



Nineteenth Century Life **WORKSHOPS** **EDUCATOR'S GUIDE**

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 4TH- 8TH

Overview

The Farmers' Museum provides students with the rare opportunity to experience life as it was in New York State during the nation-wide period of western expansion that followed the Revolutionary War. While the majority of people living in 1845 rural upstate New York were farmers, there were also a variety of tradesmen and professionals, who helped to create a vibrant community.

Our Nineteenth Century Life Workshops allow students to choose from a range of activities, from open-hearth cooking and blacksmithing, to sewing and decorative arts. In addition to this hands-on component of the workshop experience, there is also a guided tour of the museum. The tour will help students put the daily activities of the historic community into the appropriate perspective and context.

In preparation for your visit and tour, the lesson and activities included in this guide will give you a chance to become acquainted with nineteenth century life and history.

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your workshop experience. Students and chaperones will meet their museum teachers in the Main Barn of The Farmers' Museum for a brief orientation. Following orientation, a

museum teacher will be assigned to each workshop group and each group will depart for their pre-arranged hands-on activity session. Please assign your students to specific workshops before leaving school and assist with organizing the groups on-site. A chaperone must accompany each group.

Workshops take ninety minutes to complete. Please see the workshop locations and products below to aid you while you are organizing and arranging student workshop groups.

After the workshop sessions, the museum teacher will escort groups back to the Main Barn for a brief lunch break. Groups will reassemble following lunch and depart from the Main Barn for their museum tour. The museum teacher will lead students and chaperones through various historic buildings throughout the grounds. Please note that the museum is not open to the public during our Nineteenth Century Life Workshop season. While our buildings will not have staff in historic clothing, our museum teachers will interpret the village, providing your students with an intimate learning experience.

LOGISTICS OF THE TOUR

Environmental Conditions

The Nineteenth Century Life Workshops explore our recreated 1845 village. This program includes spending time inside our historic buildings as well as walking outside to get to and from these buildings. Not all buildings are heated, and many rely on wood-burning stoves and fireplaces. Our walkways are made out of a variety of materials including packed dirt, gravel, wood, and stone. We suggest dressing in layers, and wearing appropriate weather gear, including boots.

Groups

Typically, we ask that you assign your students to a specific workshop group prior to arrival. Each workshop group must have at least one adult chaperone with them at all times, with the exception of Life on the Farm which requires two adult chaperones because this workshop splits into two smaller groups. You will participate in your workshop and tour around the Historic Village in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time. For the tour of the Historic Village, groups may be reassigned to make sure group size is around 10 students.

Length

This program normally lasts 3 1/2 hours (90 minute workshop, 30 minute lunch break, and 90 minute tour). If you plan to visit for a longer or shorter time, or would like to visit a specific location at our museum, please contact Education staff.

When you Arrive

When you arrive, your bus should pull into the main parking lot of The Farmers' Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will set out for your program!

Additional Information

Please consult The Farmers' Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

LEARNING STANDARDS

Social Studies

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

The Arts

STANDARD 1: CREATING, PERFORMING, AND PARTICIPATING IN THE ARTS

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

STANDARDS 4: UNDERSTANDING THE CULTURAL CONTRIBUTIONS OF THE ARTS

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Mathematics, Science, & Technology

STANDARD 1: ANALYSIS, INQUIRY, AND DESIGN

Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

STANDARD 5: TECHNOLOGY

Apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

English Language Arts Common Core

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LANGUAGE

Vocabulary Acquisition and Use

Determine or clarify meaning of unknown or multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Acquire and use a range of general academic and domain specific words and phrases.

Pre-Visit Lessons and Activities

LESSON ONE: LIFE ON THE FARM

Overview

Life in rural nineteenth century New York was vastly different from life in twenty-first century New York. Through this lesson, students will examine family dynamics, jobs, hardships, and community life of those living in rural New York State during this period.

