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\*Pre-visit Activity

\*\*On-site Activity

\*\*\*Post-visit Activity

## **School Days of the Past**

This activity was developed for fourth grade students touring the Hardin County History Museum. The activity involves groups of students gathering together and examining the information at the museum concerning education in Hardin County's history. The students will compile information, write, and perform a short skit for their peers that demonstrate a type of lesson they think might have been presented in the past.

## School Days of the Past

In the museum, you will see an exhibit on the history of Hardin County Schools. Look at the pictures, examine the artifacts, and think of how some things are still the same in your school today and how they are different. In a small group, work together to develop and present a skit for your classmates of a lesson or activity that you think might have been taught in a classroom in history, such as the one depicted in the museum.

Some ideas you may want to consider:

- A teacher works with all grades at once in a one-room school.
- Students give oral reports of books that they have read.
- A teacher is solving “arithmetic” facts with the class
- The students have to write on small slate (chalk) boards with chalk.

Remember:

- The types of families the students would be coming from.
- The behaviors of students in history (sitting quietly in rows, very respectful of teachers, silent until called upon).
- The time period that you are focusing on and the type of classroom you think would be appropriate.

Most importantly: Have fun and LEARN

# Hardin County History Museum

## KWL Chart

Recently, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms. Teachers activate students' prior knowledge by asking them what they already Know; then students (collaborating as a classroom unit or within small groups) set goals specifying what they Want to learn; and after touring the museum students discuss what they have Learned. Students apply higher-order thinking strategies, which help them construct meaning from what they toured and help them monitor their progress toward their goals. A worksheet is given to every student that includes columns for each of these activities.

**Name:** \_\_\_\_\_

## **Hardin County History Museum**

### **KWL Chart**

<b>What I KNOW</b>	<b>What I WANT to know</b>	<b>What I LEARNED</b>

## **Hardin County History Museum Scavenger Hunt**

A **scavenger hunt** is a game in which individuals or teams seek to find a number of specific items, or perform tasks, as given in a list. The goal is to complete the list by touring the museum and finding the answers throughout the tour. Students will locate items throughout the museum to correctly answer the questions in the scavenger hunt. The scavenger hunt can be done in groups of two or individually.

Name: \_\_\_\_\_

## Hardin County History Museum Scavenger Hunt

1. What is an artifact? Find one in the museum and describe it.

\_\_\_\_\_

\_\_\_\_\_

2. Find a serviceman/woman and write down:

a) When they served in the military \_\_\_\_\_

b) What war they fought in \_\_\_\_\_

c) What branch of the military \_\_\_\_\_

3. Find the three men who made the first permanent settlement in Elizabethtown.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What famous president was born in Hardin County on February 12, 1809?

\_\_\_\_\_

5. Name three different items from the General Store that you could purchase for under \$1.00.

Item: \_\_\_\_\_ Price: \_\_\_\_\_

Item: \_\_\_\_\_ Price: \_\_\_\_\_

Item: \_\_\_\_\_ Price: \_\_\_\_\_

Total: \_\_\_\_\_

6. Find the name of the movie that told about the life of Carl Brashear.

\_\_\_\_\_

# **Hardin County History Museum**

## **Seek and Find**

The seek and find activity is intended to be used as an enrichment activity to enhance the students learning experience touring the Hardin County Museum. The activity should be done before touring the Museum as a means of activating any prior knowledge the students may have and to build appropriate vocabulary



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

## Hardin County Museum

### HIDDEN WORDS

CARL BRASHEAR	BIBLE
HARDIN COUNTY	LOG CABIN
MUSEUM	CONFEDERATE
CIVIL WAR	CLOTHMAKING
GENERAL STORE	VICTORIAN ERA
PIONEER	CALVARY
ABRAHAM LINCOLN	SCHOOL DAYS
HELM PLACE	CHURCHES
DIAMOND HOAX	

