

Enrich your field trip experience with these new “for the teachers, by the teachers” itineraries. Created by **The Henry Ford 2009 Teacher Fellows** and tested with their students, these new curriculum-aligned tools for teachers, group leaders and students will deepen student learning and understanding of selected topics, sites and exhibits.

SUGGESTED PRE-VISIT ACTIVITIES

- Introduce the purpose of the field trip—to compare and contrast life in the past with life today.
- Show students the PowerPoint presentation with pictures of sites they will visit at *Greenfield Village*® on **The Henry Ford** website at www.thehenryford.org/education/FC&L.ppt
- Create a class or large group poster from butcher paper or large sticky note, or create a booklet for the visit in the classroom as a way to prepare for and build interest and enthusiasm for the visit to *Greenfield Village*. Activities for the poster or booklet could include:
 - Discuss and define town hall meeting (a place to talk together and meet as a community) with students. Examples of town hall activities could include meeting for a dance or community entertainment, meeting for an exchange of ideas, voting or government establishment.
 - Brainstorm with students a topic they could vote on. This topic could be voted on during the visit to **The Henry Ford** at the Town Hall. Examples: (K) Which book would you like me to read during circle time (or at the Garden of the Leavened Heart during the visit to this site at **The Henry Ford**)? (1-2) Which game would you like to play on the Village Green?
 - Henry Ford was a fan of old-fashioned dances like the polka and the square dance. Discuss and demonstrate different types of dancing as an activity. This could be done in conjunction with the physical education teacher during PE time.
 - Dr. Howard’s Garden is full of the types of plants that a country doctor in the 1860s used to treat sick patients. Write or draw a picture of items that would be found in a doctor’s office. Have students draw a picture of what they think a garden for the doctor’s office would look like.

- Assemble the following materials to be used during your visit to *Greenfield Village*: box and ballots for voting, pencils, music, instructions for square dancing, games to play on Village Green, Abraham Lincoln picture book.

ON-SITE ACTIVITIES

Use the handout and assembled materials to facilitate exploration of selected sites in *Greenfield Village* to compare and contrast life in the past with life today.

POST-VISIT OR EXTENSION ACTIVITIES

Create a map of the Village Green and the sites examined and explored by students. Students could also create a map key that would explain their locations (examples: plus sign for the doctor’s office, bell for the school, cross for church, heart for the garden, etc.).

CREDITS

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RELATED MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS

Social Studies

- K - H.2.0.4, G.1.0.1, G2.0.1, G5.0.1, C2.0.3, C5.0.1, E1.0.2, E1.0.3
- 1 - H2.0.5, H2.0.6, G2.0.1, G4.0.1, G4.0.3, G5.0.1, C2.0.1, C5.0.1, C5.0.2, E1.0.1, E1.0.2, E1.0.4, E1.0.5, E1.0.6
- 2 - H2.0.4, H2.0.6, G1.0.2, G2.0.1, G2.0.2, G5.0.2, C2.0.1, C3.0.2, C3.0.3, C5.0.2, E1.0.2, E1.0.3, E1.0.5

Visit thehenryford.org/education/resourcebank.aspx for curriculum connections.

ON-SITE QUESTIONS AND ACTIVITIES

Discover how family and community life have changed over time. Many types of buildings that were in communities long ago are located on the Village Green. Explore these buildings—inside and out—and compare and contrast life in the past with life today. Teacher and group leaders may need to facilitate this experience for young children.



1. TOWN HALL AND VILLAGE GREEN

What types of activities would take place at a town hall?

An activity for this location could be a short square dance or a vote on an issue that would affect students in their classroom from the pre-visit activity. This building is often used for special programs or performances and may not be open for visiting. Groups can use the Village Green for their activities and any materials they assembled in advance:

A. Box and ballots for voting, pencils

Suggest a topic and present tools for voting. Older students could be allowed time to persuade fellow students to their point of view.

B. Music, instructions for square dance

Demonstrate dance steps for a short square dance. Start music and let students practice the square dance steps together.

C. Games for playing on the Village Green

Organize and coordinate games to be played on the Village Green. Play games from long ago such as Freeze Tag, Red Light/Green Light or Simon Says.



2. DR. HOWARD'S OFFICE AND GARDEN

What was the role of the doctor in a community long ago?

What types of plants did doctors use to heal their patients long ago?

How are doctors' offices today different from Dr. Howard's office?



3. LOGAN COUNTY COURTHOUSE

What famous person worked at this courthouse in the past?

What did he do at the Logan County Courthouse?

Read a picture book about Abraham Lincoln or a book about conflict resolution.



4. SCOTCH SETTLEMENT SCHOOL

How is this school different from your school?

How is it the same?

What famous person attended this school?



5. MARTHA-MARY CHAPEL (OPTIONAL) AND GARDEN OF THE LEAVENED HEART

Explore Martha-Mary Chapel and Garden of the Leavened Heart.

What do you think was the purpose of these places?



6. J.R. JONES GENERAL STORE

What kinds of things can you buy at the general store?

How did people buy things when they didn't have money?

Are there items that you trade or barter for today?

How is this store different from stores that you shop at today?

How is it the same?



7. FIRESTONE FARM

What kinds of things are found on the farm?

What kinds of structures or buildings are on the farm?

What are they used for?

What kinds of plants or fruit are grown here?

What are these crops used for?