



– Shawnee Town 1929 Museum –

Working in Town

Lesson Plan Grades K - 5



The “Working in Town” focuses on the museum’s downtown business exhibits with opportunities to compare, contrast, and familiarize students with life working in our 1920s town with life today.

This program is designed for grade school, but can accommodate older students by request.

Lessons are designed to meet Kansas and Missouri Social Studies standards.

Curriculum Correlations

Using the hands-on lessons, key themes for the relating grade will be emphasized. Interpreters' remarks and illustrations may change depending on the grade visiting to help emphasize identified benchmarks. If there are specific lessons the teachers want to make sure is covered, please communicate with museum staff ahead of the trip. Teachers are encouraged to build off the field trip content and references to cement the desired concepts before and after their trip, including using the Traveling Trunk lesson plans and artifacts.

KANSAS -

Grade Focus	Applicable Focus Standards
<u>Kindergarten</u> – Sense of Self	<p>Choices have Consequences</p> <p>1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.</p> <p>1.2 The student will analyze the context and draw conclusions about choices and consequences</p>
<u>First Grade</u> – Families	<p>Rights and responsibilities</p> <p>Previously taught standards, and -</p> <p>2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.</p> <p>2.2 The student will analyze the context and draw conclusions about rights and responsibilities.</p>
<u>Second Grade</u> – Then and Now (Past and Present)	<p>Continuity and Change</p> <p>Previously taught standards, and -</p> <p>4.1 The student will recognize and evaluate continuity and change over time.</p> <p>4.2 The student will analyze the context and draw conclusions about continuity and change.</p> <p>4.3 The student will investigate and connect continuity and change to a contemporary issue.</p>
<u>Third Grade</u> – Communities (Local History)	<p>Identities, beliefs, and practices</p> <p>Previously taught standards, and -</p> <p>3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p> <p>3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.</p>

<u>Fourth Grade-</u> Kansas and Regions of the United States	Dynamic Relationships Previously taught standards, and - 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
<u>Fifth Grade –</u> United States History	All of the Above

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Standard 3: Knowledge of continuity and change in the history of Missouri and the United States

Standard 4: Knowledge of economic concepts and principles

Standard 5: Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment

Standard 6: Knowledge of relationships of the individual and groups to institutions and cultural traditions

Standard 7: Knowledge of the use of tools of social science inquiry

Grade	Applicable Focus Standards
<u>Kindergarten</u>	3b. Compare your family’s life in the past and present. 5a. Identify maps as representations of real places. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. 7a. Use artifacts to share information on social studies’ topics.
<u>First Grade</u>	3b. Compare and contrast our community in the past and the present. 5a. Identify globes as representations of real places. 5b. Locate a place by pointing it out on a map and by describing its relative location. 5c. Identify physical characteristics of your community. Describe human characteristics of your community. 6d. Describe how your community commemorates its cultural heritage. 7a. Identify and analyze primary and secondary social studies’ sources in classroom discussion with guidance and support from an adult. Identify and use artifacts to share information on social studies’ topics.

<p><u>Second Grade</u></p>	<p>3a. Compare the culture and people in our community across multiple time periods.</p> <p>5b. Name and locate the regions in your community.</p> <p>5e. Describe different types of communication and transportation and identify their advantages and disadvantages. Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.</p> <p>5g. Explain how geography affects the way people live today.</p> <p>7a. Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support. Select and use artifacts to share information on social studies' topics.</p>
<p><u>Third Grade</u></p>	<p>3b. Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri. Examine changing cultural interactions and conflicts among Missourians after the Civil War.</p> <p>3c. Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.</p> <p>4d. Explain factors, past and present, that influence changes in our state's economy.</p> <p>5e. Describe how changes in communication and transportation technologies affect people's lives.</p> <p>7a. Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. Create and use artifacts to share information on social studies' topics.</p>
<p><u>Fourth Grade</u></p>	<p>4d. Explain factors, past and present, that influence changes in state and regional economies.</p> <p>5d. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p> <p>5e. Analyze how changes in communication and transportation technologies affect people's lives.</p> <p>6d. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p>7a. Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support. Analyze and use artifacts to share information on social studies' topics.</p>

