

Lesson Title: Boone's Lick – A Missouri Resource
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Eugene Field Elementary
Fourth Grade
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Teaching Traditional American History Program

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<http://www.chillihistoryproject.com/>

Lesson Overview: Missouri is a state full of natural resources. In this lesson students will act as detectives to determine how one resource was an important commercial enterprise. They will also be able to explain how salt was essential to food preservation and hide tanning.

Essential Questions:

1. Why was salt important to people in the 19th century

Objectives: After completing this lesson the student will be able to:

- SS5D4 Describe how people are affected by, depend on, adapt to and change their environments

Assessment: Students will be asked to design a newspaper advertisement for Boone's Lick. They will need to create the ad to market the product produced there.

	Satisfactory (2 points)	Unsatisfactory (1 point)
Product Description	The ad clearly identifies the product that can be purchased from Boone's Lick. The purchase location is identified.	It is unclear what is for sale. Only one of the two items in the first column is present.
Product Uses	The ad explains two uses for the product.	The ad explains only one use for the product.
Design Quality	The ad is neat (few erasures), easy to read, contains no spelling or grammar mistakes, and is colorful.	The ad is missing one or more design elements.

Materials:

- Reproduced photographs
 - Investigation worksheet
 - Assessment Sheet
 - Internet Access for students or previously printed web site information
- Optional Extension Materials**
 - Electric Skillet
 - Water
 - Salt

Class Time: 50 minutes

Teacher Input:

1. Display pictures A and B for students. If projection is available, all students can view the pictures at one time, or copies can be distributed for small groups of students to share.
2. Pass out investigation worksheet. Ask students to begin making their predictions (as many as possible) about what the men might be working on. In the next column, have them explain evidence from the picture that leads them to this conclusion. One student per group is responsible for recording ideas. A second student in each group should record evidence.
3. Once this step is finished, have the groups fill in this **mining** location's name on their sheets: **Boone's Lick** or **Boonslick**. Explain that the name is an important clue in determining what the men are working on. A third student in the group should record predictions in this section.
4. Finally, allow students access to the internet to view <http://www.mostateparks.com/booneslick/geninfo.htm> or provide copies of the web site. Once they have answered the rest of the questions, they may begin working on their final evaluation piece. The last student in the group should record answers as they group finds them.

Activities:

1. Students will engage in online research to determine what the men are working on in the pictures provided.

Questions for review:

1. What was the purpose of Boone's Lick? (Salt production)
2. Why was salt important? (Food preservation and hide tanning)
3. How could you go about finding a natural spring with salt in it? (Look for animals licking the ground around it for the high salt content)

Closure:

Missouri was attractive to settlers because of the rivers, farmland and many natural resources. We are fortunate to live in a state with so many natural

resources.

Extension:

1. A fun demonstration is to mix up a brine and boil off the water to leave salt behind. On a stovetop, this can be done in a small pan with $\frac{3}{4}$ C of water and $\frac{1}{8}$ - $\frac{1}{4}$ c of salt. Mix well and boil mixture. After 10-15 minutes, the water will be gone. An electric skillet also works well, but will take slightly longer.
2. Plan a field trip to Boone's Lick and nearby Arrow Rock State Historic Site visitors' center.
3. Work in math to compare a bushel to measurements the students might be more familiar with. For example, using <http://www.convert-me.com/en/convert/units/volume/volume.bushel.en.html> it can be determined that 1 bushel is equal to nearly $\frac{1}{3}$ of a barrel. It is also equal to 8 gallons. How long would it take to produce this much? How many gallons were produced ever day or in one year at Boonslick?

References:

Simmons, Marc and Hal Jackson. Following the Santa Fe Trail: A Guide for Modern Travelers. 3rd ed. Ancient City Press, 2001.

"Boones Lick." Missouri State Parks and Historic Sites. <http://www.dnr.mo.gov/>. 6 June 2008.
<<http://www.mostateparks.com/booneslick/geninfo.htm>>

"Bushel Conversion." Sergey Gershtein and Anna Gershtein. www.convert-me.com. 1996-2005.
< <http://www.convert-me.com/en/convert/units/volume/volume.bushel.en.html>>

Graphics: Photographs taken on site at Boone's Lick and in the Arrow Rock State Historic Site visitors' center



Picture A



Picture B



Picture C: Natural Spring



Picture D: Overturned Boiling Kettle

Group Members: _____

What do you believe the men in these pictures are doing?	What evidence does the picture provide to make you think this?

The name of this _____ location is _____.

What new predictions do you have based on this location's name? Which ideas from earlier seem to make the most sense now?

Internet Research

1. What are the men working on?
2. Why is it important?
3. Where do they send their product when it is finished?

Name: _____

It is 1815 and the Morrison's are getting back to work at Boonslick. They have asked you to design a newspaper advertisement for their product. They would like it to be neat and clearly explain the uses for their product as well as where people can purchase it. Use the space below to create your ad.

A large, empty rectangular box with a thin black border, intended for the student to draw their newspaper advertisement. The box occupies most of the lower half of the page.