

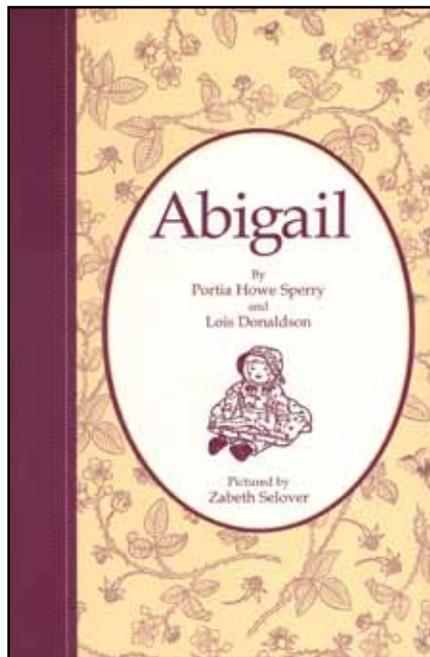
TEACHER RESOURCE

by Erica M. Christie, Curriculum that Matters, LLC

for the Indiana Historical Society Press publication

Abigail

by Portia Howe Sperry and Lois Donaldson



This is a publication of the Indiana Historical Society
Eugene and Marilyn Glick Indiana History Center
450 West Ohio Street
Indianapolis, IN 46202-3269 USA
Teacher Resource available online: <http://www.indianahistory.org>
Book orders (telephone): (800) 447-1830
Book orders (fax): (317) 234-0562

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Overview/Description

Abigail tells the compelling story of the Calvin family and their journey from Kentucky to Brown County, Indiana, in a covered wagon in the early 1800s. Written in 1939 by Portia Howe Sperry, this book creatively tells the story of pioneer life in Indiana and makes a perfect read-aloud for young people studying Indiana history.

This teacher resource provides suggested learning activities that relate to the Indiana Historical Society Press's second edition of *Abigail*, released in 2000. These resource materials creatively integrate social studies themes with literature and writing activities for students in grades three and four. To enrich and deepen their understanding of the text, students will engage in a wide variety of learning activities. For example, students may map the family's journey to Indiana; write journal entries from Abigail's (Susan's doll) perspective; explore the building of log cabins; learn about natural remedies used by pioneers; examine primary-source images of Madison, Indiana, and the Ohio River; compare and contrast their lifestyle with that of pioneer children; conduct pioneer inquiry projects; write a book review; and analyze family legends. In addition, this guide provides suggested children's literature and online resources to supplement teaching with *Abigail* and this period in Indiana history.

Grade Levels

Grades three and four

Academic Standards

The lessons outlined in this teacher resource meet the following academic standards:

- **Third and Fourth Grade Common Core English/Language Arts Standards**
 - 3.RI.1, 4.RI.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 3.RI.2, 4.RI.2—Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - 3.RI.3, 4.RI.3—Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - 3.RI.7, 4.RI.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
 - 3.RL.1, 4.RL.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 3.RL.2, 4.RL.2—Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - 3.RL.3, 4.RL.3—Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
 - 3.W.1, 4.W.1—Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - 3.W.2, 4.W.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 3.W.3, 4.W.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - 3.W.7, 4.W.7—Conduct short research projects that build knowledge about a topic.

- 3.W.8, 4.W.8—Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
 - 3.SL.1, 4.SL.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-three topics and texts, building on others’ ideas and expressing their own clearly.
 - 3.SL.2, 4.SL.2—Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - 3.SL.4, 4.SL.4—Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **Third Grade Indiana Social Studies Standards**
 - 3.1.2—Explain why and how the local community was established and identify its founders and early settlers.
 - 3.1.3—Describe the role of the local community and other communities in the development of the state’s regions.
 - 3.1.4—Give examples of people, events and developments that brought important changes to the regions of Indiana.
 - 3.1.7—Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
 - 3.1.8—Write and illustrate descriptions of local communities and regions in Indiana past and present.
- **Fourth Grade Social Studies Standards**
 - 4.1.9—Give examples of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century.
 - 4.1.11—Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
 - 4.1.12—Describe the transformation of Indiana through immigration and through developments in agriculture, industry, and transportation.
 - 4.1.15—Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
 - 4.1.16—Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.
 - 4.1.17—Using primary and secondary sources and online source materials, construct a brief narrative about an event in Indiana history.
 - 4.1.18—Research and describe the contributions of important Indiana artists and writers to the state’s cultural landscape.
 - 4.3.9—Explain the importance of major transportation routes, including rivers, in the exploration, settlement, and growth of Indiana and in the state’s location as a crossroad of America.
 - 4.3.10—Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.
 - 4.4.7—Identify entrepreneurs who have influenced Indiana and the local community.

