

THE STAGING OF THE INDIANA FRONTIER

By Attilia L. Gogel

GRADE LEVEL: Secondary

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INDIANA AND THE NEW NATION

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RATIONALE

To walk in somebody else's shoes offers certainly the best way to understand attitudes and behaviors that have

otherwise remain strange and distant.

the life of the Northwestern frontier and to-day's youth seems sometimes insurmountable. By having students recreate and reenact life as it was in Indiana about two centuries ago I hope to build a bridge between history and the generation destined to the new frontiers in space.

GENERAL OBJECTIVE

According to their talents and testifies...

attending the Overseas...

will contribute to the project. Texts and elements...

SPECIFIC OBJECTIVES

1. Map and outline the Indiana frontier by referring to the rivers of the Northwestern territory.
2. Draw a time line covering the beginning of white penetration in the Mid-West to the time of the Northwest Ordinance. Events of European history occurring in the same period will appear parallel to the events of the North American continent.
3. List and name the different nationalities present on the frontier within the frame of the time line.
4. Explain the reasons for the concentration of such

different peoples in specific areas

5. Describe the distinguishing characteristics of the diverse life styles on the Indiana frontier.

6. Recreate on stage the environment suitable to host scenes

from the time in history under study through background scenery and internal decorating

7. Write and enact dialogues fitting the characters of my

paper and the circumstances in which they live

SEQUENCE OF ACTIVITIES

1. All students in the project shall read my paper and invent a plot with characters taken from it. Study guides will help the students through this process.

2. ~~Place discussion...~~

~~adopted as base for the drama~~

3. All students shall avail themselves of the direct

~~experience...~~

EVALUATION

The six weeks grading period adopted by my school will be the base of division for the three stages of the project:

research and planning, production and execution.

Along the way the groups of students will be evaluated and graded on the bases of the group forms and the contracts.

Both of these tools combined will account for one fourth of the six weeks grade.

The ultimate evaluation of this project will be given by the

BIBLIOGRAPHY

The main source of this project will be the