

Collaborative Project

ELED 407

10/23/2007

Grade Level: 3rd

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Core Content for Activity

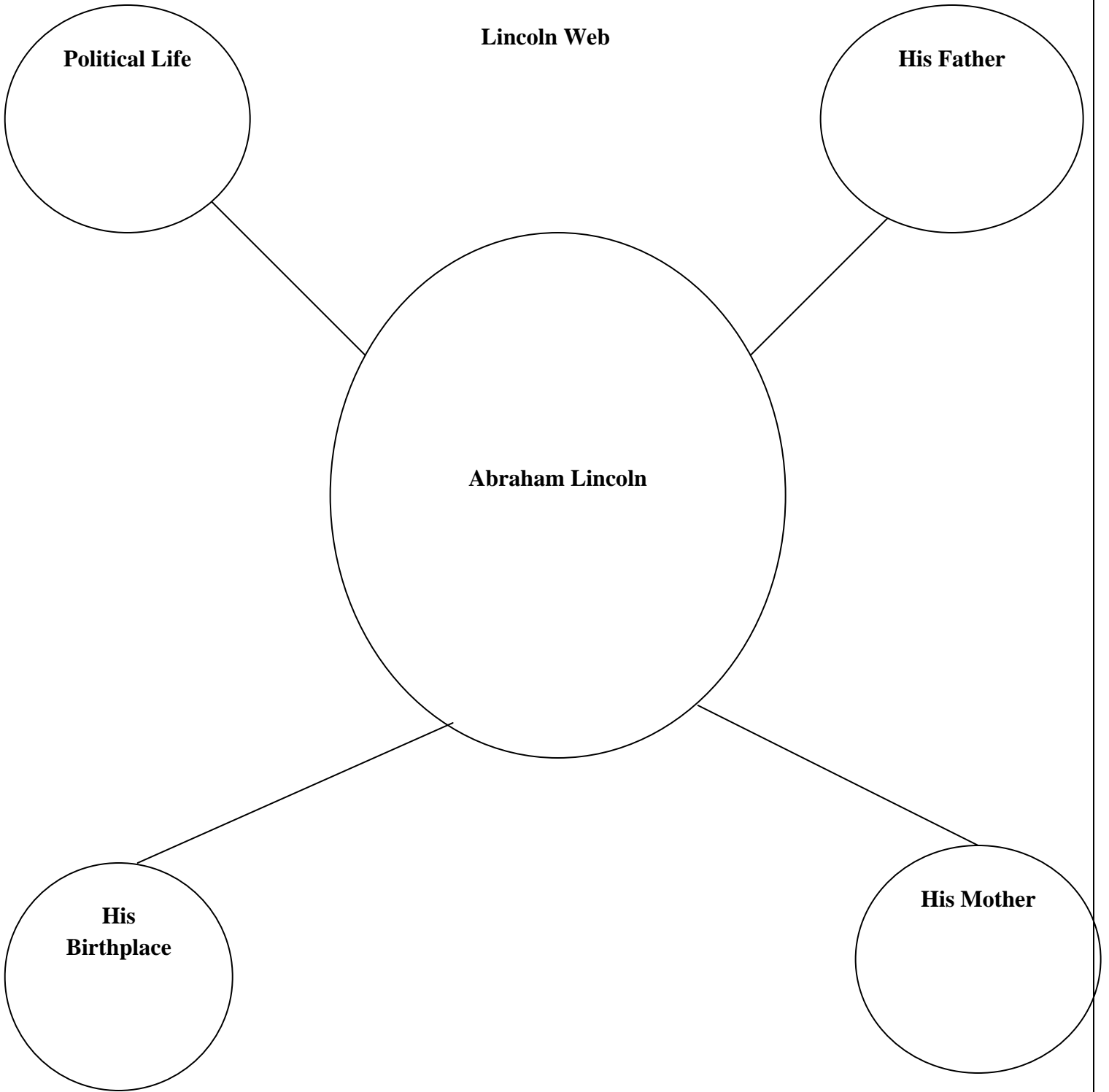
SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

(Lincoln Web)

Directions: This activity can be used in the Lincoln room. The children can go around and write information about each person on their web.