Big Ideas/Concepts

Pioneers, migration, western expansion, and Indiana statehood

Essential Questions

- Why did people migrate to Indiana in the early 1800s?
- What was life like for early pioneer settlers in Indiana?
- What challenges did early settlers face?

Instructional Objectives

Depending on the activities selected, students will:

- Analytically read and discuss a historical text.
- Explore primary source materials related to the author and history of the Abigail doll.
- Map the journey that the Calvin family takes from Kentucky to Indiana.
- Consider challenges faced in packing a family in a covered wagon.
- Compare and contrast their lifestyle with that of pioneer children.
- Write journal entries from the perspective of Abigail, Susan's doll.
- Examine historical images of Madison, Indiana, and the Ohio River.
- Write a letter from the perspective of Susan about crossing the Ohio River.
- Record family legends.
- Explore legends and tall tales that have become a part of American popular culture.
- Write in response to a quote from the text.
- Learn more about disease and natural remedies used by pioneers.
- Critically examine stereotypes and prejudices present in the text, particularly those aimed at Native Americans.

- Learn about the construction of log cabins.
- Compare log cabins with their own homes.
- Conduct inquiry projects on topics relating to pioneers in Indiana.
- Write a book review of the text.

Time Required

The text is composed of eighteen short chapters (162 pages) and should be read over the course of several weeks. Use the suggested lessons and learning activities to support and enrich reading of *Abigail*. The amount of instructional time needed will depend on the activities selected for use in the classroom.

Suggested Materials

- Teacher copy of *Abigail* by Portia Howe Sperry and Lois Donaldson
- Computer(s) with Internet access and projector
- Map of Indiana and Kentucky
- Writing paper and pencils
- Board and chalk/markers
- Chart paper
- Additional books, websites, and primary-source materials related to pioneers/Indiana history

Background Information

Portia Howe Sperry was born in Chicago, Illinois, in 1890. She attended Milkwaukee-Downer College and later became a physical education teacher in the Evanston, Illinois, public school system. While there, Portia met Ralph Waldo Emerson Sperry, a piano technician from a poor New England family. The couple married in 1914 and later moved to Fort Wayne, Indiana, where Ralph was the manager of the Packard Piano Factory. The couple lived comfortably in Fort Wayne with their four children until 1929, when the financial crisis of the Great Depression caused the piano factory to close.

Without Ralph's income, the family could not afford to stay in Fort Wayne. Portia made the decision to move her family to rural Brown County, Indiana, where she hoped they could live simply. They rented two small shacks in Nashville that lacked electricity, running water, and plumbing. Ralph was able to find work at an apple orchard and Portia taught swim lessons at a summer camp. Although she had no cooking experience, Portia eventually found a full-time job as a cook at the Nashville House Hotel. Later she was asked to manage the gift shop. She accepted the position on the condition that the store, *Brown County Folks*, only sell products crafted by local artisans.

By 1931 the family had saved enough to move into a larger cottage. Portia continued to source and support local artists as they produced unique items for the shop. She recognized the need for a doll that could help children learn to dress themselves, manipulate buttons, and braid hair. She designed the doll herself and worked with a local artist, L. O. Griffith, to design a realistic face. Portia put local women to work making the rag dolls by hand and designed a unique package for the doll, utilizing donated Quaker Oats canisters.

The doll was christened as *Abigail* on February 27, 1932. Portia traveled to Indianapolis and to Chicago and successfully pitched the doll to L. S. Ayres and Company and to Marshall Field's. The success of *Abigail* encouraged Portia to further promote other artisans in Brown County, particularly women. She encouraged local artists to try new forms of pottery, weaving, and wood carving and sold their products in the shop. In 1934 First Lady Eleanor Roosevelt visited the store and lauded its efforts to support local artists.

In 1938 Portia wrote *Abigail* to accompany the doll. She intended the book to be a historically accurate introduction to Brown County and Indiana history. This book was an immediate success and was republished in 2000 by the Indiana Historical Society.