LESSON TWO: NINETEENTH CENTURY WOMEN

Overview

The role of women has changed greatly within the last one hundred years. Today, many women work outside the home as doctors, lawyers, and writers, in jobs once reserved for only men. In the mid-1800s, however, women mostly stayed at home or on the farm. During this lesson, students will analyze the diary of Ann Scutt, learning about what some women did throughout this period of time.

LESSON THREE: READING A PIECE OF ARTWORK

Overview

Pieces of artwork have long been used as a source of information regarding years gone by. When analyzed appropriately, art can help us understand the cultural and social implications of particular era.

Post-Visit Lessons and Activities

Overview

The learning process is never completed until students share what they have learned with their peers. This particular lesson gives students the opportunity to share their individual experiences from their workshop sessions at The Farmers' Museum, encouraging reflection and discussion.

Learning Opportunities

STUDENTS WILL...

Describe the workshop session that they participated in at The Farmers' Museum.

Explain the significance of their learning experience and what they learned through it.

Share their thoughts and experiences with their classmates.

New York State Learning Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Comprehension and Collaboration (SL.1)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas (SL.4)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Essential and Topical Questions

Which workshop at The Farmers' Museum did you participate in and what did you make?

What is something that you learned that you did not know before your field trip?

What does your learning experience tell you about life in the nineteenth century?

Procedures:

To begin, all of the students that did the same workshop should meet and discuss their experience, talking about the major highlights and the new things that they learned, keeping in mind the essential questions. This will allow students to organize and prepare their thoughts to share with others.

Then, organize students into small groups, with at least one student representing each workshop session in each small group. For example, each group should have a student representative from the "Blacksmith's Apprentice" session, one from "A Stitch in Time" session, one from the "Life on the Farm" session, and so on.

In those groups, students should share the ideas that they discussed with their workshop group, each taking a turn to share their individual experience.

After all students have shared in their groups, the teacher can bring the whole class together again and as a form of closure, ask students what their learning experience taught them about life in the nineteenth century.

Supplemental Learning Opportunities

STUDENTS COULD...

Create a story board of their field trip experience, using captions, illustrations, and peer editing techniques, and display them in the classroom.

Write a summary of their field trip experience, answering the various essential and topical questions.

Design a podcast based upon additional research that emphasizes a workshop theme. For example, if a student made a meal on the open-hearth, then they could also incorporate information about nineteenth century cooking and food techniques, as well as describe their experience in the podcast.

DURING YOUR WORKSHOPS

Your students will have the unique opportunity to engage in hands-on workshops during their visit. Each workshop focuses on a different trade or skill, and produces a different tangible result. See the chart below to learn where each workshop takes place, and what your students will be creating!

WORKSHOP	LOCATION	CRAFT PRODUCT
<i>Blacksmith's Apprentice</i>	Field Blacksmith Shop	Iron hook
<i>The Printer's Devil</i>	Middlefield Printing Office	Printed broadside
<i>Pharmacy: Medicines and Remedies</i>	Thrall's Pharmacy	Tea, lip salve
<i>Life on the Farm</i>	Lippitt Farmstead	Open-hearth meal
<i>Basket Making</i>	Creamery Classroom	Hand-woven basket
<i>Scherenschnitte</i>	Filer's Corners Schoolhouse	Paper picture
<i>Quilling</i>	Bump Tavern	Quilled box
<i>Reverse Painting on Glass</i>	Main Barn	Framed painting
<i>A Stitch in Time</i>	Bump Tavern	Drawstring bag
<i>Walk on the Wild Side</i>	Empire State Carousel	Clay animal

LESSON ONE: LIFE ON THE FARM

OVERVIEW

Life in rural nineteenth century New York was vastly different from life in twenty-first century New York. Through this lesson, students will examine family dynamics, jobs, hardships, and community life of those living in rural New York State during this period.

Learning Objectives

STUDENTS WILL...

Describe what life was like in mid-nineteenth century rural New York State.

Analyze a variety of primary source documents.

