



## **Docent Training Manual**

### Table of Contents:

Introduction to the Children’s Museum .....	1
Museum Floor Plan.....	2
Educational Programs.....	4
Docent Expectations & Benefits.....	6
Tour Skills, Strategies & Tips.....	7
Working with Diverse Audiences.....	10
Tour Exhibit Content.....	12
Mighty Mouth for Dental Health.....	13
The Greenway, Animal Architects & Bird’s Nest.....	16
Eastern Woodlands Longhouse.....	19
Coal Mine.....	22
Early American School Room.....	24
Passage to Pennsylvania.....	27
Ancient Egypt.....	30
We Travel Their Paths: Pennsylvania’s Native Americans.....	35

## **Introduction to the Children's Museum**

Welcome to the Bloomsburg Children's Museum. Thank you for sharing your time and talents with the Museum. We believe you will find your experience here as a docent both engaging and rewarding.

### **History of the Children's Museum**

The Children's Museum is a rural non-profit corporation and is operated by a full-time director and four part-time staff, along with volunteer committees and student interns. A board of directors oversees the director and all policy and fiduciary responsibilities. Located in Bloomsburg, PA, the Museum offers more than twenty-five hands-on exhibits covering history, science, arts, and culture. It also offers weekend, homeschool, and after-school programs in art, history, and science, along with pre-K and school age summer camps. Traveling Classroom Kits are offered with free delivery to schools within the Museum's primary five county service area: Snyder, Columbia, Northumberland, Union, and Montour Counties.

The Museum began in May 1985 with traveling exhibits to serve the seventeen school districts in the five-county Central Susquehanna Intermediate Unit area. The Children's Museum subsequently developed a summer Art and Science Center from 1996 to 2001. It has operated in its current permanent location, open year-round, since 2002. It is the only educational resource of its kind in a 50-mile radius, serving 36,945 public and non-public students and their families and teachers.

### **Mission Statement**

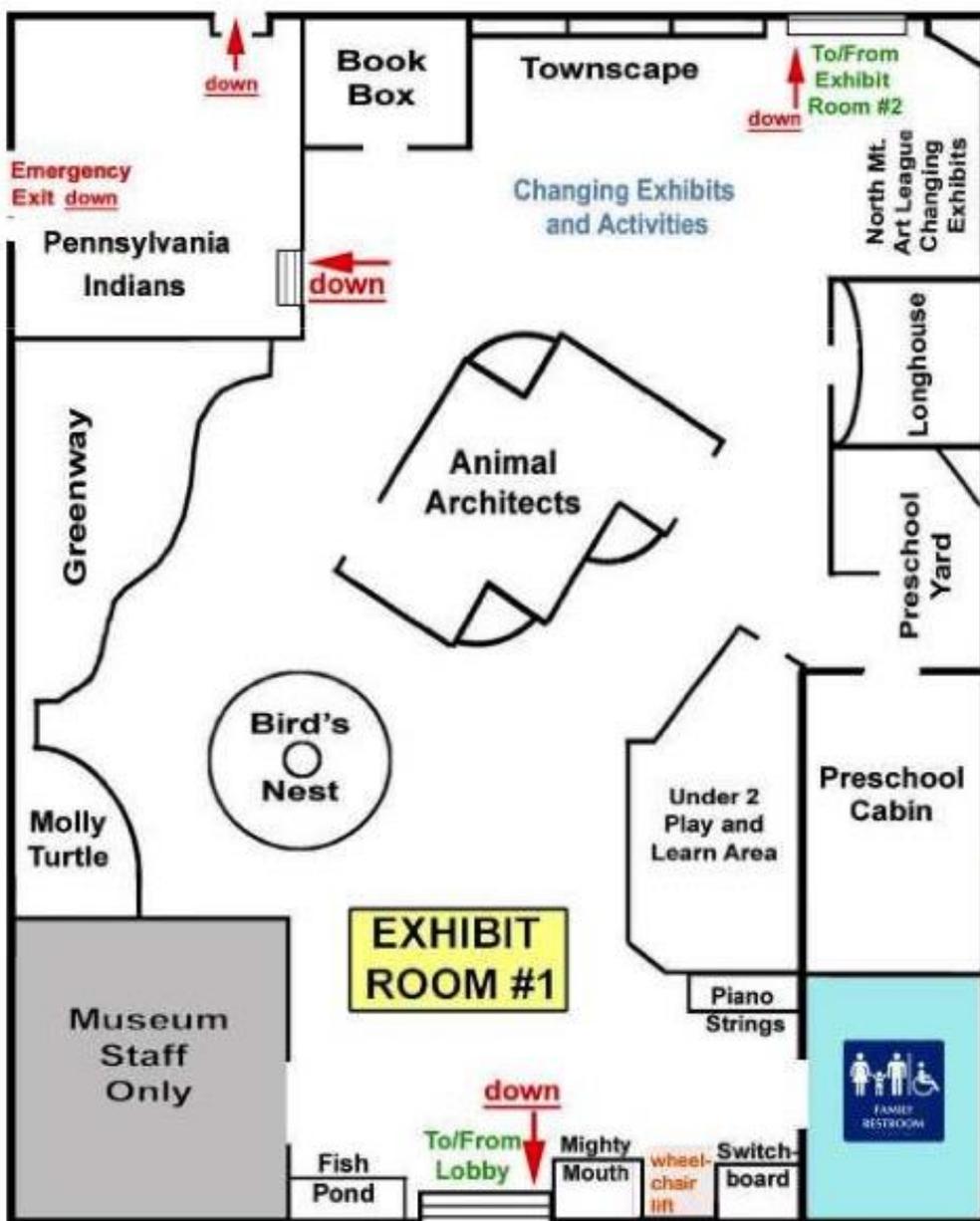
The Children's Museum strives to enrich the lives of the people in our region and from all corners of the globe by fostering a lifelong love of learning and bringing out the imagination in every child, as well as the child in every visitor.

