

Western North Carolina Historical Association History Detective Traveling Trunk (K-5)

LESSON- BECOME A HISTORY DETECTIVE!

INTRODUCTION

Your students will go on a journey back in time to the year 1900. The town is Asheville, and the places are farms and log cabins spaced across the mountains. Using ~~the book, *A Pioneer's Sample*~~ *The Daily Life of a Pioneer Family in 1840* which details a year in the life of a fictional pioneer family, students will learn that families farmed, hunted, and raised animals; traded for items with neighbors and shopkeepers; and performed chores to help their family be self-sufficient. They will appreciate the resourcefulness and hard work necessary to survive on a daily basis.

Students will experience what it would have been like to use 19th-century tools to complete today's tasks. Using real artifacts, students will learn that details such as material, weight, size, and shape of an object can give clues as to its purpose. They will make inferences about the use of these artifacts and learn how tools and ways of doing things have changed over time. They will understand how people made and used tools to help provide for their basic needs and that many of those tools are similar to tools we still use today.

GOALS

To understand how daily life in 19th-century Western North Carolina was different from life today and use deductive reasoning skills to determine the purpose of tools used by early residents of our state. demonstrate, through handling real artifacts, how to use context clues and existing knowledge to make an inference about an object previously known to the student. Students will also learn about the tasks required of early farming households to meet their daily needs.

OBJECTIVES

- Students will define key terms related to 19th-century settlement in Western North Carolina.
- Students will participate in a hands-on activity in which they will handle and analyze real artifacts.
- Students will compare historic artifacts with their contemporary counterparts.
- Students will recognize the differences between life in the 19th and 21st centuries.

NORTH CAROLINA ESSENTIAL STANDARDS (K -5)

K.H.1 Understand change over time

1.H.1 Understand that history tells a story of how people and events changed society over time

2.G.2 Understand the effects of humans interacting with their environments.

3.H.2 Use historical thinking skills to understand the context of events, people and places

4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4.H.1 Analyze the chronology of key historical events in North Carolina history.

5.G.1 Understand how human activity has and continues to shape the United States.

ASSESSMENT

Student participation in group work and the completion of a primary source analysis sheet.

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TRAVELING TRUNK INVENTORY

- Lesson Plan (1)
- *A Pioneer Sampler: The Daily Life of a Pioneer Family* (1840)
- Laminated Artifact Images and Stories (20)
- Box of leads (one laminated hint for each object)
- Artifacts (20)
 - Kitchen
 - 2 Butter Paddles
 - Coffee Grinder and Cup
 - Corn Husker
 - Fruit Jar Wrench
 - Hog Scraper
 - Bottle Jack
 - Ice Cream Scoop
 - Steamed Pudding Mold
 - Toaster
 - Wood Cook Stove Lids
 - Household
 - Ice Skates
 - Hair Crimping Iron
 - Boot Jack
 - Button Hook
 - Wooden Brick Mold
 - Shoe Last
 - Glass Inkwell & Lid
 - Stick Shuttle
 - Soap Saver
 - Stereoscope

GETTING READY TO LEARN

Begin by asking students about the last museum they visited. What was it like? What was inside the museum? What was their favorite part of the museum? Use this as an opportunity to talk about the differences between art, science, and history museums. Today we'll be talking about history museums.

What is a museum? History museums do an important job: they collect, care for, and explain objects from the past to people. These objects, also called artifacts, help us understand the past. Artifacts can tell us what people wore, what they ate, even what they liked to do for fun and why. Some people who work at museums are historians; it's their job to figure out how and why artifacts were used to help us understand the past and its influence on our lives today.

How do historians get their information? If you wanted to find something out, what would you do? (Read a book, look on the Internet, ask someone.) Historians do the same thing. They study written documents and talk to people who remember the past. But sometimes historians can't find answers in those places. So historians also learn to read artifacts.

How do I read an artifact? To read artifacts, you must first learn about the time period in which each object was used. Then you can use that information along with your senses (seeing, hearing, smelling, and touching, but not tasting!) to answer questions about an object. This will allow you to "read the artifact" and determine how and why it might have been used. **This activity makes use of inference.** Inference is using what you already know plus context clues to figure out what an object may have been used for. Just like a detective!

Note: Most of the objects have an **ID number** written on them (generally on top of a swipe of white acrylic paint). These numbers are called accession numbers and are used by museum curators to track each object.

