



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

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: 9<sup>TH</sup> – 12<sup>TH</sup>

## 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.

These 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. 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.

## 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.

#### STANDARDS4: 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 STANDARDS

##### *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.

## Pre-Visit Lessons and Activities

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### LESSON ONE: EXTRA! EXTRA! EXPLORING LIFE IN THE 19TH CENTURY

#### Overview

Newspapers are a major source of information today. While many may now be in an electronic format, the concept is still the same. The news of the community, region, state, and country can be shared via this one medium. In this lesson, students will have the opportunity to research and create their own antebellum newspaper.

### LESSON TWO: WHERE DOES YOUR FOOD COME FROM?

#### Overview

Food is a necessary part of the daily existence of all living things. Over the centuries, and even decades, the way that we make, gather, and distribute our food has changed. In this lesson, students will examine changing food production techniques and methods.

### LESSON THREE: SOCIAL MOVEMENTS IN THE NINETEENTH CENTURY

#### Overview

During the nineteenth century, social reform movements abounded. Flocking to causes that often had a personal meaning, individuals and issues that were traditionally underrepresented in society and history were demanding a voice. The most well-known social movements of this era included: Women's Rights, Abolition, School Reform, Temperance, and Prison and Asylum Reform.

## Post-Visit Lessons and Activities

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#### 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 Farmers' Museum workshop sessions, 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)*

Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and express their own clearly and persuasively.

##### *Presentation of Knowledge and Ideas (SL.4)*

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

#### Essential and Topical Questions

At The Farmers' Museum, in which workshop did you participate?

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, students should be organized 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.

Then, after the initial group is organized, 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 their initial groups.

Once students have fully discussed their experiences, then students should return to their initial groups, which were representative of all of the workshop sessions. In those groups, students should share the ideas that they had previously discussed, 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...**

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

Write a summary of their field trip experience, answering the various essential and topical questions and making comparison between nineteenth and twenty-first century life, citing specific examples and evidence from the field trip.

Create a brochure for The Farmers' Museum that describes and highlights the various workshops, providing testimonial examples. Design the brochure to attract and persuade other guests to visit the museum.

## 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: EXTRA! EXTRA! EXPLORING LIFE IN THE 19TH CENTURY

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## OVERVIEW

Newspapers are a major source of information today. While many may now be in an electronic format, the concept is still the same. The news of the community, region, state, and country can be shared via this one medium. In this lesson, students will have the opportunity to research and create their own antebellum newspaper.

## Learning Objectives

### STUDENTS WILL...

Describe the various social, cultural, and political issues of the nineteenth century through independent and group research.

Design and create a newspaper from a nineteenth century perspective.

## NYS Academic Standards

### ENGLISH LANGUAGE ARTS COMMON CORE

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

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### ***Comprehension and Collaboration (SL.1)***

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### ***Text Types and Purposes (W.2)***

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ***Production and Distribution of Writing (W.4, W.5)***

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### ***Research to Build and Present Knowledge (W.7)***

Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### 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.

Research and analyze the major themes and developments in New York State and United States history.

Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.

#### ***Standard 3: Geography***

Explain how technological change affects people, places, and regions.

## ESSENTIAL & TOPICAL QUESTIONS

What makes a good newspaper?

What are primary sources? What do they tell us about the past?

## PROCEDURE

To begin, the teacher should ask students where they get their news and information. Then, discuss with students what makes a good newspaper and which sources they trust most and why.

Explain to students that they will be creating a newspaper in small groups. This newspaper will discuss the daily life of antebellum rural New York communities and should be written as though it was created during that era.

Students should be divided into small groups to complete the project, and each group member will receive a particular role or job. Newspaper staff positions may include: an editor-in-chief, a layout design editor, a text editor, and an advertiser. Group members, regardless of their staff position, will research and write at least one article for the newspaper. (*Note: depending on class size, the teacher may wish to add or combine various positions at their discretion.*)

Themes that students should discuss are social movements (Women's Rights, Common School, and Shaker movements); pastimes (women and men's fashions, popular food, and sports); music and literature (popular songs, new books, forms of entertainment); politics (popular parties, elections, and scandals); and work (farm life, community, chores, agricultural production).