We work hard to offer unique, sustainable, and dynamic learning opportunities for youth through year-round interactive exhibits, programming, and community outreach. We encourage and facilitate the exploration of the sciences, arts and humanities, and the development of positive learning experiences for people of all ages. We also work to respond to community needs through partnerships with regional schools and community-based organizations, pushing for the development of strong and healthy families.

### **Objectives**

- To provide hands-on, informal educational experiences to children of all ages
- To extend educational outreach services to the region
- To involve the community in all that we do
- To seek and develop new resources to maintain museum activities and further our mission

## Museum Floor Plan

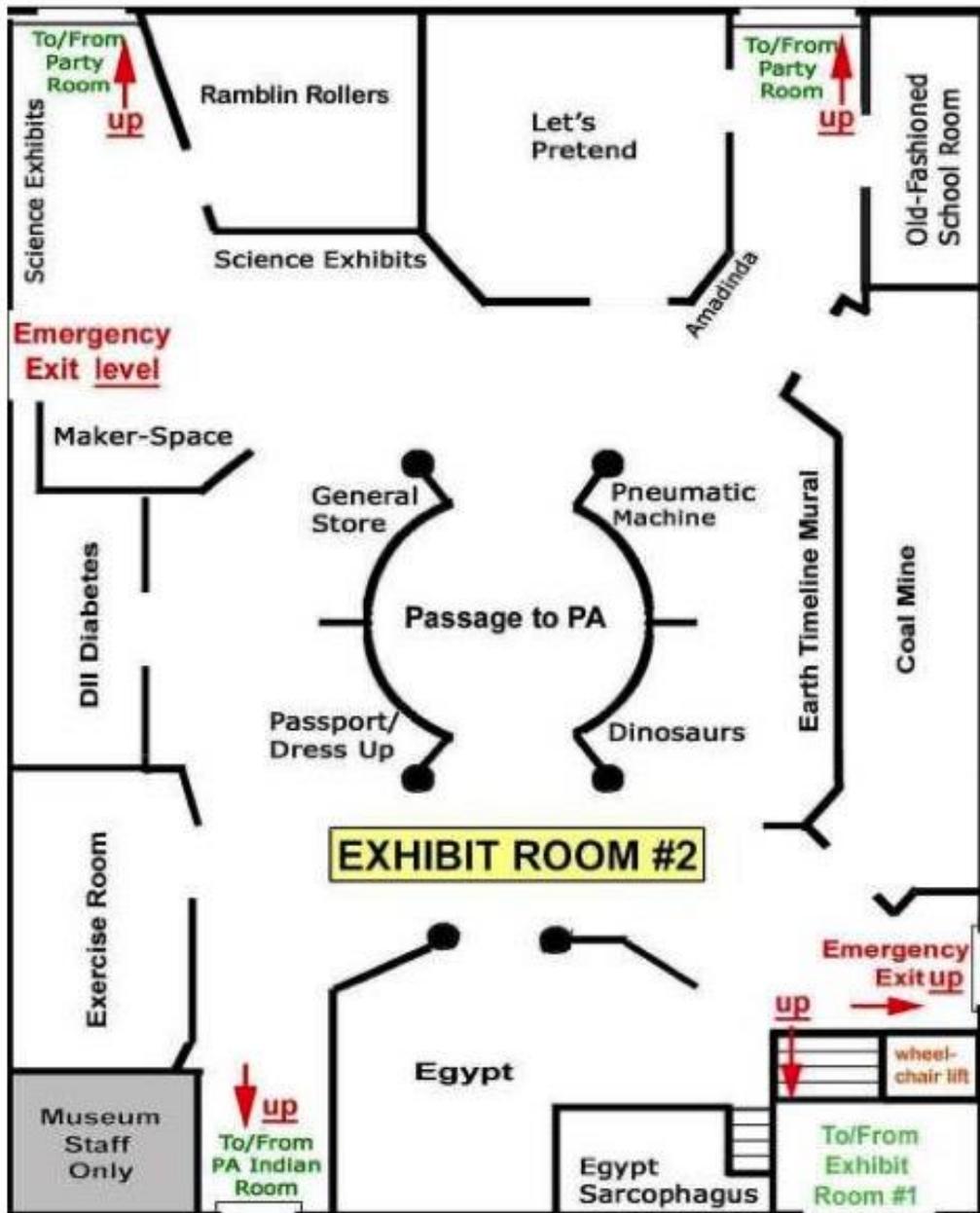


### SELECTED ACTIVITIES EXHIBIT ROOM #1

Please walk.

Please be gentle with the exhibits.

1. Molly Turtle
  - Visit our turtle at her indoor habitat.
2. Greenway
  - Listen to the animal voices.
  - Feel the animal pelts.
  - Do a make and take activity.
3. Animal Architects
  - Crawl through the tunnel to learn about underground animal habitats.
  - Look at animal habitats above ground.
  - Do a make and take activity.
4. Bird's Nest
  - **Please remove your shoes to enter the nest.**
  - Try on a bird costume and sit in the large nest.
  - Identify the little birds and put them in nests.
5. Book Box
  - Contribute to the group artwork or make a craft
6. North Mt. Art League Changing Exhibits
  - Look at the artwork and answer the questions.
7. Longhouse
  - Design a wampum belt.
  - Turn the wheel to learn about life in a longhouse.
  - Use the mortar and pestle to mash corn.
8. Preschool Yard
  - Play in the boat.
  - Plant the flowers.
9. Preschool Cabin
  - Play and learn in the kitchen
  - Enjoy the dollhouse, toys and puzzles.
10. Under 2 Play and Learn Area
