the Fugitive Slave Law and Black laws.

1.

2.

3.

### **Perspective #4 White, Male, Settler**

What is he worried about, interested in, hopeful for, fearful of? Why is he there in Indiana? What does he hope to accomplish? Think of the Northwest Ordinance and other reasons white people moved to frontier.

1.

2.

3.

### **Part 2- Sketch**

Now you are ready to sketch. Your drawing should have:

- Title
- Drawing of a frontier house in the center of the paper (see example)
- Person representing each of the four perspectives. These people should be drawn in the four corners around the house
- Speech bubble coming from each person that completely and concisely summarizes their perspective on the Indiana frontier in the 1850s.
- Any other details that you think would enhance the drawing.



**MY PERSPECTIVES ON THE INDIANA FRONTIER**

By \_\_\_\_\_

Example of an historic frontier house from a contemporary Indiana postcard, courtesy of Penrod/Hiawatha



Sketch your ideas in the frame below.

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