



Virtual Field Trip Lesson Plan

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Introduction

Following the classes' introduction to the Seward Family they will visit the Seward House Museum and will receive a 30 minute virtual guided tour through the historic site. Guides will tie focus on the Seward family, their contributions to the 19th century, and the historic collections throughout the house. Students will also learn about museums and historic preservation answering questions throughout the tour, and they will conclude the lesson by completing a "museum exhibit" of their own.

Objective

By learning about the Seward Family and museums students will be able to understand and articulate that the 19th Century was a time of radical social, political, and economic change, which was shaped by several important historic actors, and that historic preservation is an important endeavor .

Grade Level: 4-5	Time Requirement: Will vary depending on how the lesson is used: likely 40-80 minutes
Online Resources: Video link: https://youtu.be/qkZ13cbCRB4	Focus: 19 th Century and the Seward Family Museums and historic preservation

Standards covered in pre-visit activities

Common Core Standards

CCSS.ELA-LITERACY.RL.4-5.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4-5.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.SL.4-5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 or 5 topics and texts, building on others' ideas and expressing their own clearly.

Common Core State Standards K-12 Technology Skills Scope and Sequence

The virtual field trip and classwork includes grade appropriate use of Research and Information Gathering.

RI 5, RI 7 Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources.

RI 6, RI 7, RI 9 Use Web 2.0 tools (e.g. online discussions, blogs and wikis) to gather and share information

NYS Framework for Social Studies

4.4b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

4.6c Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state and the world.

5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.

5.7a Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?

5.7b Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.

Procedures

1. Teachers will receive this lesson plan, a link to a private URL of a prerecorded virtual tour (<https://youtu.be/gkZ13cbCRB4>), and the worksheets/questions for the virtual tour (below) to be used throughout watching the tour as a check for understanding, along with the accompanying final project.

To introduce students to the concept of using evidence to draw conclusions, teachers may want to have a brief discussion about “detectives,” and how detectives and historians do similar work. Both use evidence, clues, and what they know to make deductions.

2. From there, Teachers can post these resources on their individual digital learning platform (IE: Google Classroom) or present them in class if this video is being used on-site, in which case the worksheets should be printed out and distributed to students. (For teachers using google classroom, the questions will be included below the worksheet to make uploading easier). Students should be instructed to follow along with the video answering the questions when prompted by the virtual guide. These videos are prerecorded, so the tour may need to be paused to give students time to answer the questions appropriately.
3. Introduce students to the final activity of creating their own exhibit. (Optional) Lead a discussion about exhibits students have seen in addition to the virtual tour. Assign the project as homework or outside work. Once exhibits are created, have students upload pictures of the exhibit and have them present it to the class.
4. For any questions, contact the SHM by email at outreach@sewardhouse.org. Similarly, feel free to contact the museum if there are any exhibits students create that they might be interested in having posted to the museum’s social media pages.

Assessment

Teachers can assess students’ understanding through their answers to the guided questions, along with the exhibit they create.

Extension/Enrichment

- Have students find virtual exhibits on other museum’s websites.
- Have students explore the Smithsonian Open Access Project and write a brief report on one of the items they locate.

Name:

Date:

As you go on your virtual field trip, follow along and answer the questions below.

1. If you had to describe this room to someone who had never seen it before in one or two words, what are some description words you might use?:

2. Based on what you've learned so far, why do you think visitors might be interested in seeing the SHM?

3. List two books historians might use to learn about you in the future:

Book 1:

Book 2:

4. Define abolitionist

5. What are some other items historians might use to learn about the past?

6. Define Civil War:

7. Define "Dining Room Diplomacy":

8. Use the word "folly" in a sentence:

Questions for Google Quiz (same as above, but to make uploading easier):

1. If you had to describe this room to someone who had never seen it before in one or two words, what are some description words you might use?
2. Based on what you've learned so far, why do you think visitors might be interested in seeing the SHM?
3. List two books historians might use to learn about you in the future:
4. Define abolitionist:
5. What are some other items historians might use to learn about the past?
6. Define Civil War:
7. Define "Dining Room Diplomacy":
8. Use the word "folly" in a sentence:

Name:

Date:

Make your own exhibit:

You've just had a chance to look at the Seward House Museum's newest exhibit, "The Vote," and now you'll have a chance to create your own!

One of the most important things museums do is create exhibits, which allow visitors to learn about the collection they contain. Exhibits can be big, or they can be small, but there are a few things all exhibits should have to make them interesting to visitors. First, an exhibit should tell a story, or teach something meaningful. Second, an exhibit should use objects and artifacts to aid in the story telling. Third, labels should be included, but don't make them too long! Follow the directions below to create your own exhibit.

Example of a label:

The Veiled Lady *(what the object is)*

Unknown *(who made the object)*

1880s *(when the object was made)*

This stunning statue was acquired by Will Jr. During his world travels. The style was popular during the time, and used to show the artist's ability to complete the difficult task of capturing the human form beneath a veil. *(why it is important)*



Instructions:

1. **Choose a topic.** Make sure it's something that you are interested in! (examples: a special hobby you have, a sport you play, or something you collect). Chances are, if it's important to you, it will be important to others as well. If you're struggling to think of an idea, ask a friend or family member for some help!
2. **Choose 5-8 objects** that relate to your topic and arrange them on a table or the floor. Wherever you think looks best.
3. **Write a label for each object.** Tell us what the object is, who made it, when it was made, and how it relates to your topic. It's ok if you don't know the answers to all those questions, just include whatever information you know about the object! Feel free to design the labels so they match your exhibit as well
4. **Take photos of your exhibit and labels** and send them to your teacher!