

Introduction to Our Program

Thank you for renting our Museum in a Box – Family and Community Life! This is one of the many educational resources created by the Ohio History Connection. Our mission is to spark discovery of Ohio’s stories! Embrace the present, share the past and transform the future. We hope to inspire all learners to use the tools of history to understand ourselves and each other, to experience our world with curiosity, and to engage as change-makers in our communities.

GRADES:

K through 4th (refer to suggested modifications in each lesson plan). **Teacher’s supervision is required.** Some items in the box are replicas or antiques that are not child-safe and may cause injury if not manipulated correctly.

OVERVIEW:

Along with all objects and printed materials provided, we created three lesson plans for you to use at your convenience. Each lesson plan will touch on different standards and learning objects. You can also create your own activities around the provided objects and materials. The timelines are tentative and can be adjusted according to your needs or interests.

MATERIALS IN THE BOX:

Educational Materials:

- “Can You Tell Me What You See” lesson plan and related materials
- “Time and Change” lesson plan and related materials
- “Family and Community Life” lesson plan and related materials
- Set of labels

Objects:

- Chalkboard and chalk
- Quill and inkwell
- Wooden and mechanical pencil
- Fountain pen
- Fabric swatches set
- Butter mold and playdough
- Coffee grinder and coffee beans
- Antique spoon and wooden bowl
- Vintage toys and game (Cup and Ball; Jacob’s Ladder and Game of Grace; see labels for instructions)

Documents:

- Autobiography of Thomas Jefferson, 1914. Front page, page 28 and 29.

Museum in a Box – Family and Community Life

Photos and Images:

- Twenty photos (ranging from 1890 to the present).
- Illustration of the signing of the Declaration of Independency, ca. 1903.

Book:

- Jacob’s Button by Sarah H. Magill.

OVERALL LEARNING OBJECTIVES:

- Students will develop their observation skills;
- Students will contrast and compare historical sources, primarily objects (artifacts) and photos;
- Students will reflect on how these sources help us understand the past;
- Students will discover how day-to-day life has changed and remained the same overtime;
- Students will practice reading and text interpretation skills.

PREREQUISITE KNOWLEDGE/SKILL:

None, although additional instruction on the concepts of time, past, present and future might be needed by K-1st grade students.

VOCABULARY:

Ancestors	A person from whom one is descended and who lived several generations ago.
Community	A group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores, and do the same things. They also help each other and solve problems together.
Family	A specific group of people that may be made up partners, children, parents, aunts, uncles, cousins, grandparents and other relatives.
Future	A time that is after the present, which has not yet occurred.
Group	A number of people or things that are put together or considered as a unit.
Needs	Things we must have to survive, such as food, water, and shelter.
Past	A time before the present.
Present	The time right now.
Relatives	People connected to each other by ancestry or marriage.
Timeline	A graph of events in the order they happened. Listing events in the order they happened is also called chronological order .

LEARNING STANDARDS (SEE LESSON PLANS FOR DETAILS):

Social Studies

- K.1; 1.1: Time can be measured, and divided into categories.
- K.3: Heritage is reflected through diverse cultures as is shown through the arts, customs, traditions, family celebrations, and language.
- 1.3: The ways basic human needs are met have changed over time.
- 1.6: Families interact with the physical environment differently in different times and places.
- 1.7: Diverse cultural practices address basic human needs in various ways and may change over time.
- 2.1; 3.1; 4.1: Time can be shown graphically on calendars and timelines.
- 2.2: Change over time can be shown with artifacts, maps, and photographs.
- 2.3: Science and technology have changed daily life.
- 3.2; 4.2: Primary and secondary sources can be used to create historical narratives.
- 3.3: Local communities change over time.

Social Emotional

- C1: Recognize, identify and empathize with the feelings and perspectives of others.
- D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.
- E1: Develop, implement and model effective decision and critical thinking skills.
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable.

English Language Arts

- RL.K.1; RL.1.1; RL.2.1; RL.3.1; RL.4.1: Ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories, including key details.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.1.3; RL.2.3; RL.3.3; RL.4.3: Describe characters, settings, and major events in a story.
- RL.1.2; RL.2.2; RL.3.2; RL.4.2: Analyze literary text development.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.3.4; RL.4.4: Determine the meaning of words and phrases as they are used in a text.

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