  - This area is for our youngest visitors and their caregivers.
11. Mighty Mouth
  - Brush the large teeth.
12. Switchboard.
  - Listen to voices from the past.



## EXHIBIT ROOM #2

Please walk.

Please be gentle with the exhibits.

### 1. Exercise Room

- Do a dance with the hula hoops.
- Try some yoga with the video.

Hopscotch on the rug.

### 2. DII Diabetes

- Make a balanced meal using the puzzle.
- Match the colors to learn the food groups.
- Play a game and answer the questions.

### 3. Maker Space

- Select a bin to do an activity.
- Put the bin back when you are finished.

### 4. Ramblin Rollers

- Assemble the tracks on the magnetic wall.
- Have the ball roll from top to bottom without jumping the tracks.

### 5. Let's Pretend

- Wear a costume.
- Pretend you are an actor on stage.
- Perform a puppet show.

### 6. Old-Fashioned School Room

- Pretend you are the student or teacher.
- Practice your writing on the chalk boards.
- Dress up.

### 7. Coal Mine

- Push the buttons to learn about life in a coal mine many years ago.
- Visit the life-like mine mules.
- Explode the dynamite.

### 8. Egypt

- Visit the sarcophagus.
- Learn about hieroglyphics.
- Make an animal mummy
- Make an Egyptian collar.

### 9. Passage to PA

- Pack for your journey.
- Learn about some families from the 1800s.
- Move cargo in the tiny canal boat.
- Play a game. Watch the video.

## **Educational Programs**

### **Goals of the Museum's Education Programs**

All of the Museum's education programs seek to advance its mission. The specific goals of the programs are as follows:

- To provide engaging and quality education to visitors, demonstrating excellence in content, learning theory, and practice
- To stimulate curiosity and promote lifelong learning
- To encourage different perspectives and new ways of thinking
- To help visitors make connections between their lives and history, art, and STEM (science, technology, engineering, and mathematics).

