

K – 4 Teacher Resource Guide

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Museum Manners

- A museum is a very exciting place; however, you must remember to walk through respectfully and use your inside voices.
- It is okay to look, but we ask you not to touch unless you are invited to by the docent leading your tour. This includes walls, labels, and cases.
- Listen while the docent is speaking. If you have a question or comment, raise your hand and the docent will call on you.
- Stay with your group.
- If you are taking notes, only pencils can be used.
- Food, drinks, gum, and candy are not permitted.

Pre-Visit Lesson Plan Suggestions

Objectives:

- Students will explore how the Independence County region has changed through time
- Students will examine stories of people and events that brought about change.
- Students will recognize that history is a continuing story and will realize they play a role in the story.

Materials:

- Map of Old Independence County
- Crayon or colored pencil
- Pencil
- Investigation Handout
- Family Tree Handout

Activity I – Map

Pass out a copy of the map of Old Independence County. Explain to the class that in the early days of Arkansas, Independence County was very large and made up of land that was later divided into 12 counties. Help the students locate the county where they live and have them color their county with a crayon or colored pencil.

Activity II – Investigate

This handout can be done individually or in small groups. Tell the class that they are to be investigators while visiting the museum. Good historians investigate, or research, history and then report what they have discovered. The handout lists some of the things that the students may learn about at the museum. Ask the students to circle the ones they are most interested in and think of 2 questions for each object that they think would help them learn more about the objects' stories.

Activity III – Family Tree (homework)

Pass the family tree out to each child. Explain to them what a family tree is and how it helps them to discover their family's history. Have them take it home and fill it out with a family member.

Investigate!

Below is a list of objects that you may see while visiting the museum. Circle the ones that you want to investigate (find out more about). Then think of two questions for each object that you circled that would help you learn more about their stories. Listen to the docent during your tour to see if he or she answers your questions. If not, raise your hand and ask.

A woman cooking

Gourd

Wash tub/board

Lock and key

Train platform

Gas pump

Scale

Butter churn

Melodeon

Phone

Wagon

Message stick

Mortar/Pestle

Pelt

Write your questions in the space below:

Post Visit Lesson Plan Suggestions

During your visit you may or may not have had the opportunity to see all of the things discussed in these lesson plan suggestions. Please use the ones that you feel apply to your class and visit.

Objectives:

- Students will explore how the Independence County region has changed through time
- Students will examine stories of people and events that brought about change.
- Students will recognize that history is a continuing story and will realize they play a role in the story.

Discussion and Activity Suggestions:

- From the pre-visit handout, Investigate!, have each student report (orally or written) about two of the objects he or she chose to investigate.
- The Shawnee were Native Americans that were living in our region long before the first settlers came. Discuss what the students thought was most interesting about the Shawnee. Example: Did they find it interesting that they lived in log houses? Have them draw a picture of what they found to be most interesting. As white settlers moved in to the region, how did they interact with the Shawnee? Have the students role play a trade negotiation between a Shawnee and a white settler.
- We know that early communities were often simple crossroads where people would meet for school or church. Discuss how a crossroads school in the 19th and early 20th centuries was different from today's schools. Are there similarities? Review some of the popular forms of outdoor recreation in the 19th century. Have the students write about or draw a picture of their favorite outdoor activity today.
- At the back porch we discussed some of the chores of a child living in the 1930s. Compare the chores those children were doing with chores kids do today. Ask the students what their favorite and least favorite chore would have been if they lived in the 1930s. Why? What would have been the most difficult part about living in the 1930s? While churning butter we may have talked a little about work songs. Divide the class into small groups and have them come up with a work song for one of their chores.
- While visiting the museum you learned about families that were moving in and out of our region and how they helped shape the history of our region. You and your family are important to this region and play a part in shaping the history of our region for future generations. It is important to keep an account of your family's history. Have the students share their completed family trees, from the pre-visit material, with the class. Have each student interview an older family member about his or her childhood. Draw a picture of one of their memories and share it and the story with the class. Have the

students make a timeline drawing of their life, including events such as their first pet, first day of school, birth of a sibling, etc.

- Review some of the offices of the courthouse with the class. Have them draw a picture of their county courthouse.
- Remember that wagon travel was often slow and rough. Have the students imagine that they are going to travel into town in a wagon. They are going to leave early in the morning and return late in the evening. Make a list of the things that you would need to pack in the wagon.
- Train travel was much faster than wagon travel. What were some of the other advantages to traveling by train? Have the students come up with a story about traveling by train. Here are some questions to get them started: Where are you going? Why? Describe the inside of the train. Who is traveling with you? Are you traveling for work or are you on vacation?
- If you traveled by car, a service station or a filling station would be a need. How do these stations compare to our gas stations today?

Post Visit Evaluation Form

School:

Teacher:

Grade Level:

Date of Visit:

1. Did you make use of the pre-visit material?
2. Was it helpful?
3. Was the tour presented effectively?
4. What did the students like most?
5. What did the students like least?
6. Did you make use of the post-visit material?
7. Was it helpful?

Additional Comments/Suggestions:

