



Searching for Objects in the 3D Village

Subject: History, Social Studies

Time: 45-60 minutes

Grades: 3-4

Standards:

- MA SS.3.T5.3: Using visual primary resources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony.
- MA SS.3.T2.3.d: Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region; contributions of a tribal group from the area of the school
- MA SS3.T5.5: Explain the importance of maritime commerce and the practice of bartering—exchanging goods and services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.
- MA SS3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- MA SS3.RI.7: Use information gained from illustrations and the words, numbers, and symbols in a text to demonstrate understanding of the text.
- MA SS3.W.3: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- MA SS3.W.7: Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.
- MA SS4.T4a.5: Describe the diverse cultural nature of the region
- MA SS4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize a text.
- MA SS4.RI.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- MA SS4.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



- MA SS4.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- MA SS4.W.9: Draw evidence from literary or informational texts to support written analysis, reflection, and research.

Background

This lesson focuses on the history and lifestyle of early 19th-century Americans. It also jumpstarts students' abstract thinking skills. This lesson will involve a scavenger hunt with the students utilizing an abstract description of items and must find an object in the 3D village. The students can take no more than two objects from any one of the locations on the tour. The students must then justify why this object fits the object's abstract description. The students will share at least one of their ideas in class discussion.

Lesson Objectives

- Through exploration of the 3D Village, students will think creatively to interpret scavenger hunt descriptions to the items they discover in the Village's buildings.
- Students will identify everyday items from the 1830s. They will then compare and contrast these 19th-century artifacts to everyday items today.

List of Materials and Resources

- Computer
- Writing utensil
- Paper
- 3D tour: <https://www.osv.org/education/3d/>
- Scavenger hunt worksheet

Key Terms and Vocabulary

- Hypothesize
- Artifact

Procedure

Before the Lesson:

- Print out scavenger hunt sheets for students to fill in.
- Students can work on this lesson in small groups or individually. If working in groups, divide the class into groups of 2-4 and make sure that each student or group has access to a computer.
- Open the landing page for the OSV 3D tours to demonstrate to the class.

Opening to Lesson:

- Ask all students to log on to Old Sturbridge 3D Village (<https://www.osv.org/education/3d/>).
- Explain to the class that today, they will be exploring Old Sturbridge Village's 3D tour.
- Everyone will start by first looking at the Asa Knight Store.
- Read the description of the Asa Knight Store aloud.
- Have the students (individually or in small groups) open the Asa Knight Store tour.
- Explain that today, they will be exploring the Village and learning more about everyday items. Some items will be familiar to them. Others will be totally unfamiliar.
- To warm up their observation goggles, they will first explore the Store for a few mystery artifacts. After this, they will be doing a special scavenger hunt!
- They will have five minutes to look around the store and identify two items they don't recognize.
 - One item should be pinned. Write down the name of the item and what it is used for.
 - The second item is something that is not pinned. Draw a picture of the item and hypothesize what it could be used for.
- Share.

Body of Lesson:

- Students will explore all seven of the buildings featured in the 3D tour. Their task is to identify six everyday items that fit the descriptions in the worksheet.
- No more than two of the items can be from the same building in the village.
- For every item they find, they will explain why the chosen item fits the description on the worksheet.
- Ask:
 - Do these items look similar to modern-day items that you use today?
 - Are they made from the same materials?
 - Do you think this item is something that everyone had? Only some people? Do you think it was special or expensive?

Lesson Wrap-Up

- Go through the worksheet and have students offer up options for each of the scavenger hunt clues.
- Take a poll:
 - Did many of the students/groups find the same items as their classmates?
 - Different items?
 - How did they know what they were looking at?
- Otherwise, share.
 - Were the students surprised by what they found in the Village?
 - Did they see more items that were familiar or unfamiliar?

Modifications for Remote Learners

- Students can work on this worksheet (link) on their own for the scavenger hunt.
- Using the Village's 3D tour, the students will first explore the Asa Knight Store and then the remaining buildings in order to complete the scavenger hunt worksheet.
- *Synchronous: Discussion and wrap-up together as a class:*
 - As a class, go through the items on the scavenger hunt and see what everyone found. Did they find similar items? Different items?
 - Report back about their mystery items. What conclusions did they make based on the questions above? Share their drawing with the class, if possible. Discuss what the mystery item could be.
- *Asynchronous: Wrap-up individually, remotely:*
 - Individually, students will fill out this worksheet (link). They will first explore the Asa Knight Store and then branch out into other parts of the Village. They will post their findings and the drawing of their mystery item online (google classroom, etc). The rest of the class can look at the drawings of the mystery items and weigh in on what it could be.

Extension Activities

- **Mystery Artifacts:** Students should find an item that puzzles them while exploring the Village tour. It can be located in any building. Using close observation, students will make an educated guess as to what the object might be used for.
 - They will draw a picture of the item, and note the following:
 - What is it made out of? (or, what do you *think* it is made out of?)
 - What building did you find it in? Where was it located in the building?
 - Is it big? Small?
 - Does it look handmade? Something that was made in a factory?
 - What do you think this item was used for? Why do you think that?
 - What questions do you have about this item?
 - Have students display their drawings of their mystery items. Allow the students to circulate around the room and write their ideas below the image of what the mystery item could be.
- **Using an Artifact as a Writing Prompt:** Artifacts tell many stories. Curators call this story a provenance. Choose an object from your house or classroom and imagine the story behind it. Who owned it? Where is it from? Does it have special powers? You can find more Village-inspired writing prompts in the 3D Tour Lesson Resources.