### **The Museum's Educational Philosophy and Approach**

The educational philosophy of the Children's Museum is rooted in interactive experience, inquiry-based learning, and the incorporation of various learning styles. At a practical level, this means that tours are not lectures; rather, they are opportunities for visitors to engage with docents and actively participate in learning. Regardless of age, no visitor is a blank slate; everyone has prior knowledge and experiences that shape their beliefs and opinions. It is the docent's job to build upon that foundation and, in some cases, to challenge those preexisting ideas. The Children's Museum employs an inquiry-based teaching approach to do just that. Educators impart their knowledge, but they also pose carefully crafted questions in order to prompt discussion with visitors. The Museum also strives to keep visitors involved and engaged through hands-on, interactive learning. With no shortage of objects that can be handled, the Museum was expressly designed with this principle in mind. Finally, while tactile experience is ideal for some visitors, others may learn best through listening, viewing images, writing, moving about, and/or thinking about concepts logically or numerically. A variety of learning styles are incorporated into museum programming and tours, so as to meet the diverse needs of visitors.

### **Multiple Learning Styles<sup>1</sup>:**

**Visual/Spatial Intelligence:** These learners tend to think in pictures and need to create vivid mental images to retain information.

**Verbal/Linguistic Intelligence:** These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

**Logical/Mathematical Intelligence:** These learners think conceptually in logical and numerical patterns making connections between pieces of information.

---

<sup>1</sup> As outlined by Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 3<sup>rd</sup> ed. (New York: Basic Books, 2011).

**Bodily/Kinesthetic Intelligence:** These learners express themselves through movement. They have a good sense of balance and eye-hand coordination.

**Musical/Rhythmic Intelligence:** These musically inclined learners think in sounds, rhythms, and patterns. They immediately respond to music, either appreciating or criticizing what they hear.

**Interpersonal Intelligence:** These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions, and motivations.

**Intrapersonal Intelligence:** These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

## **Docent Expectations & Benefits**

Any volunteer program works best when all participants have a clear understanding of what is expected.

### **All volunteers, including docents, can expect the following from the Children's Museum:**

- Opportunities that will provide exciting challenges, comradery, and enrichment
- Adequate preparation and materials to perform duties
- Opportunities to contribute suggestions for improvement or enhancement of the Docent Program
- Receive 10% discount at the Museum Store
- Recognition of your service to the Museum on the museum website
- Annual appreciation brunch/tea

### **The Children's Museum expects docents to:**

- Read and study the Docent Training Manual.
- Plan and practice tours so that you are prepared to give a 10 to 20 minute presentation on a given exhibit.
- Contact the Museum (570-389-9206) with as much notice as possible if you cannot conduct your scheduled tour, or if you anticipate needing to arrive late / leave early.
- Do the following on the day of a tour:
  - o Arrive at least 15 minutes prior to the start of tours.
  - o Use the computer or paper log (located in the corner of the Gift Shop) to sign in, and then pick up your name tag and apron from the adjacent hallway.
  - o If needed, help your first group off the bus and take them to your exhibit area.
  - o Bring a time-keeping device (watch, phone, etc.), and be sure to end your presentations at the designated interval that the Museum provides. (Staff will usually be available to give 5-minute warnings, but it is still recommended that you keep track of your time.)
  - o If a staff member is unavailable to do so, gather your group at the end of the interval and take them to the next exhibit area, then return to your exhibit area to greet your next group.
  - o When the last group leaves, return your name tag and apron to the sign-in area. You are also invited, but not required, to join the staff outside in waving good-bye to the children
  - o Complete a docent survey prior to leaving. Thank you!

## **Tour Skills, Strategies & Tips**

The Children's Museum defines a successful and effective tour as one in which participants:

- Interact with the docent
- Grasp the tour's central themes
- Consider the tour to be a worthwhile use of their time
- Express interest in further learning or action based on their tour experience

### **Know Your Content & Practice the Tour**

Thoroughly review the exhibit content in the Docent Training Manual, as well as the information and displays located within the exhibit itself. Some docents prepare for a tour by outlining bullet points, while others write out their tour. Use whatever method best helps you retain the information, but do practice.

