

MAINE LEARNING RESULTS ADDRESSED

19th Century Willowbrook Village offers programs designed for 3rd, 4th and 5th grade students. Students will participate in a number of activities during their visit. The activities and their related Social Studies learning results and standards are described below.

1. Fenderson Schoolhouse (22 minutes)

School as it was in the 1870-90s in rural southern Maine. Students will compare and contrast school then and now. Slates, slate pencils, McGuffey Readers, mental arithmetic, etc.
History--Historical Inquiry, Analysis, and Interpretation

ME: Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific time period (late 1800s, early 1900s).

NH:SS:HI:4:5:3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.

2. William Cram Print Shop (22 minutes)

A visit to a one-man print shop will enlighten students as to how certain phrases and terms such as "mind your p's and q's and "uppercase" and "lowercase" came to be. Students will print to take home a "handbill" on a turn-of-the-century letter press, writing with a quill pen.
History--Historical Inquiry, Analysis, and Interpretation

ME: Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific time period (late 1800s, early 1900s).

NH:SS:HI:4:4:3: Investigate the evolution of U.S. economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.

3. Dr. Isaac Trafton Home or William Durgin Home (45 minutes)

A guided tour of the Dr. Trafton home, including the parlor, doctor's office, kitchen and dining rooms, and upstairs bedrooms and nursery (where students will discover the many ways their counterparts of the 1890s amused themselves), will allow students to compare and contrast home life, then and now. The tour will also include a visit to the Dr.'s Carriage Shed.

OR

A guided tour of the William Durgin home, including the music room, dining room, parlor and upstairs bedrooms and nursery (where students will discover the many ways their counterparts of the 1890s amused themselves), will allow students to compare and contrast homelife, then and now. Students will also explore the inn rooms--which reflects the home's use as a stagecoach stop. The tour will also include a visit to the 1849 Concord Coach.

History--Historical Inquiry, Analysis, and Interpretation

ME: Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific time period (late 1800s, early 1900s).

NH:SS:HI:4:5:3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.

Geography--Human Interaction with Environments

ME: Explain ways in which communities reflect the background of their inhabitants.- Use a variety of materials and geographic tools to explain how the physical environment supports and constrain human activity.

NH:SS:GE:4:5:4: Describe the role of natural resources in daily life, e.g., food, clothing or shelter.

Economics

ME--Describe barter and money and how each is used in the exchange of resources, goods, and services.

NH SS:EC:4:4:1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.

4. Historic Trades and Transportation (45 minutes)

Each class will tour the Carriage House and the Durgin Barns to discover historic trades present in 19th century rural New England villages and types of transportation used during this period.

- *History--Historical Inquiry, Analysis, and Interpretation*

ME: Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific time period (late 1800s, early 1900s)

NH:SS:HI:4:4:2: Explore the impact of important technological inventions, e.g., new forms of transportation or housing.

NH:SS:HI:4:4:3: Investigate the evolution of U.S. economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.

NH:SS:HI:4:5:3: Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.

- *Geography--Human Interaction with Environments*

ME: Demonstrate an understanding of why certain areas of the world are more densely populated than others. Explain ways in which communities reflect the background of their inhabitants. Use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activity.

NH: SS:GE:4:5:2: Examine the ways in which the physical environment provides opportunities or limitations; i.e., natural resources, etc.

NH: SS:GE:6:5:2:1: Understand the consequences of human modification of the physical environment.

NH: SS:GE:6:5:2:2: Examine the role of technology in the human modification of the physical environment.

NH: SS:GE:6:5:2:3: Appreciate how characteristics of different physical environments provide opportunities or place constraints on human activities.

NH: SS:GE:6:5:4:2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies.

NH:SS:HI:6:5:3: Examine changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.

- *Economics*

ME: Describe barter and money and how each is used in the exchange of resources, goods, and services.

ME: Explain the impact that major events and technological advances have had on the Maine economy and predict future economic trends and career opportunities.

NH SS:EC:4:4:1: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.

7. Student Shop (20 minutes) 3 classes at a time

(Activity described in full on earlier page.)

ME: Identify a situation in which a personal decision is made about the use of scarce resources.

NH:SS:EC:4:2:2: Explain why scarcity requires individuals ... to make economic choices and how economic choices always involve an opportunity cost.

8. Lunch (15 minutes) 3 classes at a time

Please use one of the picnic benches under the overhang to store your lunches until lunchtime. If the weather is good, lunches may also be eaten on the lawn. If it is raining, students will be able to come into the student store area as well as using the picnic tables under the overhang. The Sandwich Shop will not open until the Museum opens at the end of May. Coffee will be available for adults in the Student Store.

9. Historic Newfield maps activity mailed with this packet.

ME: Explain factors which shape places and regions over time.

NH:SS:GE:4:2:4: Illustrate the ways in which regions change.