Brown County Folks continued to be run by Sperry, and later her children, until 1984. Portia died in 1967

and her family continues to produce and sell the *Abigail* doll. Portia is remembered as a courageous, positive, and strong entrepreneur, author, and supporter of women in the arts. For more information, see the "Related Publications" in the Resource section on pages nine and ten of this guide.

Reading the Book

Abigail is an excellent read-aloud text for upper elementary students and links particularly well with academic standards for grades three and four. The historic nature of the text makes it best suited as a read-aloud, as opposed to independent student reading. While reading the text aloud, the teacher can stop frequently to ask and answer questions, clarify information, address vocabulary words, and check for understanding. Take time while reading to encourage students to make predictions, summarize main ideas, and consider the author's point of view.

Lessons and Learning Activities

To enrich your reading of *Abigail*, select several of these lessons and activities to utilize in the classroom before, during, and after reading the text. These activities correlate with Social Studies and English/Language Arts standards for grades three and four. They are designed to be adaptable, creative, and easy to integrate with other subjects.

Abigail the Doll

Before reading *Abigail*, introduce students to the author, Portia Howe Sperry, and the true story of *Abigail* the doll. Read aloud the short introduction in the beginning of the text. Show students an image of Sperry and *Abigail*, from the Indiana Historical Society, Digital Image Collections (accessed 11/15/2012) at http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/dc010&CISOPTR=13&REC=1/. Explore the *Abigail* doll website (accessed 11/15/2012) at <http://www.abigaildoll.com/home/home.php>, taking time to read through the "History of *Abigail*," examine the images in the "Sperry Family Album" (including the original cover art for *Abigail*), and review images of the original

doll in the “Antique Abigail” section. If desired, encourage critical examination of the several of the primary source documents that are listed under “Press Room” on the website, particularly “Abigail’s Christening Party” and “Schools Review Dolls.” Facilitate a discussion about this background information. Suggested questions include: Why do you think Portia Howe Sperry wrote this book? What made the Abigail doll so unique? What do you think we can learn about Indiana history in a book about a doll? What are your predictions for this book given what you have learned about the author and subject matter?

Map the Trail

Hang a map of Indiana and Kentucky in the classroom and use it to plot the trail that the Calvin family took as they moved from Kentucky to Indiana. As you read the book, ask students to raise their hand if they hear the name of a location or geographic feature to be marked on the map. Use a bright marker or highlighter to indicate these locations on the map. Suggested sites include: Ohio River, White River, Brown County, Madison, Bloomington, Greenfield, Greasy Creek, Salt Creek, and Nashville. If desired, print individual copies of the map and have students mark locations on their own map. Printable state maps can be found from the National Atlas of the United States website (accessed 11/15/2012) at <http://www.nationalatlas.gov/printable.html/>.

Packing a Covered Wagon

In chapter two the Calvin family makes difficult decisions about what to bring with them on their journey to Indiana. With limited space in their wagons, they must prioritize their possessions and only bring those that are most important on their two-week journey. Ask students to put themselves in the Calvin family members’ shoes. What would they take with them on their journey? In small groups, have students brainstorm an initial list of all the items they would like to take with them. Next, have students categorize their lists into “needs” and “wants.” Finally, have students consider the weight and size of the items on their “needs”

list and determine if they will be able to bring everything in their wagon. Conclude this activity with a class discussion. Possible discussion questions include: What factors affected your decisions about what to bring? Was it difficult to make decisions about needs and wants? What do you think it would have been like to make these decisions and have to leave behind family heirlooms and favorite possessions?

Pioneer Children

In chapter four Susan cries when she has to say good-bye to her grandparents. She is scolded for crying and is told that she must be a brave girl in order to make this journey. Ask students to brainstorm a list of attributes that pioneer children were expected to have and record this list on the board. Attributes might include: helpful, compliant, polite, brave, adventurous, friendly, busy, neat, and hardworking. Encourage students to provide examples from the text of how Susan and her brothers behaved in these ways. Next have students work in pairs to complete a Venn diagram comparing and contrasting pioneer children with children today, considering lifestyle, expectations, and attributes. Finally, facilitate a class discussion where students share their ideas about the similarities and differences between pioneer and modern-day children. Probe students to consider why our lifestyles, expectations, and attributes may have changed over time.