### **Give Your Tour A Flow**

Tours should include an introduction, during which you:

- Introduce yourself
- Set a friendly tone
- Ask some questions, such as “Is this your first time visiting the Children's Museum?” “What brought you here today?” “Have you been studying \_\_\_\_ in school?” “What do you know about \_\_\_\_?” “Are you excited to see or hear about anything in particular within the scope of this exhibit's topic?” The responses to these questions will help you get to know the group, understand the preexisting knowledge foundation that you have to build upon (or tackle, in the case of preconceived notions and misconceptions), and help you cater your tour to particular aspects that visitors are interested in.
- Introduce the exhibit's central themes

Tours should also feature a conclusion, during which you:

- Wrap up and reiterate the exhibit's central themes
- Ask if there are any remaining questions.
- Ask the group what they learned, what their favorite element was and why, etc.
- Thank them for visiting and invite them to come again. Inform them of any upcoming programs or special events of which you are aware.

### **Don't Lecture! Ask Questions**

Make sure to punctuate your delivery with questions. You don't want to simply dump information on visitors or drag on; your group will get bored, become unengaged, and likely won't retain much from the experience. Ask factual questions, pose open-ended ones, but try to avoid basic Yes/No questions. Ask group members about their reactions to different aspects of the tour (e.g., How do they feel? What do they see and think?). Using a leading question or posing a series of questions can help visitors arrive at a conclusion. Remember to wait for an answer and carefully listen to their responses. Reinforce correct answers with enthusiasm and gently redirect incorrect responses.

### **Incorporate Objects**

Children have an innate desire to play and explore, and every exhibit in the Museum is stocked with a plethora of objects and interactive elements. Thus, whenever possible, take advantage of the resources available in order to give visitors a multi-sensory experience (hear, see, touch, smell, and taste).

### **Vocabulary**

Do your best to meet the audience where they are. Use age-appropriate language and behavior (see the “Working with Diverse Audiences” section of this manual for guidance on this point). Be sure to explain new or unfamiliar terms. If you get unexpected blank looks or children are talking amongst themselves, ask them if they understand, and if not, reiterate.

### **Be Time Sensitive**

Make sure you know how much time you have for a given tour. Schools will often have another appointment or a bus to catch, and therefore it is very important for them to stay on schedule.

### **Be Flexible**

A school group might arrive late, visitors may be especially interested in a particular aspect of an exhibit, or something within the exhibit or your presentation simply might not work on a given day – all of these are potential situations that docents can face. Remaining flexible will allow you to adapt a tour to meet your group’s interests and needs. With this in mind, consider structuring your tour in sections, such that you can easily add, subtract, or reshuffle parts as needed. Don’t feel as if you have to do everything or fit in every last detail that you planned.

**\*N.B.** In rare instances, school groups can arrive especially late (up to one hour). While it is truly appreciated if you are able to stay later to accommodate such groups, it is also certainly understandable if you still need to leave at the scheduled time.

### **Pace Yourself**

At any point during a tour, it is okay to take a few quiet moments to allow visitors to process the information you have just given them and/or give them a chance to take a closer look at an item or display that you were just discussing.

**\*N.B.** Similarly, if you need to take a water or restroom break at any point during a tour, please simply call over a staff member. They will be happy to fill in while you step out.

### **Group Management**

Museum rules are explained to all visitors and groups as they enter the Museum. However, during a tour it partially falls to docents to ensure the preservation of the exhibits, that no child wanders away from the group, and that all visitors have a positive experience. Teachers and parent chaperones will be on hand to assist.

### **Engage & Involve Chaperones**

Teachers and parents are not only your allies in maintaining order during a tour, but also in facilitating learning amongst their students and children, so try to keep chaperones involved and invested whenever possible (time allowing).

### **How to Respond if You Don't Know the Answer to a Question**

Docents are not expected to know everything. The amount of information available on the exhibit topics is virtually boundless, so even when well prepared, questions will inevitably arise that you may not be able to answer. When this happens, you should feel comfortable saying that you are not sure. Do not make up an answer. Tell the visitor(s) any related information that you do know. If you can intuitively make an educated guess based upon your existing knowledge, feel free to do so, but just make sure that they know it is a guess. Ultimately, offer to take down their contact information (including email address), so that you (or a staff member) can research the answer and get back to them.

### **Presentation Tips**

- Smile!
- Maintain a positive and enthusiastic attitude. It's infectious!
- Make eye contact.
- Speak audibly and at an even pace.
- Vary the tone and volume of your voice. Use it to stress a point and display emotion.

### **Have Fun!**

If you are excited about the material and are enjoying yourself during a tour, your audience is likely going to feel the same way. Keep this manual's guidelines in mind, but also feel free to make the tour your own (e.g., insert humor, bring a prop, etc.) Some of our docents have even been known to don costumes.