<p><u>Fifth Grade</u></p>	<p>3a. Describe the impact of migration on immigrants and the United States c. 1800-2000.</p> <p>4a. Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.</p> <p>4d. Explain factors, past and present, that influence changes in our nation's economy. Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.</p> <p>5d. Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.</p> <p>5e. Evaluate how changes in communication and transportation technologies affect people's lives.</p> <p>6a. Compare cultural characteristics across historical time periods in the U.S. post c.1800. Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.</p> <p>6d. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.</p> <p>7a. Identify, select, analyze, and evaluate resources to create a product of social science inquiry. Evaluate and use artifacts to share information on social studies' topics.</p>
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Student Learning Objectives

- Students will learn about Shawnee's history and small town community life in the 1920s by engaging with hands-on learning with artifacts and professions.
- Students will explore, identify, and explain artifacts as they related to 1920s life.
- Students will compare and contrast their own material culture, lives, and towns with those of people living and working in the 1920s.
- Students will learn the value of money.
- Students will compare what it was like to be a child 100 years ago with today.

Program Specifics:

The program will last approximately 90 minutes. There will be a brief welcome and introduction at the Visitor Center while chaperones pay and the students make final trips to the rest rooms. The students will then spend 20 minutes at each of the four stations listed below.

Stations

Bousman Barber Shop & Yotz Typewriter Repair –

Students explore a 1920s barbershop and typewriter office, examining the artifacts to understand the people and activities of the 1920s. They discuss the skills and personality needed for different careers. They will also discuss socializing and communication without the internet. Topics may include jobs for men and women, segregation, economy, beauty and trends, technology, communication, and community.

Fisher Chevrolet Dealership & Murphy Service Station –

Students will explore our car-related business to discover the importance of the automobiles, changes in technology, and skills as a salesperson versus a mechanic. Discussion may include the influence of a new technology over social behavior and economic opportunities, travel, segregation, sales, economy, and mechanics.

Dunbar School –

Students will have an opportunity to explore a one-room school and compare with education today. Students will discuss what made a segregated school different, what opportunities were limited, and what the daily life of a student would look like. They will talk about the teacher's many responsibilities and how they would do their job, with activities such as writing on the chalkboard, reading maps and books, and examining the room's artifacts. Topics may include segregation, subjects in school, comparing life then and now, technology, careers, and geography.

Garrett Grocery Store –

Students will explore a local grocery store and have the opportunity to practice shopping for the customers. Students will divide into teams and receive a shopping list (written or images for different ages) and complete the order. Topics may include product marketing, designing labels, stereotypes in art, community needs, credit system, small businesses, and the evolution of the grocery industry.

Pre-Visit Activity Suggestions

- We highly encourage teachers to utilize our Traveling Trunk program to expand on your field trip lessons. The History Detectives and the Immigration themes both include numerous artifacts and activities that provide a deeper dive into the curriculum themes needed for your grade level. https://www.shawneetown.org/education/traveling_trunks
- Introduce visual observation skills. Let students describe in detail ordinary objects, such as a paintbrush, clothespin, or comb to their classmates. Let them describe the purpose behind an object, and what a room tells them about the people who use it.
- Introduce vocabulary words and concepts that will be used by staff during the trip, such as a *segregation*, *automobile*, or *store credit*.
- Explore Shawnee Town 1929's website and award-winning 360 Virtual Tour with the students to see pictures, ride in a 1920s car, go inside the chicken coop and baby brooder house, and explore history ahead of their visit
- MUSEUM MANNERS: Prepare your students and parents to practice good museum manners! Since COVID, students have excess energy and often no awareness of behavior in public spaces. Teachers should go over museum manners and safety multiple times ahead of the field trip. Teachers that feel they cannot keep control of the students with the chaperones they have are advised to skip self-guiding areas. Schools are responsible for any damage to the exhibits.

Post-Visit Activity Suggestions

- Provide time for students to share general observations and reactions to field trip experiences, illustrate their favorite activity, or come up with comparisons of objects or jobs from today.
- Compare/contrast technology and how communication has changed from the 1920's to today; practice 1920's communicating by having students compose a hand-written letter versus an email or text.
- Have the students draw and create their own small business for 1929 Shawnee!
- Discuss the different personalities and strengths best suited for different types of jobs, and how to know what your strengths are.

For more information:

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