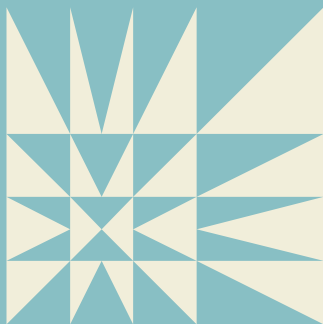


PASSPORT

TO LEARNING



SHELBURNE
MUSEUM

Name:

Table of Contents

1	Round Barn (Self-Guided)	23	General Store: Shop 'til You Drop (Guided)
3	Circus Building (Self-Guided)	27	Sawmill: Natural Resources at the Museum & Scavenger Hunt (Self-Guided)
5	Train Station: Train Tracking (Guided)	33	Print Shop (Self-Guided)
7	Beach Lodge (Self-Guided)	35	Printmaking (Guided)
11	<i>Ticonderoga</i> : Simple Machine Scavenger Hunt (Guided)	39	Nature Journaling (Self-Guided)
17	<i>Ticonderoga</i> : Life on the <i>Ticonderoga</i> (Guided)	41	Sketching from Observation (Self-Guided)
19	Webb Gallery: Activity #1 (Self-Guided)	43	End of Day/Post Trip Reflection
21	Webb Gallery: Activity #2 (Self-Guided)		



Round Barn

(Self-Guided)

Explore the Round Barn and take a close look at a horse-powered vehicle that is interesting to you.

What do you **see**?

What do you **think** is going on? What do you think about what you see?

What does it make you **wonder**?

Create a sketch of the horse-powered vehicle you are observing.



Circus Building

(Self-Guided)

Take a close look at:

The Kirk Brothers Circus – a miniature three-ring circus with over 3,500 pieces

or

The Arnold Circus Parade – a 500-foot-long parade with 4,000 figures.

Look at a miniature circus and the figures. What do you **see**?

What do you **think** is going on? What do you think about what you see?

What does it make you **wonder**?

Draw something you see that is interesting to you.



Train Station

Train Tracking (Guided)

Telegraph

The telegraph is a system that uses electrical pulses to send coded messages through a wire to a receiver. The message is then decoded on the receiving end. It cannot carry voices or any other communication.

Morse Code

Morse code is a system of electronic communication. It uses dots, dashes, and spaces to represent letters, punctuation, and numbers. The symbols are arranged to spell out a message.

Use this space to record your messages.



Beach Lodge

(Self-Guided)

Look around the room. What do you **see**?

What do you **think** is going on? What do you think about what you see?

What does it make you **wonder**?

Explore the lodge. Can you find any answers to your **wonders**? Write your discoveries below!



Beach Lodge (cont.)

(Self-Guided)

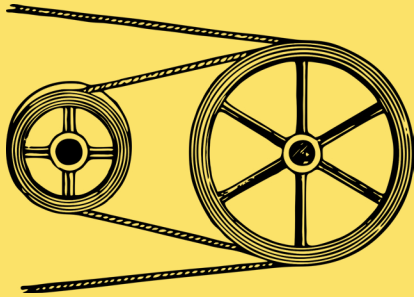
Choose an animal, look closely, and create a sketch of what you see. You can **zoom out** and draw all of the animal, or you can **zoom in** on an interesting part and draw that. Can you show the **texture** of the fur?

Think about **why you chose this animal**. You can talk about this with a friend or your teacher/adult.



Ticonderoga

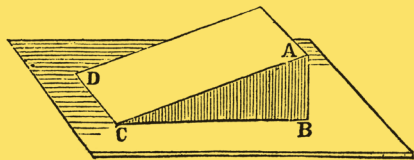
Simple Machine Scavenger Hunt (Guided)



Pulley

Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Inclined Plane

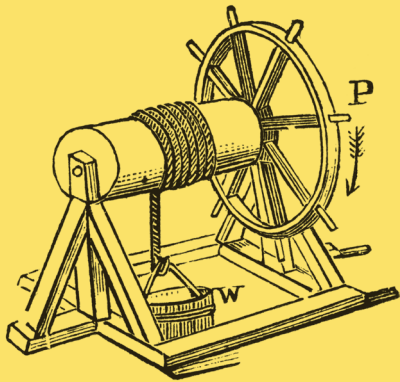
Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Ticonderoga (cont.)

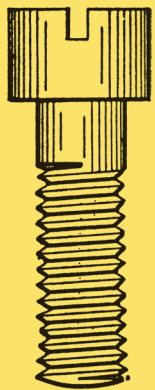
Simple Machine Scavenger Hunt (Guided)



Wheel & Axle

Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Screw

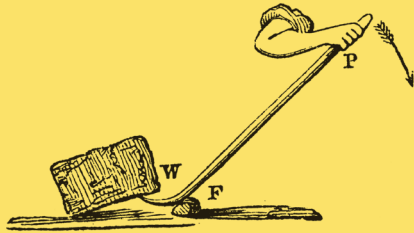
Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Ticonderoga (cont.)