Students will compile research and work with their staff members to create their newspaper following the checklist included. Primary sources should be utilized, and can include The Farmers' Museums *Harvest of History* webpage and The Library of Congress's *American Memory* webpage.

## SUPPLEMENTAL LEARNING OPPORTUNITIES

### STUDENTS CAN...

Read, analyze, and discuss Ralph Waldo Emerson's essay, "Self-Reliance."

Create a podcast interview that features a first-person discussion and comparison between Elizabeth Cady Stanton, author of the Declaration of Sentiments, and Thomas Jefferson, author of the United States Declaration of Independence, comparing documents and ideology.

Write a persuasive essay on whether the 21<sup>st</sup> century education system needs reform, drawing parallels to the Common School Movement of the 19<sup>th</sup> century.

# LESSON TWO: WHERE DOES YOUR FOOD COME FROM?

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## OVERVIEW

Food is a necessary part of the daily existence of all living things. Over the centuries, and even decades, the way that we make, gather, and distribute our food has changed. In this lesson, students will examine changing food production techniques and methods.

## Learning Objectives

### STUDENTS WILL...

Compare and contrast food production and consumption methods from the nineteenth to twenty-first centuries.

Examine primary source documents.

## NYS Learning Standards

### ENGLISH LANGUAGE ARTS COMMON CORE

#### **Key Ideas & Details (RH.1, RH.2)**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### **Comprehension and Collaboration (SL.1, SL.2)**

Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

### SOCIAL STUDIES

#### **Standard 1: New York & United States History**

Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.

#### **Standard 3: Geography**

Explain how technological change affects people, places, and regions.

## ESSENTIAL & TOPICAL QUESTIONS

What does the grocery shopping experience look like in the twenty-first century?

Where does our community's food come from?

How are primary sources useful in learning about the past?

How has food production changed within the last 150 years?

## PROCEDURE

To begin, the teacher can ask students where and how they get their food. Ask students what they know about the different places where their food comes from before it gets to the grocery store. Explain that in the early nineteenth century, many farmers grew their own food.

Describe to students that they will create a Food History Timeline, which will answer questions about how food production changed over time. The timeline will examine the production, processing, and distribution methods, and techniques of farming and food from 1800 to the present.

The timeline should include primary sources, represented through visuals or documents, and written descriptions. Visual examples of primary sources may include photographs, maps, charts, etc., but they must be accompanied by a description and explanation for its inclusion and relevance in the evolution of food consumption in the United States.

Students may find primary sources at The Farmers' Museum's *Harvest of History* webpage.

Major themes that may be examined can include: crop science and biology, farming machinery, food/grocery transportation methods, important farming/food legislation, food advocacy groups, packaging changes, etc.

Students may work with a partner or small group to organize and create their timelines.

## **SUPPLEMENTAL LEARNING OPPORTUNITIES**

### **STUDENTS CAN...**

Write a persuasive essay arguing which century's method of food production and consumption is better for the public and economy.

Create a bulletin board display for the school, describing food production, packaging, distribution, and consumption in the United States.

Design an advertisement, including an image and slogan, which encourages consumers to buy local, and then write a brief interpretation of your advertisement.

Preview the documentary *Food, Inc.* and have a class discussion about the film and the food industry.

# LESSON THREE: SOCIAL MOVEMENTS IN THE NINETEENTH CENTURY

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## OVERVIEW

During the nineteenth century, social reform movements abounded. Flocking to causes that often had a personal meaning, individuals and issues that were traditionally underrepresented in society and history were demanding a voice. The most well-known social movements of this era included: Women’s Rights, Abolition, School Reform, Temperance, and Prison and Asylum Reform.

## Learning Objectives

### STUDENTS WILL...

Explore various social reform movements of the early nineteenth century.

Describe the contributions of these organizations and movements.