Lincoln Web



Political Life

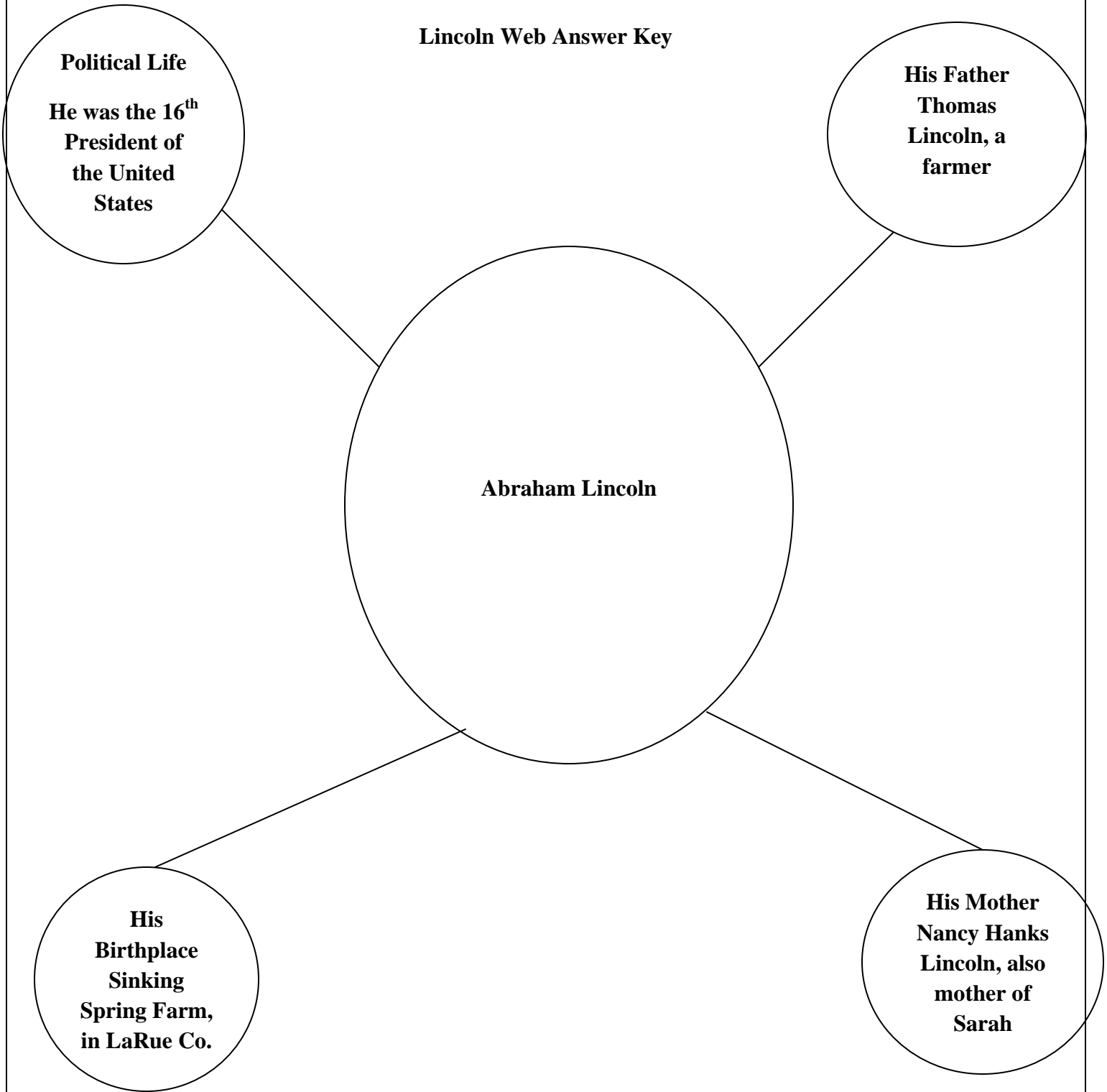
His Father

Abraham Lincoln

His Birthplace

His Mother

Lincoln Web Answer Key



Core Content for Activity

SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

(Civil War KWL Chart)