Abigail’s Journal

Susan bestows Abigail, her doll, a personality all her own and treats her as though she is a member of the Calvin family. Encourage students to imagine that Abigail keeps a journal of her journey from Kentucky to Indiana. Ask students to write at least three journal entries in Abigail’s journal detailing the trip. Remind students to write from Abigail’s perspective, include descriptive details that she might notice, and intersperse geographic and historical information throughout their writing. Consider writing a model journal entry on the overhead projector to help clarify expectations for students. After drafting their journal entries, have

students share their favorite journal entries in small groups and hear how other students interpreted Abigail's voice and perspective.

Crossing the Ohio

One of the most dangerous parts of the Calvin family's journey occurred as they crossed the Ohio River in their covered wagon (chapter nine). The family saw steamboats and broadhorns for the first time. Upon safe passage, they arrived in Madison, Indiana, "the gateway to the state." Encourage students to learn more about the role that the Ohio River and the port of Madison played in Indiana history. Locate the Ohio River and Madison on a map and brainstorm ideas why these locations might have been so critical to pioneers. Examine historical pictures of Madison to get a better sense of the town and how large it must have seemed to the Calvin family.

Print the following images and distribute copies of each one to small groups of students:

- Indiana Historical Society, Digital Image Collections, "View of the City of Madison, Indiana" (accessed 11/15/2012) at http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1993&CISOBX=1&REC=20/.
- Indiana Historical Society, Digital Image Collections, "Madison, Indiana" (accessed 11/15/2012) at http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=1059&CISOBX=1&REC=2, which featuring a view of Madison from the Kentucky side of the Ohio River, circa 1870.
- Indiana Historical Society, Digital Image Collections, "Scene on the Ohio River" (accessed 11/15/2012) at http://images.indianahistory.org/cdm4/item_viewer.php?CISOROOT=/V0002&CISOPTR=900&CISOBX=1&REC=1, which features a broadhorn boat, circa 1830.

Provide time for each group to analyze the images, looking for clues about what the Calvin family may have experienced as they crossed the Ohio River. Conclude this activity by asking students to write a letter from the perspective of Susan to her grandmother describing the journey across the river and her experiences in Madison. Encourage students to use descriptive details gleaned from the text and the images to support their writing.

Family Legends

In chapter six Mama kills a bear and the story quickly becomes family legend. The story was a favorite topic of conversation for years to come in the Calvin family. After reading this chapter, ask students to share, orally or in their writing journals, a story or legend that has been passed down through their family and is told over and over. Facilitate a discussion about accuracy and exaggeration in family stories and encourage students to consider why some stories are so compelling. If desired, take this opportunity to read and compare several literary tall tales and legends with students, such as John Henry, Johnny Appleseed, Paul Bunyan, and Davy Crockett. Discuss why tall tales were popular at this time and why these stories have continued to be passed down through history. Also discuss the problems with tall tales and legends and think critically about what sides of the story are left untold.

New Ways

On page fifty-seven of *Abigail*, Mama tells Susan, "You can do lots of things when you have to. In the new country, we'll have to think of new ways to do a great many things, I imagine." In small groups, have students discuss what they think Mama means in this quote and consider how her sentiment might apply to their life today. After this discussion, ask students to write about a time when they had to learn a new way to do something. Have students share their writing with a partner.

Natural Remedies

Diseases such as jaundice, cholera, malaria, and typhoid fever were common at this time. Ask students why they think diseases were so common among pioneers, making sure to discuss living conditions, hygiene, malnutrition, lack of clean water, and spotty medical care. When Susan became ill with jaundice, her family used an herbal remedy of dewberry roots, cranebill, witch hazel leaves, brandy, and sugar. The use of these kinds of natural remedies was common among pioneers. Learn more about common natural remedies by exploring one or more of the following websites:

- Portage County Historical Society of Wisconsin, Malcom Rosholt Online Archives, “Home Remedies” (accessed 11/15/2012) at <http://www.pchswi.org/archives/misc/remedies.html/>.
- Conner Prairie, “‘Her Daily Concern’: Women’s Health Issues in Early 19th Century Indiana” (accessed 11/15/2012) at <http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Women-s-Health.aspx/>.
- Beyond the Land of Gold blog, “The Life and Times of Perry A. Burgess” (accessed 11/15/2012) at http://burgessdiary.com/_blog/Blog/post/1860_Pioneer_Medicine_Book_Family_Remedies/.
- ThinkQuest. “First-aid on the Trail” (accessed 11/15/2012) at <http://library.thinkquest.org/6400/first-aid.htm/>.