## NYS Learning Standards

### ENGLISH LANGUAGE ARTS COMMON CORE

#### ***Key Ideas & Details (RI.1, RI.9)***

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

#### ***Text Types & Purposes (W.2)***

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### ***Research to Build and Present Knowledge (W.7)***

Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### ***Presentation of Knowledge & Ideas (SL.4 & SL.5)***

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

Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### SOCIAL STUDIES

#### ***Standard 1: New York & United States History***

Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

Research and analyze the major themes and developments in New York State and United States history.

Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States History.

## ESSENTIAL & TOPICAL QUESTIONS

What current reform movement examples do you know of?

What was the impact of the various reform movements of the nineteenth century? Were they successful?

## PROCEDURE

To begin, the class can discuss current reform movements that they have heard about in the news. Examples may include No Child Left Behind (education reform), Occupy Movements (economic reform), and so on.

Explain to students that social reform movements have been a major part of United States history. Describe to students how the early nineteenth century saw many reform movements and organizations.

Then explain to students that they will work in small groups to complete a research project and presentation about one of these historical reform movements. Working as a team, students will research information and then design a presentation, which must incorporate a visual, oral, and interactive component, as well as a handout of important notes and information about the specific topic.

Note: The Interactive component must get the class involved, either in a discussion, a game, or some other activity.

Students will examine the Women's Rights Movement, Abolition Movement, Common School Reform, Prison/Asylum Reform, or the Temperance Movement. For specific assignment criteria and information, students can refer to the "Unraveling Society" handout.

After students have completed their research, the teacher can organize class presentations.

## SUPPLEMENTAL LEARNING OPPORTUNITIES

### STUDENTS CAN...

Write an oral component describing their research, individually or as a group.

Create a "Who's Who Guide for Nineteenth Century Reform Movements." Include a biographical sketch and other important information about the various reform movements and their leaders.

Compose a reflective summary about what they learned and how it relates to their understanding of citizenship and civic duty.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## EXTRA! EXTRA! STUDENTS CREATE 19TH CENTURY NEWSPAPER

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Working as a newspaper staff, you and your group members will create a newspaper that describes life in the 1840s to 1860s rural New York. Below is a checklist of criteria that must be addressed in order to receive full credit.

\_\_\_\_ Creative newspaper title or name

\_\_\_\_ Each group member wrote at least one article

\_\_\_\_ Each article should included

\_\_\_\_ A different theme or topic

\_\_\_\_ At least one image and an appropriate caption

\_\_\_\_ At least one primary and one secondary source (cited)

\_\_\_\_ A headline and topic sentence

\_\_\_\_ Author's name

\_\_\_\_ At least three period-appropriate advertisements are present

\_\_\_\_ At least one persuasive editorial is included

\_\_\_\_ Final product is well organized with few grammatical errors

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## UNRAVELING SOCIETY: SOCIAL REFORM MOVEMENT PRESENTATION

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For your reform movement, you will need to design an in class presentation for your peers. Therefore, you should become the expert on your social reform movement:

- Who were the major players?
- What major events influenced or were apart of the movement?
- What laws were challenged or purposed as a result of this movement?
- What were the consequences to participating in this movement, and did life improve as a result of this movement?

Your presentation should address these questions, but is not limited to this list, and should include any other important information that you find in your research.

***To receive full credit for this assignment, the presentation should meet all of the requirements listed in the checklist below:***

\_\_\_ Visual components were included (poster, PowerPoint Images, etc.)

\_\_\_ Members equally participated in the oral presentation

\_\_\_ An interactive component/activity was included for the class

\_\_\_ Group members distributed a notes handout to class (fill in the blank notes, graphic organizer with presentation information, etc.)

\_\_\_ Major themes were addressed that related to the social movement

\_\_\_ People

\_\_\_ Places

\_\_\_ Events

\_\_\_ Laws

\_\_\_ Presentation included a variety of sources, including at least 5 secondary sources and 3 primary sources

\_\_\_ A complete bibliography was handed in, along with a copy of the class handout of notes