



## Exploration: Looking for Everyday Objects

Subject: History, Social Studies

Time: 45 minutes

Grades: 3-5

Standards:

- MA SS.3.T2.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 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.T5.5: Explain the importance of maritime commerce and the practice of bartering—exchanging goods or 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 SS.3.RI.3: Demonstrate the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.
- MA SS.3.W.3: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- MA SS.3.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 SS.4.T4a: Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.
- MA SS.4.RI.1-3: Key Ideas and Details in Reading Informational Text



- MA SS4.W.8: Recall relevant information from experience 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.
- MA SS.5.T4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18<sup>th</sup> and 19<sup>th</sup> centuries and give examples of the short- and long-term benefits and costs of these industries.
- MA SS.5.RI: Quote or paraphrase a text accurately when explaining what the text says explicitly and when drawing inferences from the text.
- MA SS.5.R2: Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
- MA SS.5.W2: Write information/explanatory texts to examine a topic and convey ideas and information clearly.
- MA SS5.W.8: Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

## **Background**

This lesson's goal is to teach students about the everyday life of residents of rural Massachusetts. The students will study the items 19<sup>th</sup>-century people used first by exploring the Asa Knight Store.

New England stores like this one carried items from around the world, including woolen broadcloth from England; cotton textiles from England, France, and India; linens from Ireland and Central Europe; and silks from China and Italy. In addition, New Englanders could purchase teas, coffees, spices, sugar, raisins, and dyestuff from China, Arabia, Greece, the East and West Indies, and South America. There were also New England-made items available, like shoes, tools, window glass, brooms, books, and paper goods.

After looking at various artifacts in the store, students will then look at the other buildings featured on the 3D tour site. Students will become experts on a specific item, assigned to them by the teacher, and then give a presentation of their item to the class.

## **Lesson Objectives**

- Through an exploration of OSV's 3D tours, students will be able to recognize the objects that 19<sup>th</sup>-century New Englanders used in their everyday lives.
- At the conclusion of this activity, students will be able to name at least three items available for purchase in a country store in the 1830s.
- Students will be able to identify the origins of some of the items in the store, while acknowledging that some of these goods had links to the trade of enslaved peoples.

## **List of Materials and Resources**

- Computer
- Writing utensil

- Paper
- 3D tour: <https://www.osv.org/education/3d/>
- Blank Slideshow for students to complete
- Pages from Asa Knight's account book

### Key Terms and Vocabulary

- Hypothesis
- Artifact
- Bartering
- Ledger

### Procedure

#### *Before the Lesson:*

- Students will explore the tour on their own or as a small group. Make sure that each group has access to a computer and the 3D tour website.
- Assign each student or small group one of the objects from the Asa Knight Store. (list of objects)
- Create a **slideshow**: each group's item will have a slide with a picture for the presentation.
- Print out **object information sheets** for students to fill in.

#### *Opening to Lesson:*

- Show students the 3D tour of Old Sturbridge Village. Explain that today they will be virtually exploring Old Sturbridge Village through the lens of everyday objects.
- Explain to students that they will start by exploring the Asa Knight Store. Read the description of the Asa Knight Store aloud.
- At a store like this one in the 19<sup>th</sup> century, it was typical for people to obtain goods through the process of **bartering** or **using credit**.
  - **Bartering** means the exchange of goods or services for other goods or services without using money.
  - **Credit** means that someone could obtain goods on the promise that they would pay for it in the future.
- Together, look at the **account book pages** from the Asa Knight Store.
- Before they start to explore the store, ask the following:
  - What kinds of items do you hypothesize you would be able to purchase in a store in the 1800s?
  - What do you hypothesize you would NOT be able to purchase?
  - Do you think this store will be similar to a modern-day store, or different?
- Each group will be assigned an item from the store and will locate and study the item throughout other buildings on the tour.
- Each group will make a slide from the information they find in the 3D tour. Demonstrate this to them by using the toothbrush from the tour and lead them through the slide using simple facts.

### *Body of Lesson:*

- Looking at the tour of the Asa Knight Store, the students will work in their groups (or individually) to record 3-4 facts about their assigned item. They will take information from the 3D tour items and write up a slide **without copying and pasting the information from the tour**.
- After they have written facts about their assigned item, give students the challenge of finding their assigned item in one additional location on the 3D tour. They will include this information on their slide.
- Ask:
  - Who do you think would use an item like this? A potter? A printer?
  - Do you think it is something they would use sometimes? Often?
  - Is there anything you don't know about this item that you would like to know?

### **Lesson Wrap-Up**

- Students will present their slides for their items to the class. As each group presents, all other students should take notes on their items worksheet.
- The notes will be turned in at the end of class to measure understanding of the lesson.

### *Discussion:*

- Ask:
  - Do you remember what we hypothesized about the store before we started our exploration? Were our assumptions correct?
  - Did your item resemble something that you use in your everyday life today?
  - What other questions do you have about your item?
  - Do you think your item was something everyone would use?
  - Did you see anything in the store that surprised you?
  - How does a 19<sup>th</sup>-century store compare to a present-day store?
  - Where did some of the items in the store come from?
    - How do you think they got here?
  - How did people obtain the items at the store? Did they use currency? Credit? Bartering?

### **Modifications for Remote Learners**

- Utilize the **Google Slides** for remote learners. Students can either print out these pages for use at home or write down their own observations. Educators can also find the slides on our Google Classroom for use with their students.
- Remote learners can either explore the tour of the Asa Knight Store on their own or in breakout sessions with partners or small groups.

- *Synchronous: Discussion and wrap-up together as a class:*
  - As a class, share their observations about their assigned items. They should have 3-4 facts written down about their item. Where else did they find it on the tour?
  - Compile a shared Google Slides with the information they have uncovered.
- *Asynchronous: Wrap-up individually, remotely:*
  - Individually or in their breakout groups, students can fill out the store worksheet to record their thoughts observations about the items from the Asa Knight Store.

### **Extension Activities**

- **Home Scavenger Hunt:** Many of the items in the Asa Knight Store are unusual to the 21<sup>st</sup>-century eye, but many are objects we might find around our own homes. Using **the Home Scavenger Hunt**, have students look around their house to see if they have any of the common items from a 19<sup>th</sup>-century store like this one.
- **Tracing the Origins of Items in the Asa Knight Store:** Items in a 19<sup>th</sup>-century store like this one came from all over the United States and the world. Using a world map, see if you can mark where some of the goods from the Asa Knight Store originated. Look at this period **image of a country store** for more information about where products came from.