Conclude with a discussion about differences in medical care between the 1800s and today. Encourage students to share times in their life when their medical needs have been filled with home remedies and times when they needed medical intervention. Ask students to create a list of home remedies that their families continue to use today.

Prejudices and Stereotypes

In *Abigail* Native Americans are treated as violent savages that are to be avoided and feared. On page seventy-one, Susan tells her father, “I’d rather meet bears than Indians.” It is important that to take time to discuss the treatment of Native Americans in this text. Begin by locating examples in the text that speak of “Indians,” including the image on page seventy. Encourage students to critically analyze these examples, looking for clues as to the author’s purpose and intent. Facilitate a discussion about the historical context in which this book was written and the ways that society has, or has not, changed over time. Ensure that students have an understanding of the hurtful nature of stereotypes and prejudices.

Life in a Log Cabin

When the Calvin family arrives in Indiana, they quickly set to work building a log cabin. Divide students into five teams and ask each team to read one of the five sections on the Camp Silos website, “Pioneer Resources and Bibliography” page (accessed 11/15/2012), at <http://www.campsilos.org/mod2/teachers/r3.shtml> that describes building and living in a log home. Give each group a piece of chart paper and have students summarize what they learned on their paper. Next, have groups share what they learned with the rest of the class, teaching each other about log cabin living. Continue learning by having students explore an online simulation, “Lincoln’s Log Cabin” from the Indiana Humanities Council’s website (accessed 11/15/2012.) at <http://www.indianahumanities.org/Wethepeople/302-module.html/>. Conclude activity by asking students to consider the similarities and differences between log cabins and their own homes. Use a T-chart or Venn diagram graphic organizer to help students compare and contrast. Encourage students to think about who built the homes, building materials, size and space, and home comforts.

Pioneer Inquiry

Abigail offers readers a glimpse into the life a pioneer family. To learn more, facilitate student-led inquiry research projects. Begin the process by having students pose questions they have about pioneers. Use these questions to guide individual or small group explorations of a chosen inquiry topic. Possible topics include food, housing, clothing, education, health care, entertainment, travel, family relationships, and work. Help students find appropriate websites and library resources, such as those listed in this teacher resource, to research their inquiry question. Model effective note taking. Encourage each student or team of students to think of a creative way to share their inquiry project with the rest of the class. Ideas include a short skit, a diorama, an informative poster, a podcast, or digital presentation. Take time to discuss and share new questions that arose during this project that could be the subject of future inquiry projects.

Write a Book Review

After reading *Abigail* facilitate a discussion with students about their thoughts on the text. Possible questions include: What was your overall opinion of the text? What did you learn from the book about Indiana history and pioneer life? What was it like to read a book that was written over seventy years ago? What was your favorite part of the text? What was your least favorite part? Would you recommend this book to others? What questions do you still have about this text? After this discussion, encourage students to write their opinions on the text in the form of a book review. Show students several published book reviews and/or model a book review for students. Encourage students to introduce the text, state their opinion, provide reasons to support this opinion, and conclude with a summary statement. Consider sharing book reviews on a class blog so that family and other classes may read their opinion pieces.

Assessment

The lessons and learning activities described in this guide offer many opportunities for meaningful assessment.

Possible assessments include:

- Collect one or more of the writing activities to assess (i.e., journal entries, Susan's letter about crossing the Ohio River, family legends, "new ways" quote response, and the book review). If desired, have students select the one piece of *Abigail*-related writing that they are most proud of and submit this to be assessed. To develop and customize rubrics to assess student work, go to Rubistar resources (accessed 11/15/2012) at <http://rubistar.4teachers.org/>. Assess student's work on their pioneer inquiry projects. Together with students, develop a list of criteria for an excellent inquiry project, such projects should be well-researched, have documented sources, and be creatively presented. Use these criteria to assess student's work on their inquiry projects.
- Informal assessment opportunities are plentiful. Print a class list and place it on a clipboard that is always in reach. As students engage in small group discussions and activities about the text, walk around the room and jot down quick notes about student participation and engagement. These notes can be used to guide future instructional decisions.