## **Working with Diverse Audiences**

The Children’s Museum is committed to being as accessible to as many visitors as possible, including adults, children, people with different learning styles, and people with disabilities. This section provides some general guidelines for working with different groups, however, always see a staff member if you need help accommodating a guest.

### **Tips for Working with Adults**

Adults, whether they are parents, family members, or teachers, will also be part of the audience at every tour you lead. During tours, time with each group is limited, but as much as possible:

- Try to address the adults along with the children.
- Create a team spirit by encouraging adults and children to answer questions and examine objects together.
- Be sensitive to the fact that adults accompanying the children may not be their parents.

### **Tips for Working with Children<sup>2</sup>**

Educational experiences for children must be age-appropriate, based on the child’s level of physical, social, and cognitive development. The following developmental guidelines and associated teaching style tips should help you mold your tour to best reach your targeted audience, whatever age they may be.

**Children, ages 4-6:** are eager to please, enjoy recognizable subject matter, express their feelings eagerly and loudly, can identify colors and shapes, can tell time, have vivid imaginations and like to pretend, and are more physically than verbally oriented. On the other hand, they have no sense of historical time, have short attention spans, may have an egocentric outlook and find it difficult to understand different people’s points of view, and while they may have a beginning awareness of the existence of other cultures and people, they do not quite understand what it means in terms of everyday life.

- Whenever possible, use objects and images to convey ideas.
- Allow children to explore and discover.
- Utilize storytelling and roleplaying
- Reinforce key ideas and themes repeatedly and in different ways.
- Relate concepts to experiences connected to the children’s own realities.
- Use simple language.

**Children, ages 7-10:** are self-reliant, sociable, out-going, conscientious, increasingly concerned for rules and conventions, can cooperate with other children and work in teams, have active imaginations and increasing attention spans, are eager to learn, and have a high level of absorption for new information, especially when related to familiar concepts or personal

---

<sup>2</sup> Margaret Love, “Communicating at Age Level,” *The Docent Educator* 5, no. 3 (Spring 1996); Lower East Side Tenement Museum, “The Educator Manual”; Museum on Main Street, “How to Recruit Docents and Conduct a Docent Training Workshop.”

experiences. They are also more academically focused, more self-confident, and better able to make fine distinctions, recognize patterns, and focus on details. At the same time, children in this group can be critical of others and are sometimes shy when they are the center of attention.

- Ask children to observe their environment
- Ask children to describe an image or object
- Challenge children to find items and/or hunt for clues

***Children, ages 11-13 (adolescents):*** are beginning to make informed and personal judgments, have an increasing ability to perceive the world outside of their own experiences, and like participating in the discovery of new ideas and finding out about other people's way of doing things. They accept information as offered, but they also want to know reasons for things. However, they are becoming more self-conscious and fearful of appearing foolish, so they may be hesitant to volunteer ideas. There may be some individuals in this group who tend to bore easily or become disinterested.

- Employ open-ended questions that do not have a singular “right” answer, and allow them to express their opinions.
- Do not fear the long silence that may ensue as you wait for responses to questions. Eventually, someone in the group will be brave enough to speak out.
- Encourage visitors to ask their own questions throughout the tour.
- Do not take yourself too seriously, and try to inject humor into the tour when possible.
- Do not take whispering, giggling, or imitating personally.
- Consider allowing these individuals to explore some of the exhibit on their own or in small groups.

### **Tips for Working with Individuals with Disabilities**

People with disabilities are as diverse as people with no disabilities. Simple adaptations in service can often solve accessibility issues. The same principles of basic respect and consideration apply equally to persons with disabilities as to those without.

- Address the person directly, without using a third party, whenever possible.
- Speak directly to the visitor in a normal tone of voice, even if they are hearing impaired.
  
- Be considerate and attentive. It may take more time for the guest to say or do things.
- Observe what types of aids they are using (cane, sight dog, wheelchair, etc.). Keep this in mind when giving directions to the exhibits, bathrooms, and other public facilities.
- Do not be shy to ask a visitor if they need help.