## Answer Key

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

## Hardin County Museum

### HIDDEN WORDS

CARL BRASHEAR	BIBLE
HARDIN COUNTY	LOG CABIN
MUSEUM	CONFEDERATE
CIVIL WAR	CLOTHMAKING
GENERAL STORE	VICTORIAN ERA
PIONEER	CALVARY
ABRAHAM LINCOLN	SCHOOL DAYS
HELM PLACE	CHURCHES
DIAMOND HOAX	

<http://www.funbrain.com/detect/index.html>

## **Hardin County History Museum**

### **Lincoln Paper with Crossword Puzzle**

The Grapevine Newspaper is an informational resource that the student can take with them after visiting the Museum. It contains a crossword puzzle that could be used as an activity to enhance and reinforce their learning experience.



# The Grapevine

29 October 2007

WKU Collaborative Group

## Hardin County Museum

The Hardin County History Museum opened its doors in 2003. The museum houses artifacts, documents, and other memorabilia that tells the interesting history of Hardin County. At the museum, you will find permanent exhibits as well as some that rotate and change from time to time with different events. Pioneer relics form a collective memory of cabin life in the wilderness of the Kentucky frontier. Various panels depict the evolution of the counties carved from the frontier of Kentucky County, Virginia that became a state in its own right and settled by the influx of westward travelers after the War of Revolution. The most recent addition to the museum is a Lincoln room with interesting information about our nation's sixteenth President. More than 200 years after gathering and preserving began in Hardin County; we are still gathering and preserving our history for the generations to come.



Picture: Front steps of Hardin County Museum

<http://www.hardinkyhistory.org/aboutus.htm>

## Native Hardin County Man



**Carl Maxie Brashear** ([January 19, 1931](#) – [July 25, 2006](#)) was the first [African American](#) to become a [U.S. Navy Master Diver](#) in 1970. He was also the first amputee diver to be certified or recertified as a U.S. Navy diver. Brashear retired from the U.S. Navy in 1979 as a [Master Chief Petty Officer](#) (E-9) and Master Diver. He then worked for the government as a civilian employee at [Naval Station Norfolk, Norfolk, Virginia](#). Carl retired in [1993](#). Brashear's military service was portrayed by [Cuba Gooding, Jr.](#) in the film [Men of Honor](#).  
[http://en.wikipedia.org/wiki/Carl\\_Brashear](http://en.wikipedia.org/wiki/Carl_Brashear)

Crossword puzzle answers:

- |                     |              |                     |
|---------------------|--------------|---------------------|
| 1. John Hunt Morgan | 4. Museum    | 8. Artifact         |
| 2. General Store    | 5. Hardin    | 9. Carl Brashear    |
| 3. Loom             | 6. Monday    | 10. Abraham Lincoln |
|                     | 7. Arrowhead |                     |

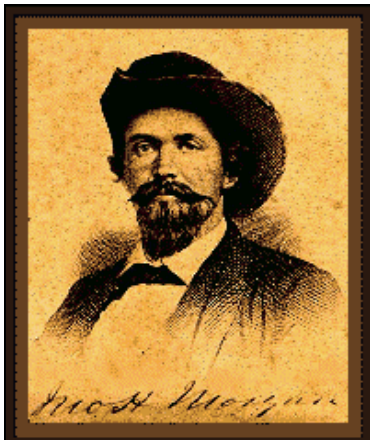


# The Grapevine

29 October 2007

WKU Collaborative Group

## John Hunt Morgan



Picture: John Hunt Morgan

On numerous occasions, John Hunt Morgan and his Raiders came into Kentucky. Morgan's regiment is known for three significant raids; First Kentucky Raid (1862), The Great Raid (Summer 1863), and The Christmas Raid (1862 – 1863). The First Kentucky Raid began a 24-day journey across Kentucky, while The Great Raid's 24-day journey led Morgan's regiment into Kentucky, Indiana, and Ohio. The goal for The Christmas Raid was to destroy the supply line by way of the L & N Railroad.