Compare and contrast nineteenth century with twenty-first century life.

NYS Academic Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details (RH.1 & RH.2)

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.

Comprehension and Collaboration (SL.1)

Engage effectively in a range of collaborative discussions with diverse partners.

SOCIAL STUDIES

Standard 1: History of the United States and New York

Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

Standard 3: Geography

Describe the relationships between people and environments and the connections between people and places.

Standard 4: Economics

Identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.

ESSENTIAL & TOPICAL QUESTIONS

How has life changed from the nineteenth century to today?

What are primary sources?

PROCEDURE

To begin, the teacher can help the students create a KWL chart, allowing them to identify the information that they already know and what they want to know about nineteenth century rural life in New York State.

Explain to students that they will rotate through stations, examining various primary sources that will tell them about some aspect of education, farming, community, gender roles, and economy during this time period.

Distribute the "Life in New York Graphic Organizer," and divide students into small groups of roughly two to three students, depending upon class size. Note: If class is particularly large, the teacher may find additional primary sources on The Farmers' Museum's *Harvest of History* webpage.

Primary sources can be found at harvestofhistory.org and include:

- Diary of Marshall Fairbanks- October 28, 1878
- Daboll's Schoolmaster's Assistant
- Sunbonnet, photograph
- Village Post Office, print
- Haying, print
- Seasonality of Vegetables in New York
- American Cow Milker Broadside

Give students five to ten minutes to examine each primary source example and answer the questions; depending on the class, more time may be needed.

Once students have rotated through the various stations, as a class, discuss their findings. What do these objects tell us about life in the 1800s? How are these objects and tools different from what we use today? How has life changed?

To conclude the lesson, students can complete the KWL chart with something new that they learned.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Research a particular aspect of nineteenth century life in more detail and create an oral presentation. Themes can include education, family roles, technology, food and farming techniques, community and social life, and gender roles.

Create a storyboard that weaves all of the information that they learned from the primary sources into a creative plot, include graphics and captions.

Write a persuasive essay arguing whether primary sources are reliable sources of information about the past.

LESSON TWO: NINETEENTH CENTURY WOMEN

OVERVIEW

The role of women has changed greatly within the last one hundred years. Today, many women work outside the home as doctors, lawyers, and writers, in jobs once reserved for only men. In the mid-1800s, however, women mostly stayed at home or on the farm. During this lesson, students will analyze the diary of Ann Scutt, learning about what some women did throughout this period of time.

Learning Objectives

STUDENTS WILL...

Examine women's roles and jobs in the mid-nineteenth century.

Analyze primary source documents.

Compare and contrast women in the nineteenth century with women today.

NYS Academic Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Key Ideas and Details (RH.1 & RH.2)

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.

Comprehension and Collaboration (SL.1)

Engage effectively in a range of collaborative discussions with diverse partners.

SOCIAL STUDIES

Standard 1: History of the United States and New York

Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.

Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

ESSENTIAL & TOPICAL QUESTIONS

How has the role of women changed since the 1800s?

What are primary sources?

What do diaries tell us?

PROCEDURE

The teacher can begin by asking how many students keep a journal. Then, as a class, discuss what diaries/journals tell us about people, what they did, what they thought, and how they interacted with each other.

Ask students what kind of source a diary is—secondary or primary. *Note: Depending on class familiarity with primary and secondary sources, it may be necessary to discuss the differences between these two types of sources in a more in-depth manner.*

Explain to students that they will read the diary of Ann Scutt, a woman who lived during the mid-nineteenth century. The Ann Scutt diary sections from January-June 1860, July 1860- May 1861, and May 1861- November 1862 can be found on The Farmers' Museum's *Harvest of History* webpage, under primary sources. As a class, or with partners, direct students to analyze the primary source using the "Analyzing Primary Sources Worksheet."

