



Past and Present: Grades K-2

Shelburne Museum Self-Guided Tour

TEACHER'S GUIDE

Thank you for your interest in *Shelburne Museum's "Past and Present" Self-Guided Tour*. This set of activities has been developed for use by students in *grades K-2*. However, educators of all grade levels are welcome to review this resource and adapt it to fit the needs of their students. Here are suggested *compelling questions* to guide the learning experience:

How do objects help us learn about how people lived long ago?
How was life long ago different from life today?
How was it the same?

This guide provides details on how to support your students as they participate in activities that take place in four different locations around the Museum. These locations are:

- Round Barn
- General Store
- Blacksmith Shop
- Schoolhouse

We have also shared ideas for post-visit discussion questions and a student drawing activity.

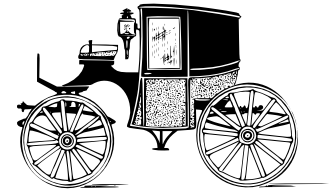
We encourage you to use this resource in whatever way makes the most sense for you and your students. Complete all four activities, or select one or two. If you are not familiar with Shelburne Museum, it will be helpful to view our *Visitor's Guide* before the visit to see where these activities/buildings are located.

If you have any questions about this resource, or your visit in general, please reach out to Sara Wolfson, School and Youth Programs Educator, at education@shelburnemuseum.org.



Past and Present

Round Barn



STUDENT PAGE 1

BEFORE ENTERING the Round Barn (top level), students will:

1. Draw a picture of a modern-day minivan in the space provided.
2. Draw a picture of what they think a minivan from the year 1900 would look like in the space provided.
3. When complete, teacher will share the following prompts for students to **discuss/pair & share**:
 - Why did you draw the minivan from 1900 the way you did? Some things to think about are: materials available, technology available, something you already know about old vehicles, etc.

STUDENT PAGE 2

INSIDE the Round Barn (top level), students will:

1. Explore the Round Barn to find the “minivan” from 1900! You can use the labels to help. Hint: It is called a Three-Seat Surrey.
2. When found, draw a picture from observation of the Three-Seat Surrey in the space provided.
3. When complete, teacher will share the following prompts for students to **discuss/pair & share**:
 - How is the Three-Seat Surrey different from a minivan today? How is it the same? Why would it be different? How does the Three-Seat Surrey compare to the drawing of the 1900 minivan you created on the first page? Did anything surprise you?

Bonus Challenge!

Keep exploring the Round Barn to find the historical versions of:

- Limousine
- Sport Utility Vehicle (SUV)
- Food Truck
- Taxi Cab

(It's ok if they don't find them all!)

Teacher will ask students to **discuss/pair & share**: How are they different from what we have today? Why would they be different? How are they the same?



Past and Present

General Store



STUDENT PAGE 3

BEFORE ENTERING the General Store, students will:

Discuss: This General Store was built in the 1840s. What do you think will be inside?

INSIDE the General Store, students will:

1. Complete this challenge: “**Let’s go shopping!** Let’s travel back to the 1840s. There are no computers, video games, or phones to play with. **Find THREE to FIVE items you would buy to help you have some fun.** Some items to look out for include various types of toys, games, and sporting equipment. What else could you have fun with?”
2. Write or draw the items they would buy in the space provided.
3. Teacher will share the following prompts for students to **discuss/pair & share:** How was shopping in the General Store the same as shopping today? How was it different? What surprised you about the General Store?

STUDENT PAGE 4

Bonus Challenges

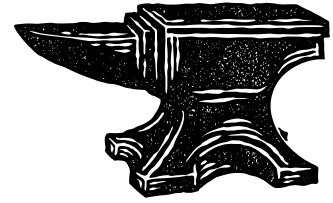
Students will:

1. Find two to three items that are still used today. Write or draw what they found in the space provided.
2. Find two to three items that are no longer used today. Write or draw what they found in the space provided.
3. Teacher will share prompts to **discuss/pair & share:** Why do you think people still use some of these items today, but not others?
4. Find an item that is a mystery to them. Remind students to think about what it may be, what it may be used for, and to ask the General Store Guide for help in solving the mystery.



Past and Present

Blacksmith Shop



STUDENT PAGE 5

INSIDE the Blacksmith Shop, students will:

1. Look around the Blacksmith Shop and make observations on what they ***smell, hear, and feel*** using their senses. They will write or draw their observations in the spaces provided. The Blacksmith Shop provides students with some unique sensory experiences that are worth exploring!
2. Next, in the space provided, students will ***write*** or ***draw three to five*** different things they see around the shop. These can be tools, objects made by the Blacksmith, etc.
3. Encourage students to think of a question to ask the blacksmith, and then ask it!
4. Teacher will share the following prompts for students to ***discuss/pair & share:***
 - o What do you see in the Blacksmith Shop that look like things we use and have today? Share some examples!
 - o How would those items be made today?
 - o Why do you think a blacksmith would be an important part of a town long ago?



Past and Present Schoolhouse



STUDENT PAGE 6

INSIDE the Schoolhouse, students will:

1. Sit at a desk or a bench on the right side (if you are looking toward the wood stove).
2. The teacher will introduce the students to the Schoolhouse:
“Welcome to the 1840s Schoolhouse! This building is almost 200 years old, and was moved to Shelburne Museum from the city of Vergennes. Kids as young as Kindergarten up to 8th grade would have all gone to school together, in this one room!”
3. Students will make observations of their surroundings, and write or draw what they notice in the space provided. Students can share their observations with a partner or the whole group.
4. Students will count and record the number of stars on the flag that is hanging on the wall (26).
5. Teacher will ask students the following questions. Allow time for them to think quietly, then pair & share.
 - What do the stars represent?
 - Why would there be that number of stars?
6. Teacher will share the following prompts for students to ***discuss/pair & share:***
 - How is this school different from your school?
 - How is it the same?
 - What would be challenging about going to this school?
 - What is one thing you like about this historic school?



Past and Present

Post-Visit Reflection

Using the compelling questions as a guide, here are some ideas for **discussion questions** to reflect on your time at the Museum:

1. ***How do objects help us learn about how people lived long ago?*** Share examples of what you learned about the past from objects and buildings you saw at Shelburne Museum.
2. How was life long ago different from life today? How was it the same?
3. If you could bring one thing from the past to life today, what would it be? Why?

STUDENT PAGE 7

Student drawing/writing activity

In the space provided, students will write or draw a picture to answer these compelling questions: ***How was life long ago different from life today? How is it the same?*** Encourage students to use the evidence they have gathered (notes and drawings from their visit) to support their work.

Bonus Activity

Students can complete this task based on a compelling question: ***Share one example of an interesting object or building you saw at the Museum. What did it teach you about the past?*** They can write or draw about it on the back of their page or on another sheet of paper. Encourage students to use evidence they gathered to support their work.