

WILSON MUSEUM

Robin Bray Museum-Based Learning Award Sample Unit 1.

Local Exploration

Unit Title: *Penobscot Bay Life in the 1800s: Home, Work, and Play*

Learning Unit Goals:

- Connect students to the past, utilizing the Museum collection to help students compare their lives today to the customs and capabilities of previous generations
- Use primary source objects and problem-solving to connect students to the specific topic or learning goal
- Motivate students to envision the use and purpose of objects in the Museum collection

Learning Targets from MLR for Social Studies:

Economics C1.a, C1.b, C2.a, C2.b

Geography D2.a, D2.b

Learning Targets for CCSS:

Critical thinking; reflective, informative, and comparison writing

Overview:

The focus of the unit involves connecting students to their local geographic region as it existed 150-200 years ago. The issues of problem-solving to make daily living more comfortable and profitable can be explored through how people worked with tools, how they communicated, and what they did for recreation.

Tools for building, farming, homemaking, and virtually all professions, are much different than what our technology affords in the present day; the Wilson Museum collection has a great variety of tools from all eras and geographic locations.

How people communicate is vastly different now than it was 200 years ago. Seeing firsthand what people had to rely on to send messages across distances will help today's students to visualize the past as a reality.

Recreation and play are universal and an obvious connecting point for children. Seeing toys, games, and hobby materials of the past will strike a chord with young people, as they realize how different imagination and activity looked 200 years ago.

This unit is a broad topic ready to tailor for specific teaching needs. The Museum collection has many items that support each of these avenues of study, and students seeing objects firsthand can help make history come alive. A few artifacts could be brought to the classroom for initial inspection, or pictures could be used as a starting point for information and writing.

A visit to the Museum will offer a more extensive set of primary source items for students to view, as well as offering the option of doing an activity or craft to reinforce an area of study.

Sample Objects from the Wilson Museum's Collection:

bell	writing desk	paperweight
drum	inkwell	stamps
horn	inkstand	stamp box
flags	blotter	slate
typewriter	pencil case	slate pencil
telephone	pen holder	letter opener
pen	maps	camera
chair	desk	playing cards
board games	Dominos	chess
paper dolls	Backgammon	tiddlywinks
dolls	jump rope	checkerboard
doll clothes	ice skates	fencing foil
doll carriage	model kits	figurines
dollhouse	trains	stuffed animals
dollhouse furniture	books	
model machinery: boiler, lathe, grindstone, drill press, oil heater		

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Sample Unit 2.

Native American Exploration

Unit Title: *An Emerging Economy: Native American and European Trade 1500-1800*

Learning Unit Goals:

- Connect students to the past and to other countries and cultures utilizing the Wilson Museum collection
- Use primary source objects and problem-solving to connect students to the specific topic or learning goal
- Motivate students to envision the use and purpose of objects in the Museum collection
- Challenge students to compare how people in different cultures lived

Learning Targets from MLR for Social Studies:

Civics and Government B3.a, B3.b

Economics C1.a, C1.b, C1.c, C2.a, C2.b

History E1.a, E1.b, E2.a, E2.b

Learning Targets for CCSS:

Critical thinking; reflective, informative, and comparison writing

Overview:

The focus of the unit is to explore how Native American economy and existence changed as their dependence grew to rely on Europeans who came to New England.

The arrival of Europeans brought a whole new way of thinking and living for the Natives. Europeans wanted fur, lumber, fish, game, and land. None of these were considered by Native Americans as commodities to buy and sell.

However, Europeans brought intriguing and useful items to trade, which the Indians desired. Iron and copper wares, guns, ammunition, and beads were useful and prized items to the Native Americans - they had no interest or need for money. A trade, or bartering system, grew out of the mutual demand for goods from these very different cultures.

The unit of study is to be taught in school, culminating in a visit to the Wilson Museum. A few artifacts could be brought to the classroom for initial inspection, or pictures could be used as a starting point for information and writing. This can

be followed with a trip to the Museum, where students would be given a tour to view a more extensive set of primary source items; they might also do an activity, and present a summative written or oral report to Museum staff and classmates.

Wabanaki Background notes:

Wabanaki refers to the Maine and Canadian people of the Passamaquoddy, Penobscot, Maliseet, and Micmac tribes. Abenakis are also part of this alliance, though they were originally from Quebec and then forced into Western Maine. In the early 1700s these tribes formed the Wabanaki Confederacy. Of course, the border between Canada and the United States did not exist for the Native Peoples, and the formation of it cut tribes apart. Maliseet and Passamaquoddy were originally one group, but the border caused a rift. The Micmac were similarly separated.

The best early records of the indigenous people of Maine were written by the French, who lived with the Micmac, predominantly. Consequently, more is known about this tribe than others of the Wabanaki.

Wabanaki had been living on a subsistence level for centuries before European discovery of the New World. These tribes were not farmers, they hunted and fished, living as nomads on the land.

The Wilson Museum has numerous items of interest to explore to support Native American and European trade:

- Beaded hats & purses

- Birchbark containers decorated with etching, quillwork and moose hair

- Changes in designs and motifs in embroidery/quillwork

- Beaded knife sheaths, quiver for arrows

- Stone vs. iron tools

- Axes or stones for weapons/hunting and muskets or time-appropriate guns

- Tribal dress compared to European fashion and how Native American style changed

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Robin Bray Museum-Based Learning Award Sample Unit 3.

Multi-Cultural/Global Exploration

Unit Title: *Baskets, Boxes and Bowls around the World*

Learning Unit Goals:

- Connect students to the past, and to other countries and cultures, utilizing the Wilson Museum collection
- Use primary source objects and problem-solving to connect students to the specific topic or learning goal
- Motivate students to envision the use and purpose of objects in the Museum collection
- Challenge students to compare how people in different cultures lived

Learning Targets from MLR for Social Studies:

Applications of Social Studies Processes, Knowledge, and Skills A2.a, A2.b

Economics C1.b, C2.a, C2.b

History E2.a, E2.b

Learning Targets for CCSS:

Collaboration and problem-solving; critical thinking; compare and contrast writing

Overview:

It is a universal dilemma that people need to find a way to hold and carry supplies. The Museum has many examples of containers from all times and places, made from all sorts of natural materials, in a variety of shapes and sizes, used for many purposes. Some containers are crude, some intricate. The patterns, shapes, and designs of pots, bowls, baskets, boxes, cups, and jugs are rich in comparisons. Students will be able to problem-solve how to design vessels dependent on what natural resources are available in a region. They will view a great many containers in the Museum collection and compare how different cultures utilized what resources they had. Students will be able to determine which material will be most suitable for specific holding purposes.

This unit is a broad topic ready to tailor for specific teaching needs. The Museum collection has many items that support each of these avenues of study, and students seeing objects firsthand can help make history come alive. A few artifacts could be brought to the classroom for initial inspection, or pictures could be used as a starting point for information and writing.

A visit to the Museum will offer a more extensive set of primary source items for students to view and offer the option of doing an activity or craft. It may also provide ideas for additional activities to reinforce an area of study.

The Wilson Museum has excellent examples of containers from many areas of the world, spanning time from early man up to our own present time. They include: bowls, pots, jugs, pitchers, baskets, boxes, glasses, cups, and trenchers.

These containers are made of such materials as wood, plant fibers (grasses, reeds, gourds), glass, clay, stone, metals, and even animal parts.

Their uses include: food preparation such as cooking and serving; storage; transportation; display; and rituals.