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LESSON PROCEDURES

1. Begin class by asking students to describe a tool that they use every day (eg. toothbrush, fork, pencil, cell phone, computer, etc.). What does the tool look like? What is it made of? Who made it? How do you know? What does it help you to do?
2. Define key terms for this lesson
 - **Artifact** - an object made by a human being, typically an item of cultural or historical interest
 - **Tool** - a device or implement, especially one held in the hand, used to carry out a particular function
 - **Inference** - a conclusion reached on the basis of evidence and reasoning; using what you already know plus context clues to figure out what an object may have been used for
3. Set the stage. Using *Pioneer Sampler*, briefly discuss (or read aloud) excerpts from the text of a pioneer family in 1840 making sure to highlight the household's use of tools in the text and images.
 - a. From the NC Museum of History: The majority of North Carolinians in the early part of the 1800s were yeoman families living on small farms at what they could raise, kill, or gather themselves. Corn was a dietary staple, and most people had access to apple trees. Working in the family garden included plowing, planting, watering, weeding, removing insects by hand, and harvesting the vegetables and preserving them for the winter months by drying or pickling. The entire family was expected to help in the garden. Even the youngest child could help plant and remove damaging worms from the plants.
4. Hand out the provided letter and/or explanation that we need some good detectives to go back in time to the year 1900 to help us identify some objects from the museum's collection that our historians haven't been able to identify. The place they are going is a small homestead outside of Asheville, North Carolina. They have never been here before and they have come upon a group of tools that they can use to help provide for themselves and their families. They are allowed to look at, touch, smell, and listen to each object and see if they can figure out what the tool was made to do.
5. Tell the students that before we all travel back in time, we'll look at one artifact together and think about how to answer some questions.
6. Divide the class into small groups and divide the objects evenly between them. Explain that these are real artifacts and should be treated with care.
7. Using the provided worksheet, have each group write down their observations about their object(s). For younger students, have them handle and discuss the objects rather than write.
8. Monitor student interaction with materials. Assist as needed.
9. Reconvene the class and hold a class discussion in which each group presents their findings about their object(s) to the rest of the class. Talk about what they think the objects were used for and why.
10. After each group presentation, read the short story about each object on the back of the laminated images of each object.

CONCLUSION

Discuss how some objects were easier to identify than others. Why was that? Do we use any that are similar to so, what has changed about that tool? If not, why don't we use a tool like that any more? Is there a different tool that does the same job for us today?

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SUPPLEMENTAL ACTIVITY IDEAS

- Write short stories set in the 1800's, featuring at least one of the History Detective objects in context.
- Using object reading skills, analyze one object at home that is older than the student.
- Create a museum of the student's life. Which five objects would they include? Draw a picture of the exhibit.
- Imagine being a historian in 2165. Using object reading skills, analyze an object from this year. What creative uses can the student imagine?
- Make a collage featuring five contemporary objects that didn't exist in the 1800's (TV, Computer, etc.) and five that are essentially unchanged (book, piano, etc.)
- Bring in a modern object (one that may be unusual) and pretend they are museum curators in the future. They have found the object(s) and are processing them in their collection. What might they say about it? Have them answer the same questions as they did for the old objects. What might have it been used for? etc.
- Research an object of their choice from the trunk. Are there other styles of this object? What is its value? Can they find drawings or photographs of someone using the object?
- Draw up a timeline of materials that objects are made from. When did metal objects emerge? Woven fabrics? Glazed porcelain or china? Discoveries? Inventions? Innovations? Technologies?
- Make a time capsule! (Make sure to date it!)
 - You need
 - Glass jar with a screw top lid (like a Mason Jar)
 - Objects
 - Pictures of family, friends and pets
 - All the stuff in your pockets RIGHT NOW
 - Ticket stub or program from a movie or play or event you've gone to
 - Some mail, including junk!
 - (Clean) labels off boxes, bags or bottles of your favorite foods
 - Birthday cards from this year
 - Page or printout from your favorite magazine, newspaper or website
 - Include a paper with - Some important things about ME this year
 - Three of my favorite foods are:
 - An activity I really don't like is:
 - Some of my good friends are:
 - In my free time, I like to:
 - My favorite song is:
 - This year, I'd like to learn:
 - Some of my favorite books are:
 - A movie or TV show I like is:
 - Something that really makes me happy is:

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TEACHER EVALUATION

WNCHA's Traveling Trunk program is an educational outreach service provided to public and private schools. To improve the effectiveness and quality of the program, we need your feedback. Before returning the Trunk, please complete this evaluation form. Thank you.

School: _____

Grade level(s) in which Trunk was used: _____

Number of students who used Trunk: _____

Overall, how would you rate the Trunk?

Excellent Good Fair Poor

Were you able to get the Trunk with relative ease?

Were the curriculum materials easy to use and logically organized?

To what degree did the materials provide information to which your students would not have had access?

What would you add or delete from the Trunk?

What did your students enjoy most? Least?

What suggestions do you have to improve the Museum's Trunk program?

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OBJECT CHECKLIST

Item	OUT	IN	NOTES
Lesson Plan Notebook			
<i>A Pioneer Sampler</i> Book			
20 Laminated Artifact Images			
20 Artifacts			
2 Butter Paddles			
Coffee Grinder and Cup			
Corn Husker			
Hog Scraper			
Fruit Jar Wrench			
Bottle Jack			
Ice Cream Scoop			
Toaster			
Steamed Pudding Mold			
Wood Cook Stove Lids			
2 Ice Skates			
Boot Jack			
Hair Crimping Iron			
Button Hook and Chap			
Wooden Brick Mold			
Shoe Last			
Glass Inkwell and Lid			
Wooden Stick Shuttle			
Soap Saver			
Stereoscope and 3 Stereograph Images			

I agree to assume responsibility for the materials in the Traveling Trunk and am liable for any replacement cost of lost or damaged items.

Signature _____

Date: _____