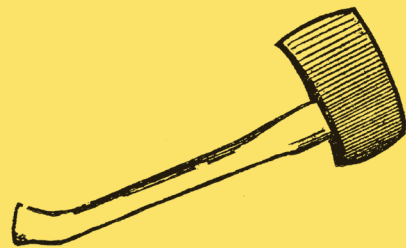
Simple Machine Scavenger Hunt (Guided)



Lever

Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Wedge

Where on the *Ticonderoga* is it? Describe (or draw) what it looks like.

What do you think it does?



Ticonderoga (cont.)

Life on the *Ticonderoga* (Guided)

Who are you? Write the job or role of the person on your card, and their name.

I am:

Write a question you would like to ask this person.

I wonder:

Write or draw something you learned about this person and their job or role.

Write about how this person may have felt or thought about their experience on the *Ticonderoga*.

I think:



Webb Gallery

Activity #1 (Self-Guided)



Abbott Fuller Graves, *A New England Country Grocery*, 1897

When you enter the gallery, walk into the large gallery on your right. Once you are in the gallery, you will see this painting on the wall to your left. If the room is crowded, you may try the activity on the next page.

Take some time to look at the painting. What do you **see**?

What do you **think** is going on?

What does it make you **wonder**?



Webb Gallery

Activity #2 (Self-Guided)

Find paintings that look:

Painting name & artist

Beautiful

Noisy

Confusing

Lonely

Scary

Calm

Directions: Explore the gallery. Match each word to a work of art. There are no wrong answers. Write down the name of the painting and artist next to the word you matched it with. Describe why you chose that artwork.

What do you see in the artwork that makes you think of the word you matched it with? Write or talk about it.



General Store

Shop 'til You Drop (Guided)

Before you go in: What do you think you will find in the General Store?

I am shopping for:

Item name

What can it be used for?

Example from card:

Item #1

Item #2

Item #3

Item #4

Item #5



General Store (cont.)

Shop 'til You Drop (Guided)

What are some **differences** between shopping in the General Store and shopping today? Some things to think about are the store itself, the items in the store, advertising, etc.

What are some **similarities** between shopping in the General Store and shopping today? Some things to think about are the store itself, the items in the store, advertising, etc.



Sawmill

Natural Resources at the Museum (Self-Guided)

A natural resource is something that is found in nature and can be used by people. Some of Earth's natural resources are: light, air, water, plants/trees, animals, soil, stone, minerals, metals, and fossil fuels.

Directions: Spend a few minutes exploring the Sawmill, and then fill in the blanks:

The natural resource processed at the sawmill was

_____.

The sawmill was powered by

_____.

which is another natural resource.

The sawblade is made of

_____.

which is also a natural resource.

Talk about it: Answer the questions below by talking with a partner or in your group.

Why was wood an important natural resource in Vermont in the 1700's and 1800's?

How are wood and trees used in Vermont today?



Sawmill (cont.)

Natural Resources at the Museum (Self-Guided)

Write, draw, or talk about it:

Name some **natural resources** that you see being used in your home and community (the area where you live).

Give some examples of what was made with those resources, or how they are being used. (Example: soil is used to grow vegetables at a farm.)

Name some **natural resources** you think you will find at the Museum.

What do you think will be made from the natural resources, or how will the resources be used? (Think about what the buildings are made from, what the artwork and historical items are made from, what is growing outside, etc.)



Sawmill (cont.)

Natural Resources at the Museum (Self-Guided)

Scavenger Hunt: Explore the Museum to see how natural resources are used. You may choose one small area to focus on, or you can look for resources on your way to your next workshop.

Resource

What has been created using this resource? How is this resource being used?
List as many examples as you can find!

Wood

Example: The Covered Bridge is made of wood.

Stone

Plants

Animals

Metal

Did you find any other natural resources?
Add them here.



Print Shop

(Self-Guided)

Look around the room. What do you **see**?

What does it make you **wonder**?

What do you **think** is going on? What do you think about what you see?

Ask a Print Shop guide about something you **wonder** about. Write what you learned below!

Printmaking

(Guided)

Sketch your idea.

Print.

Printmaking

(Guided)

Print.

Print.

Nature Journaling

(Self-Guided)

Practice close, careful observation and drawing by trying this nature journaling activity.

Directions:

Step 1: Find a place to sit where you can see something you would like to draw (flowers, trees, landscape with buildings, etc.)

Step 2: Record the metadata (see below).