[www.tennessee-scv.org](http://www.tennessee-scv.org)

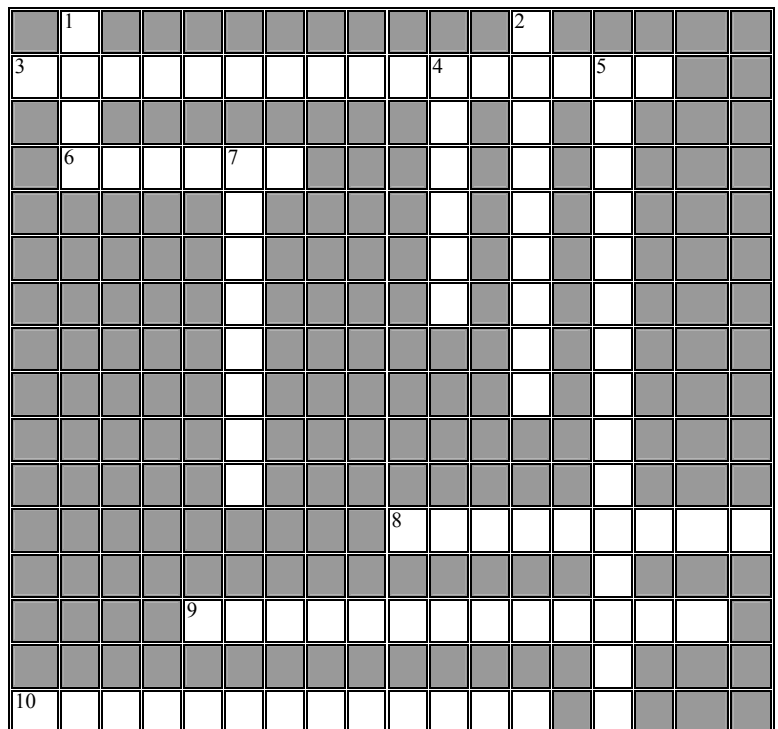
## Crossword Puzzle

### ACROSS

3. He and his men led the Christmas Raid
6. A day of the week that the Museum is closed
8. The Museum is located in what county?
9. A rural store that sells a variety of merchandise
10. First African American U.S. Navy Master Diver

### DOWN

1. A device used to weave thread or yarn
2. Indian artifact
4. A place that exhibits works of art, objects of scientific or historical value.
5. 16th President
7. An object made by or altered by humans, older than 25 years



# Then and Now

directions

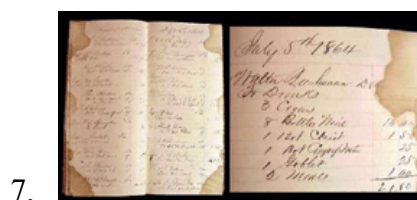
\*Artifact lesson: part 2 (after “What is an Artifact” lesson)

\***Before** visiting museum

- Provide each student with a copy
- Students will draw a line to the modern version of the artifact
- Follow with a discussion about the artifacts and why the modern items are not yet considered artifacts, but will become artifacts in time.
- Use “the facts” sheet to discuss each artifact.
- May be extended by using a graphic organizer to brainstorm other artifacts and compare them to their modern versions.
- Students could also research the history of a modern item forming a timeline with pictures showing the evolution of the item.

# Then and Now



Match these 19<sup>th</sup> and early 20<sup>th</sup> century artifacts to the modern objects we use today.







# Then and Now



Match these 19<sup>th</sup> and early 20<sup>th</sup> century artifacts to the modern objects we use today.



Answer Key



1.  

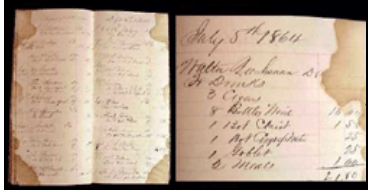

2.  

3.  

4.  

5.  

6.  

7.  