Directions: This activity can be used for the museum section about the Civil War history. The children will need to fill out the first two columns, of the chart, beforehand. They will fill out the last column after the discussion.

KWL Chart
Civil War in Hardin County

What I Know	What I Wonder	What I Learned

KWL Chart
Civil War in Hardin County
Answer Key

What I Know	What I Wonder	What I Learned
<ol style="list-style-type: none">1. Abraham Lincoln was President.2. Hardin County had people fighting for both sides.	<ol style="list-style-type: none">1. Was there a battle in Elizabethtown?	<ol style="list-style-type: none">1. There was a Battle of Elizabethtown.2. There were four Union forts in Elizabethtown.

Core Content for Activity

SS-EP-5.2.3

Students will describe change over time in communication, technology, transportation, and education in the community.

(Comparing and Contrasting Schools Activity)

Directions: This activity can be used for the school section of the museum. They can use information from the museum to describe past schools and use their own experiences to talk about the current schools.

Comparing and Contrasting Schools

Characteristics of Past Schools



How They are Alike




Characteristics of Current Schools



Comparing and Contrasting Schools

Characteristics of Past Schools



1. One-room schoolhouses.
2. Studied basic subjects.
3. Usually only one teacher.




How They are Alike

1. Learning took place.
2. Both studied reading, writing, spelling, grammar, and geography.
3. School was important for children.



Characteristics of Current Schools



1. Computers
2. More Teachers
3. Bigger Schools
4. More Subjects

Civil War Diary Prompt

Hardin County History Museum

Core Content

SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

Teachers – This would best be given either while at the museum or after the trip to the museum. The diary examples are in the section about the civil war. There are two big boards(on top of the model of the railroad tracks) that talk about the diary entries and a specific soldier who wrote them.

Civil War Soldier's Diary

As you learned during the tour of the Hardin County History Museum, Civil War soldiers would often keep diaries or journals. These diary entries are not only interesting, but provide much insight into the soldier's lives during the Civil War. Using prior knowledge and the information you learned from the museum, write your own diary entry as if you were a soldier in the Civil War. You can be a Union soldier or a Confederate soldier. Give details about what your day might have been like, what your feelings were and where you might be staying. Make sure that you write your response in a journal- like form.

Civil War Word Search

Hardin County History Museum

Core Content

SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

Civil War- Hardin County Museum

Word Search

F K O C O N F E D E R A T E
Z E Z R S I B Z P R P E H X
F Q L J F H C A N N O N J J
K O X I G J O Q M Y R H T O
J E R I Z G P T N Y V P V H
A B R A H A M L I N C O L N
M C I N G U B Y U S F R D M
A I J C M E N E O J R A A O
R V H U U U C L T E B I D R
Y I B D S N D A Y H A L C G
T L J L K I S I P T T R C A
O W Y D E O G F C A M O K N
D A U R T N G B S D V A W E
D R X U E F M U P A O D I N

Abraham Lincoln Shot Elizabethtown Musket Confederate Soldier Forage Cap Cannon

Civil War Rail Road Mary Todd

Teacher Directions:

This word search contains vocabulary found around the museum. The word search could be given before going to the museum for an introduction or after going to the museum as a review activity.

Ancestry
Front
Office
Desk

Front
Door

5

1

Civil
War
Diorama

Civil War Area

4

Students fill in the descriptions of the blocks with numbers while entering the

Core Content for Activities

SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

(Lincoln Room Scavenger Hunt)

SS-EP-5.2.3

Students will describe change over time in communication, technology, transportation, and education in the community.