Enrichment/Extensions

- Take a field trip to Brown County. Tour the Pioneer Village of the Brown County Historical Society. Visit the Brown County Folks Shop, where Portia Howe Sperry worked and sold her *Abigail* dolls. See the Portia Howe Sperry fountain in front of the shop.

- Visit Madison, Indiana. Explore Main Street and imagine what it might have been like in the early 1800s. Walk along the Ohio River. Tour several of Madison's historic sites, such as Ben Schroeder's saddletree factory, Doctor William Hutching's office and hospital, the Jeremiah Sullivan house, the Lanier mansion, and the Schofield house. To learn more go to the Historic Madison website (accessed 11/15/2012) at <http://www.historicmadisoninc.com/>. Visit the Jefferson County Historical Society Heritage Center to see exhibitions on pioneers and transportation. For information go to its website (accessed on 11/15/2012) at <http://jchshc.net/index.php/>.
- Take a field trip to the Conner Prairie Interactive History Park in Fishers, Indiana, to experience prairie life in Indiana in the early 1800s. Visit its website (accessed on 11/15/2012) at <http://www.connerprairie.org> for more information.

Resources

Children's Literature

- Anderson, William. *Pioneer Girl: The Story of Laura Ingalls Wilder*. New York: Harper Collins, 1998.
- Bunting, Eve. *Dandelions*. Orlando, FL: Harcourt, 1995.
- Erickson, Paul. *Daily Life in a Covered Wagon*. New York: Puffin, 1997.
- Greenwood, Barbara. *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*. New York: Houghton Mifflin, 1995.
- Harvey, Brett. *Cassie's Journey: Going West in the 1860s*. New York: Holiday House, 1988.
- Howard, Ellen. *The Log Cabin Quilt*. New York: Holiday House, 1997.
- Kay, Verla. *Covered Wagons, Bumpy Trails*. New York: G. P. Putnam, 2000.
- McCarthy, Pat. *Heading West: Life with the Pioneers*. Chicago: Chicago Review Press, 2009.

Sperry, Portia Howe, and Lois Donaldson. *Abigail*. Rev. ed. Indianapolis: Indiana Historical Society, 2000.

Wadsworth, Ginger. *Words West: Voices of Young Pioneers*. New York: Clarion Books, 2003.

Online Resources

- Abigail Doll. <http://www.abigaildoll.com/home/home.php/>. Accessed 11/15/2012.
- Camp Silos. "Introduction to Exploring the Prairie." <http://www.campsilos.org/mod1/index.shtml/>. Accessed 11/15/2012.
- Conner Prairie. "1836 Prairietown." <http://www.connerprairie.org/Plan-Your-Visit/1836-Prairietown.aspx/>. Accessed 11/15/2012.
- Indiana Illustrators blog. "Portia Howe Sperry, 1890-1967." <http://indianaillustrators.blogspot.com/2012/08/portia-howe-sperry-1890-1967.html/>. Accessed 11/15/2012.
- "Laura Ingalls Wilder Website Index," Herbert Hoover Presidential Library and Museum. <http://hoover.archives.gov/LIW/index.html/>. Accessed 11/15/2012.
- "Pioneer Indiana Teacher Guide," Indiana Historical Society. Download the curriculum guide at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/native-americans/pioneer-indiana/>. Accessed 11/15/2012.
- "Steamboat Curriculum Guides" Indiana Historical Society. Download the curriculum guides at <http://www.indianahistory.org/teachers-students/teacher-resources/classroom-tools/transportation/steamboat-curriculum-guides/>. Accessed 11/15/2012.

Related Publications

Bailey, Dorothy, ed. *Brown County Remembers*.
Nashville, IN: Revere Press, 1986.

Dirks, Barbara. "Doing It Together: The Sperry Family of Brown County, Indiana." *Traces of Indiana and Midwestern History* (Fall 2001): 34–43. Download the article at <http://www.abigaildoll.com/press/press.php/>. Accessed 11/15/2012.

Jordan, Sigrid. "Brown County Woman 'Mothered' The Famed Abigail Dolls." *Bloomington Herald-Times*. November 29, 1970. Download the article at <http://www.abigaildoll.com/press/press.php/>. Accessed November 15, 2012.

Sperry, Portia Howe. "Doing It Together." *Woman's Home Companion*. October 1934. Download the article at <http://www.abigaildoll.com/press/press.php/>. Accessed 11/15/2012.