

**BIG IDEA:** Through visiting museum exhibits depicting old time shops and talking to people who know about history, we can learn about communities in the past and compare them with communities today.

**DESCRIPTION:** Prior to visiting the Museum students will use photographs and primary source documents to envision what life was like in Hudson Valley in the mid to late 1800's. Students will examine photographs of exhibits and artifacts as well as primary documents to help them understand what the museum experience will show them.

**OBJECTIVES:** Students will:

- Understand that historical museums can show us what life was like in the past.
- Understand that primary source documents can help us to understand people, places and events from the past.
- Use evidence to make predictions.
- Complete a passport booklet to organize and catalog their impressions and outcomes.

**ESSENTIAL QUESTIONS:**

1. How do museums help us to learn about the past?
2. How was life in Orange County different from today?

**TIME FRAME:** One to two lessons prior to your Museum Village visit. Museum visit. Then, one to two lessons post visit. Teacher will modify and adapt the lesson to fit the needs of their students, learning objectives, and time table.

**MATERIALS:**

1. Primary source worksheet packet for students.
2. Primary source guide for teachers.
3. Passport template.
4. Pencils

## VOCABULARY:

- |                   |                |             |
|-------------------|----------------|-------------|
| 1. Primary source | 2. Interpreter | 3. Historic |
| 4. Exhibit        | 5. Passport    | 6. Artifact |

## PROCEDURE:

Pre-visit Lesson: Teacher will review materials in the packets to become familiar with the documents. Teacher will make copies of student worksheets and create packets.

Lesson #1 – Teacher will discuss how curators are like detectives who look for clues and details about a time period, subject, person or place. Curators look for primary sources, sources as close to the event as possible, and study every aspect of the item. The teacher will choose an item or photo to demonstrate what curators look for to infer or make educated guesses about the item.

Teacher will display the item and point out indications of when this item was used, how it was used, etc.

Individual students (or pairs) will review their packet. Students will be instructed to look at one item at a time and answer questions. Teachers could also create investigation stations where students rotate through areas to look at each item and then record their interpretations.

Lesson #2 – After students have filled out their worksheets the teacher can have students review what they found about each object as a class. Some students may have found details others did not. Teacher can then use a Venn diagram to compare life as depicted in Museum Village with life today. Ask students if these photos and primary documents helped them better understand life in the Hudson Valley in the mid to late 1800's.

## Lesson #3 The Visit

Students will each be given a passport with a question about various exhibits. Students will answer each question and have the chaperone initial each page.

## Lesson #4 Wrap Up

Students can use the information they recorded in their passports and other sources to create a presentation on their visit or on a particular aspect of the museum. Perhaps each group takes a trade like blacksmith and creates a Power Point, video, etc.

### ASSESSMENT:

Review student responses to the essential questions above.

Teacher can review student worksheets, passports, and presentations.

### EXTENSION ACTIVITIES:

Students can visit the Museum website.

Students who return to Museum Village with their families will receive free admission if they have their passport.

## EXHIBIT, ANTIQUES AND PRIMARY SOURCE WORKSHEETS



1. What do you think this was used for?

2. What artifacts do you see?

3. How do the items in this picture compare with your home?

4. Are there any other interesting details you notice?



1. What source of energy was used to get from place to place?
2. Do you think travel was quick or comfortable?
3. How do you think roads in the 1800's compare to roads today?
4. Are there any other interesting details you notice?

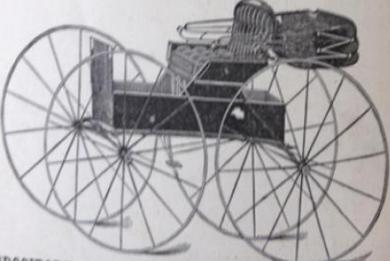


1. What types of things do you think were sold in drug stores in the 1800's?
2. Where did medicines come from?
3. How are drug stores and pharmacies today different?
4. Are there any other interesting details you notice?

**Fine Carriages and Sleighs**  
*OF ALL DESCRIPTIONS.*  
**MANUFACTURERS of BUSINESS WAGONS.**  
*Special attention given to Repairing and fine Painting.*



AGENTS FOR THE  
**Columbus Buggy Co.'s** CELEBRATED **CARRIAGES**



RESPOSITORY--COR. ACADEMY AVE. and EAST MAIN ST.,  
MIDDLETOWN, I N. Y.

1. This primary document came from a newspaper. What are they selling?
2. Is this ad similar or different from automobile advertisements today?
3. Do you think most families had their own carriage?
4. What else do you notice about this ad?

ce and Skin Lotion \$1.00 a Bottle. Will remove Tan, Freckle and convert a sallow complexion into one as and not cover them up. Prepared by C. A. J.

W. Maple St.

# J. WILLIAM CHATFIELD

Manufacturer and Proprietor of

## CHATFIELD'S Hoof Ointment

FOR

**QUARTER CRACKS and LAND  
CRACKS, BRITTLE, SCALY or  
CONTRACTED FEET.**

A beautiful dressing for Carriage Horse's Feet.  
When my directions are followed a cure is guaranteed.

Office, Chatfield's Livery Stable, Cornwall-on-the-Hudson, N.Y.



1. From looking at the pictures, what do you think this advertisement is for?
2. Why was it important for horses to have nice hooves?
3. Do you think you will see an ad like this in the newspaper today?
4. What else do you notice about this ad?