Discuss findings as a class. What kinds of jobs did women do based on the diary, e.g. farm work, take care of family, etc. Explore the idea of spheres of influence. Explain to students that during this period of time, women were largely in charge of the home, taking care of the family and house, while men were considered to be the providers and to have the most business sense. While women stayed mainly in the home and on the farm, men's territory extended into the community, where they were business owners and leaders.

Then, discuss with students how women's roles have changed. What kinds of jobs do women do today? It may be helpful to discuss with students that more women are working outside the home, getting a post-secondary education, and working in political and leadership roles (give present day examples, Hilary Clinton, Condoleezza Rice, Senators and Congresswomen).

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Keep a journal log for one to two weeks, and then, with a partner, analyze one another's journals for more primary source reading experience.

Create biographical sketches of various women leaders in the United States, which can include written and/or oral components.

Design a class news podcast exploring the events surrounding the Women's Rights Convention, writing a script and interviewing classmates who portray the attendees and leaders at the Convention.

LESSON THREE: READING A PIECE OF ARTWORK

OVERVIEW

Pieces of artwork have long been used as a source of information regarding years gone by. When analyzed appropriately, art can help us understand the cultural and social implications of particular era.

Learning Objectives

STUDENTS WILL...

Examine nineteenth century artwork.

Describe what these paintings tell us about life during the nineteenth century, using evidence from the paintings.

NYS Academic Standards

ENGLISH LANGUAGE ARTS COMMON CORE

Comprehension and Collaboration (SL.1 & SL.2)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas (SL.4)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

THE ARTS

Standard 3: Responding to and Analyzing Works of Art

Analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art.

ESSENTIAL & TOPICAL QUESTIONS

What can art tell us about the past?

Can a piece of artwork be a primary source?

PROCEDURE

To begin, the teacher can ask students how many of them have been to an art museum or exhibit. Discuss with them what they saw, and ask students what they learned from the various pieces of artwork. Did these pieces tell them anything about life in the past or present?

Explain to the students that some pieces of artwork can be used as primary sources, but it is important to be able to read and analyze a piece of work, just like a text source, in order to understand it. Tell students that they are going to examine three pieces of artwork, and they should look carefully at the pieces, share their observations using evidence from the artwork, listen to the points of view of their fellow classmates, and discuss as many interpretations or ideas that they have about the paintings as possible.

During the session, to better facilitate the discussion, the teacher should paraphrase student comments (deferring any judgments, positive or negative), focus students on the areas of the painting being discussed, and frame and connect student comments. This will help to ensure the free flow of ideas and observations.

The teacher may use three paintings from The Farmers' Museums collection, accessible through the *Harvest of History* webpage: "Village Post Office," "Politicians in a County Bar," and "Haying."

First, the teacher should ask students what is going on in this picture. After some discussion, students should explain their statements by answering what details they see that helped them draw that conclusion. Finally, the teacher should again ask students what more they can find, discussing the various objects, people, places, and themes that they see in the artwork.

Depending on the class's understanding, the teacher may want students to analyze the final two paintings with a partner, using the attached "I Can Read a Painting" worksheet, then debriefing as a class.

SUPPLEMENTAL LEARNING OPPORTUNITIES

STUDENTS CAN...

Create their own painting or drawing about life in the nineteenth century and then write an explanatory essay about what it means and says about life in that period.

Write an essay supporting their analysis of a painting of their choice, answering the same questions discussed in class, providing evidence to support their conclusions.

Design a skit based on one of the paintings, creating a dialogue, plot, and script; this activity may require some additional student research.

NAME: _____

DATE: _____

LIFE IN NEW YORK GRAPHIC ORGANIZER

STATION	WHAT TYPE OF PRIMARY SOURCE IS IT?	WHEN WAS IT CREATED?	WHO WAS THE CREATOR?	WHAT IS THE PURPOSE OF THIS SOURCE?	WHO IS IT WRITTEN/MADE FOR?	WHAT DOES THE SOURCE TELL US?	WHAT QUESTION/S DO YOU HAVE ABOUT IT?
1							
2							
3							
4							
5							
6							
7							
8							