(Old Store vs. New Store Top Hat and New and Old Advertising)

Directions: During the tour of the Lincoln Room students will fill out this scavenger hunt.

Lincoln Room Scavenger Hunt

- 1. How many pictures are there of Lincoln in the hallway entering the Lincoln room?**
- 2. What kind of shackles did you find in the Lincoln room?**
- 3. Name the book that inspired Abraham Lincoln.**
- 4. What part of Lincoln's birthplace cabin is found in the Lincoln room?**
- 5. Where did the shingle come from that is found in the Lincoln Room?**

Directions: After touring the old store the students will think about what is found in the old store and what is found in our stores now. They will also tell what the stores have in common.

Old Store vs. New Store

Top Hat

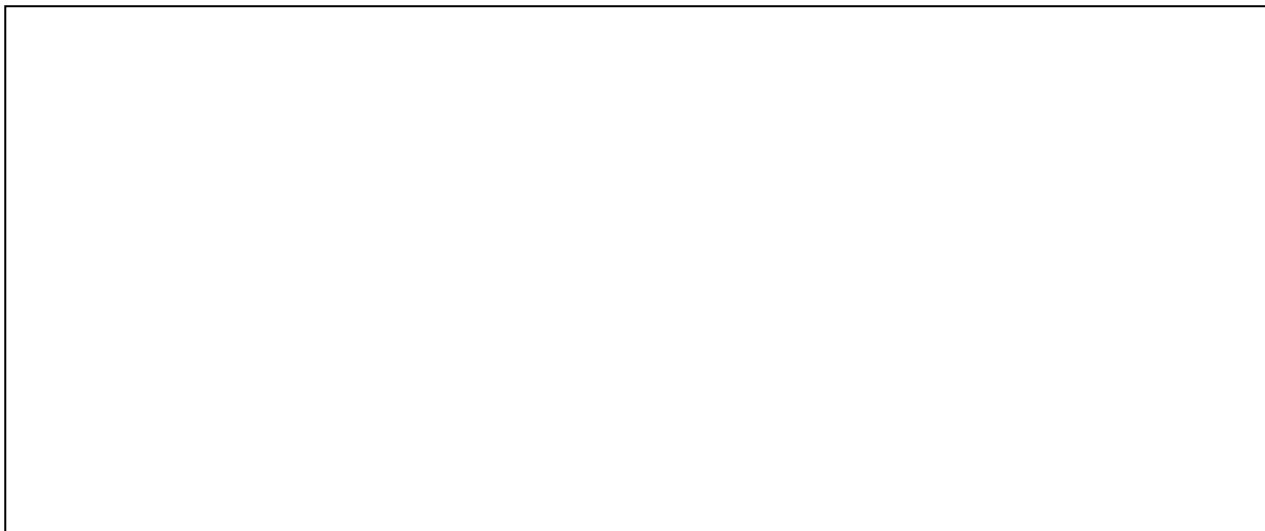
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Directions: The students will take this sheet into the old store exhibit and draw a picture of the packaging or advertising in the old store and then draw a picture of similar advertising displayed in the our stores now.

Old and New Advertising

Draw a picture of a something sold in the old store in the museum.



Draw a picture of a something sold in a store that you shop in.



History Hunt

Grade 3

SS-EP-5.1.1

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, and timelines) to interpret the past.

8. If you purchase a spool of cotton and soap powder at the general store, how much did you spend?

9. You are starting a newspaper that writes about the past.

- Give the newspaper a name
- Choose one item or event and write a one paragraph column describing it.

Museum Map

Core Content: SS-EP-4.1.1 Students will use geographic tools a (E.G., Maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.

Directions for the map:

Give each student a copy of the map and a pencil. Allow the students to fill in the missing blocks during the visit to the museum.

