

Lonesome post visit activities:

Planning for follow-up activities will facilitate student learning and multiply the value of experiences outside the classroom.

Provide time for students to share general observations and reactions to field trip experiences.

Share specific assignments students completed while on the field trip.

Create a bulletin board displaying materials developed while on the field trip.

Develop a classroom museum that replicates and extends displays students observed on the field trip.

Link field trip activities to many curricular areas. For example, students can develop vocabulary lists based on field trip observations; record field trip observations in a classroom journal; complete math problems related to actual field trip budget planning; etc.

Create a short news report about what happened on the field trip. Publicize the trip in an article in a local newspaper, school bulletin board, trip presentation for parent's night, or school website.

More Lonesome post visit activities:

1. Compare ways individuals and groups on this farm lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.
2. Use diagrams / graphic organizers to show similarities and differences in food, clothes, homes, games, and families.
3. Describe how the location of this community, climate, and physical surroundings affect the way people lived, including their food, clothing, shelter, transportation and recreation.
4. Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: forms of communication, modes of transportation, types of recreation and entertainment, refrigeration.
5. Analyze **primary** and **secondary** source maps, photographs, and artifacts for contradictions supporting evidence, and historical details.

Primary sources are the raw materials of historical research - they are the documents or artifacts closest to the topic of investigation. Often they are created during the time period which is being studied (correspondence, diaries, newspapers, government documents, art) but they can also be produced later by eyewitnesses or participants (memoirs, oral histories). You may find primary sources in their original format (usually in an archive) or reproduced in a variety of ways: books, microfilm, digital, etc.

Note: The definition of a primary source may vary depending upon the discipline or context.

Examples include:

- Artifacts (e.g. coins, plant specimens, fossils, furniture, tools, clothing, all from the time under study)
- Audio recordings (e.g. radio programs, oral histories)
- Diaries
- Internet communications on email, list-serves
- Interviews (e.g., oral histories, telephone, e-mail)
- Journal articles published in peer-reviewed publications
- Letters
- Newspaper articles written at the time
- Original Documents (i.e. birth certificate, will, marriage license, trial transcript)
- Patents
- Photographs
- Proceedings of Meetings, conferences and symposia
- Records of organizations, government agencies (e.g. annual report, treaty, constitution, government document)
- Speeches
- Survey Research (e.g., market surveys, public opinion polls)
- Video recordings (e.g. television programs)
- Works of art, architecture, literature, and music (e.g., paintings, sculptures, musical scores, buildings, novels, poems)
- Websites

Secondary sources offer an analysis or a restatement of primary sources. They often attempt to describe or explain primary sources. Some secondary sources not only analyze primary sources, but also use them to argue a contention or persuade the reader to hold a certain opinion. Secondary sources are not evidence, but rather commentary on and discussion of evidence.

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Examples include:

- Bibliographies (also considered tertiary)
- Biographical works
- Commentaries, criticisms
- Dictionaries, Encyclopedias (also considered tertiary)
- Histories
- Journal articles (depending on the discipline can be primary)
- Magazine and newspaper articles (this distinction varies by discipline)
- Monographs, other than fiction and autobiography
- Textbooks (also considered tertiary) Web site (also considered primary)

6. Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.
7. Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west.