### *The Facts*

1. For hundreds of years, people wrote with nibbed pens using bottles of ink. Your grandparents may have even used this type of pen in grade school! The disposable ball-point pen wasn't invented until 1958.
2. While developed in the 1840s, the camera was very hard to use, a professional had to do it. This Kodak #1 Camera, made by George Eastman in the mid-1890s, was the first camera to use rolls of film instead of single plates, and was easy enough for almost anyone to use.
3. Old mantle clocks, such as this one from the 1890s, needed to be wound with a key every week to keep them working. Modern digital clocks easily provide accurate time without any maintenance.
4. The small, open, footed bowl is called a "salt cellar", or simply, a "salt". During the 19th century and into the early years of the 20th century, formal dinner tables were often set with these bowls. A small spoon would have been used to remove the salt from the cellar. Sometimes, each person at the table would have their own individual salt-filled bowls; these were smaller than the example shown here. Although you can still find individual salts, today we typically use salt shakers.
5. During the 1800s, milk had to be used within a few days or made into something else like cheese. During the late 1880s, refrigeration and pasteurization allowed milk to be bottled and sold to a larger area. During the early 1900s, dairies delivered milk in bottles (like this one) directly to people's homes. Modern paper (or plastic) cartons of milk are bought right from a grocery store.
6. Our ancestors used candles and oil or kerosene lamps to provide them with lighting. Modern electrical lamps provide far more light without the safety concerns associated with a flame.
7. During the 1800s and early 1900s, storekeepers and hotels used ledgers to keep track of sales and credit. For example, this 1864 ledger from a Washington, D.C. area hotel was used to record the amounts owed by the people staying there and using the restaurant. The modern credit card is a much easier option for everyone.

Modified activity from <http://www.kidsdigreed.com/games.asp> accessed 10/29/07

## On-Demand Creative Writing

Directions

\***On-site** activity: to be completed at the museum

\*Can be completed individually, or in pairs.

- Allow 15-20 minutes for students to find an artifact that interests them (one that they do not know the function or name of), and complete part 1.
- Allow the students time to then find out the name and function of the item, and/or speak to museum staff about their items. This can be done individually, or as a group.
- If time permits, allow students to complete part 2. If not, the students can complete their writing when they get back to class, or as homework.

On-Demand  
Creative Writing

**Part I**

Choose one artifact in the Hardin County History Museum that you do not know much about, but it interests you. Imagine what the object could have been and write a short story (1 or 2 paragraphs), or a reaction poem about the item that includes a description of the artifact and what you think it could be used for. Be creative!

**Part II**

Once you are finished with the short story, research the artifact to find its true name and use. (Hint: Ask your teacher, or a museum staff member.) Create an acrostic poem with the name of the artifact that describes the true function and characteristics of the item.

# What is an Artifact?

## Directions

\*Introductory Artifact lesson: part 1 (before “Then and Now” activity)

\***Before** visiting the museum as a **whole class** activity and discussion.

- Copy the activity onto an overhead.
- A copy for each student is optional.
- Read the definition of an artifact and allow students to decide (through group discussion with teacher guidance) if each item is an artifact or not.
- Allow students to brainstorm other possible artifacts.
- This lesson can be extended by having the students research specific artifacts.
- Follow with “Then and Now” activity on another day.

## Student Activity

### What Is An Artifact?

**An artifact** is any object that was made by, or altered by humans for some purpose or task, that is more than 25 years-old.



<http://www.kidsdigreed.com/>

Confederate Army bullet

Was it made by a person?

Is it older than 25 years old?

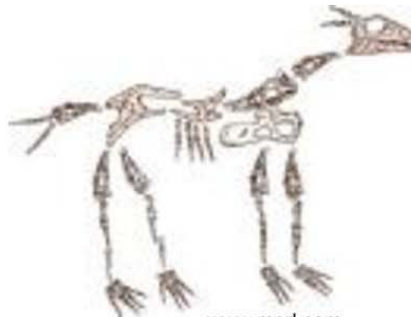
Is it an artifact?

Dinosaur Bones

Was it made by a person?

Is it older than 25 years?

Is it an artifact?



[www.merl.com](http://www.merl.com)



[www.householdgoods.com](http://www.householdgoods.com)

Your Favorite Stuffed Animal

Was it made by a person?

Is it older than 25 years?

Is it an artifact?