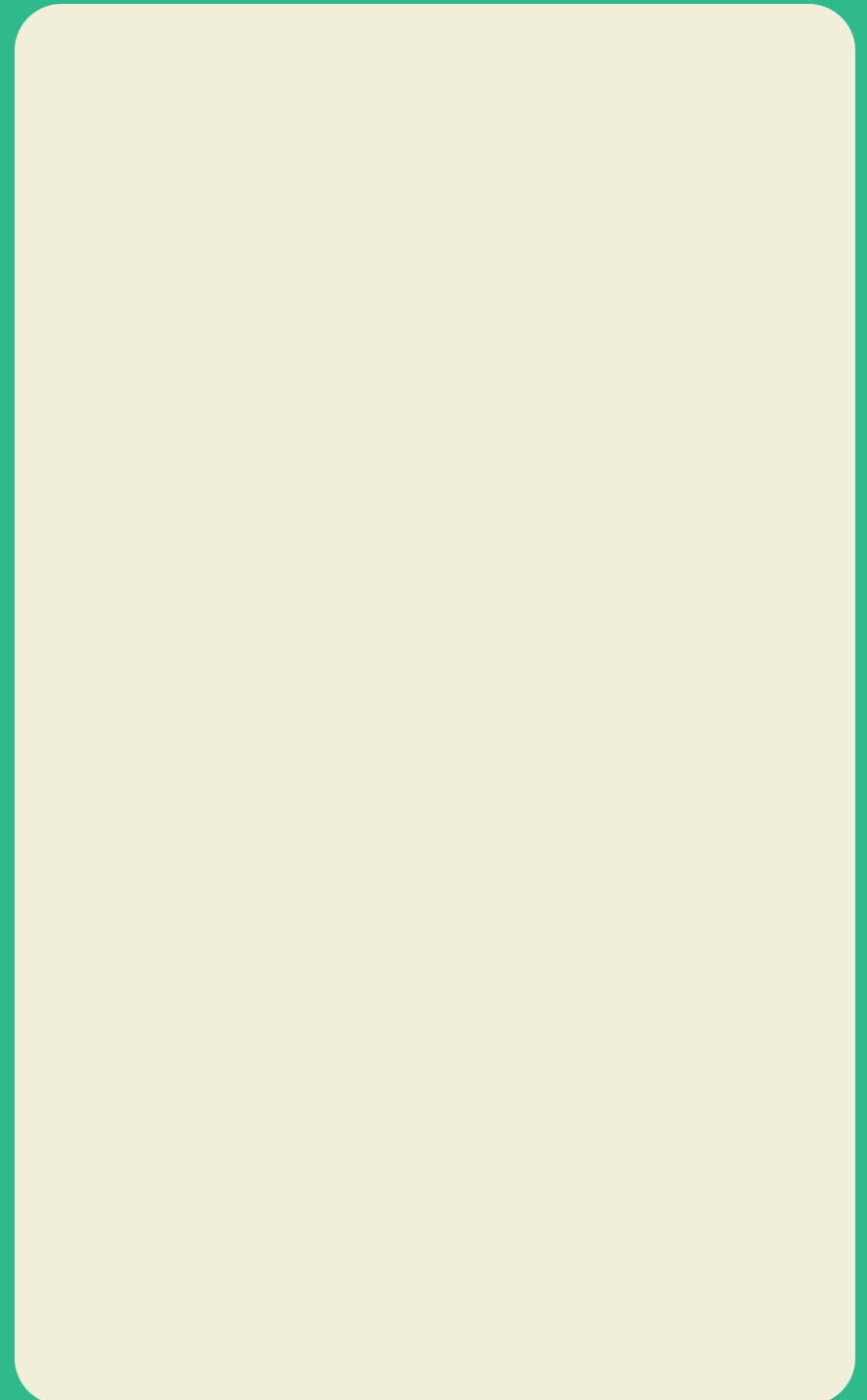
Step 3: Draw! Zoom in close or zoom out –your choice.

Metadata

Date:

Location (example: Owl Cottage garden, Great Lawn, etc.):

Weather Observations (example: sunny & warm with a light breeze):



Sketching from Observation

(Self-Guided)

Observation is the act of careful watching and listening and paying close attention to something to get more information.

Directions:

Step 1: Choose an artwork, historical item, or building you found while exploring the Museum that is interesting to you.

Step 2: Look closely at what you chose. What do you see? Write your observations here:

Step 3: Sketch the artwork, historical item, or building with as many details as you can. Don't worry about making mistakes. This doesn't need to be a masterpiece!



End-of-Day/Post-Trip Reflection

What was your favorite part of your visit to Shelburne Museum?

What was your least favorite part of your visit to the Museum?

Write or draw about something new that you learned at the Museum.

Look at all the things you **wondered** about. Choose one **wonder** you really want to learn more about and write it down.

How can you find out more about what you **wondered** about?