## **Tour Exhibit Content**

This section of the manual will outline the following for each of the Museum's exhibits:

1. **Themes** – These represent the central ideas that you want audiences to take away from your presentation. They are the unifying threads that run throughout a tour, and which should help ensure that there is a clear focus behind the content you deliver, the questions you ask, and the objects and displays that you incorporate. Everything should link back to and reinforce these themes.
2. **Narrative** – This is not a script to be delivered verbatim. Rather, it is a general tour narrative containing the content on an exhibit's subject matter, as well as tips regarding possible questions to ask, objects to incorporate, and displays to point out.
3. **Frequently Asked Questions & Suggested Responses** – These are designed to give you an idea of the types of impromptu queries and conversations that may arise during the course of a tour.
4. **Sources for Additional Information** – A list of online resources where you can expand your knowledge of a given subject. These sources can also serve as great recommendations for visitors who are interested in learning more about a topic (indeed, a number of the websites provided are specifically geared towards children).

## Mighty Mouth for Dental Health

### Themes:

- Teeth are an important part of one's body, since they help chew food and give one's face structure. Therefore, it's very important to clean one's teeth regularly and to do so well in order to keep them healthy.
- Everyone gets two sets of teeth: primary teeth and permanent teeth.
- Each tooth has a name and a designated function (e.g., biting or grinding).

### Narrative:

A healthy smile is something that we all want to have. It makes every one of us feel good when we smile and we show off a lovely set of teeth.

What is the main job of your teeth? Yes, of course, chewing your food. What happens if food is not chewed properly? If food is not broken down into small enough pieces, there is a great chance that you may choke. It is very scary when this happens, and also your food is not ready for your body to digest. Your teeth also give your face. If you ever see someone with no teeth, their face looks caved in.

What happens if you do not brush your teeth or perhaps not brush them enough? Or, you may brush them, but don't do a very good job? You will get spots on your teeth that will start to decay. If the tooth is not fixed, there is a hole in your tooth called a **cavity**. Most of the decay occurs on the back teeth, however decay can happen on the front teeth as well. (Using the large model, show the indentations in the teeth where food can get caught.) What else can happen if you brush poorly or not often enough? Your gums may get very sore and tender. There are times that they may bleed. This is called **gingivitis** because another name for your gums is gingiva. This can be remedied very easily by proper brushing and use of floss over a period of time.

You children are very young, and you cannot remember the time when you did not have teeth. You first had a set of baby teeth. These teeth are also called "milk teeth" or "primary teeth." These teeth started to form before you were born. Even after you were born, these teeth were still hidden. If you feel the gums of a newborn baby, you cannot feel anything. These baby teeth start to erupt (push through the gums) anywhere from four to nine months old. Every baby is different. You do not remember, but this was probably painful for you, and you may have been a crabby baby. Usually the two center teeth on the bottom erupt first. Do you know how many baby teeth you get? There are twenty baby teeth, and usually you have all of them by the time you are two years old. You can still have some baby teeth in your mouth when you are thirteen. You start losing these baby teeth when you are five or six years old. Do you know how many sets of teeth your body provides for you? There are two sets, and the second set is your permanent set. This means that they should last all the rest of your life. If you need a third set, you must go to a dentist, and he will make you a set. This is the kind you take out at night. You get more teeth with your second set than you did with your first. Do you know how many? There are 32 teeth in your second set.

Using the very large model of a molar (which is always kept in the front window of the museum), ask them what they see on the molar that they do not see when they look at the very large molar. Hopefully they will see the very large roots on the molar model. Look at the model again and ask them where the roots are. They usually point to the gum area. These roots are held in place by the bone. Adults and children are always amazed at how long the roots are. Teeth are always held in place by the bone covered by the gums. Have the children feel their own. It will feel bumpy. Then have the children look at the model again and notice that the teeth have different shapes. Why do you suppose all the teeth are not the same? Teeth have different jobs to do that require different shapes. The front teeth are for biting and, therefore, must be sharp. The back teeth are larger and flat because they grind up the food to get it ready for swallowing. You would not stick a hamburger in the back to take off a bite, and you would not chew it fine with your front teeth.

We have talked about the importance of brushing well. Most people do not brush long enough. This includes not only children, but also adults. When this is the case, material called **plaque** and **tarter** form on your teeth. Plaque is a thin, sticky, colorless material that can easily be removed by brushing, but since it's colorless, it is hard to see. If the plaque remains on your teeth, it will harden and become tarter. This must be removed by a dentist with rough and will irritate your gums.

Did you know that your teeth have different names? The ones in the center are called central **incisors**. Next to the central incisors are the lateral incisors, one on each side. Next to the lateral incisors are the **canines**. They are pointier than the other teeth and are used to tear up food. Look in a dog's mouth at their canines. They are really pointy. Behind the canines are two **premolars** and two or three **molars**. The molars in the back are called **wisdom teeth**. These are often troublesome because there is no room for them. Not everyone gets wisdom teeth.

Instructional Aids:

Super large model of mouth

Many charts with information

Large model of a molar

A much smaller model of the mouth to move up and down

Real molars that are good and bad

Real dental impressions of a mouth

Floss for demonstration purposes

If you have kindergarten or first grade children, they enjoy looking at each other's teeth. They range from children having lost no baby teeth to having their new central incisors. Shows that everyone is different. Presentation depends on the age and maturity of the children.

### **Frequently Asked Questions & Suggested Responses:**

1.

### **Sources for Additional Information:**

Mouth Healthy Kids (American Dental Association)  
<http://www.mouthhealthykids.org/en/>

HealthyTeeth.org (Nova Scotia Dental Association)  
<http://www.healthyteeth.org>

Cavity Free Kids (Washington Dental Service Foundation)  
<http://cavityfreekids.org>

Centers for Disease Control and Prevention – Children’s Oral Health  
[http://www.cdc.gov/oralhealth/children\\_adults/child.htm](http://www.cdc.gov/oralhealth/children_adults/child.htm)

## The Greenway, Animal Architects & Bird's Nest

### Themes:

- A greenway is a preserve for nature and wildlife.
- Animals have to protect themselves from predators, and they do so in many different ways.
- Some animals live underground and others on the surface. Animal homes can take a variety of forms, depending upon the animal.

### Narrative:

This exhibit is called the **greenway**. Look all around and tell me what you think it is. A greenway is land that is natural and has no houses or paved roads. It is a protected area that is safer for animals and plants. It can be used for recreation (having fun), such as hiking, running, bicycling, or jogging. Many times the air is cleaner, and it is quiet and peaceful.

A greenway is a place where the animals and plants can be safe from people growing crops or building houses. But the animals can build homes. The animals can find food there and raise their babies. The greenway provides shade and keeps the temperature (coolness and warmth) just right. Look all around again and try to remember if you have ever been to a place like this.

Let's turn our attention to the part of the greenway that where we see the beaver and its home. A beaver house is called a **lodge**. A beaver is what we call a **rodent**, like a squirrel or mouse. It is **nocturnal**. Does anyone know what that means? Nocturnal means that they stay out of sight during the day and do all of their activities at night. Why would animals do that? Most other animals are sleeping and they feel safer.

Beavers build dams, canals, and lodges. Does anyone know what a **dam** is? It is like a wall built of pieces of wood (logs), mud, and stones. This is to keep water in its place (like making a pond). Does anyone know what a **canal** is? It is like a long ditch filled with water. Show the picture.

Beavers build their lodges with the same materials that they use to build the dams. They use their marvelous teeth to gnaw away at logs to get the right size for the building of the lodge. Their teeth are very unusual because even when they wear away, they keep growing. They build their lodges where they made the dam. It was a place of protection from enemies, such as wolves. The lodge has an underwater entrance. There are usually two dens (rooms), one for drying off when leaving the water and another drier one where the family lives. When the ice breaks up in the spring, beavers leave the lodges and roam around until autumn.

Make observations from the area. Have them feel the beaver skin. It was very lovely, and many beavers were killed just for their skin. Later, they should compare the beaver skin with the bearskin in the longhouse.

If you have time, talk a little bit about the groundhog. It has great claws that are very good for digging. It is covered with two coats of fur. Groundhogs must protect themselves from foxes, wolves, bears, and eagles. Look at the fox very briefly. They usually travel in pairs. They also

must protect themselves from wolves. They eat rabbits and birds. This might be a good place to introduce predator and prey. Use your own judgment as to what they group can understand.

Go to the other part of the Greenway:

Have the children look around and ask them what they see. They should respond with “trees,” “plants,” “ponds,” “logs,” “animals,” etc. Do we have areas around where we live that look like this? Do you think this is a good place for animals to live? Why? Do you see any places where the different animals could build homes? Their homes may not have to be built because they could use what is already there. These could be: hollow logs, under big piles of leaves, holes in trees, higher up in a tree. Get responses from the children.

Why do animals even need homes? Potential answers: protection from enemies (which are many), shelter from the weather, place to store the food that they gather when the weather is warm, etc.

If you have time, have them name as many of the animals as they can. Explain that these animals were once real live animals, but they are no longer living.

Talk about the animals that they will see when they go into the tunnel. They are ants, foxes, spiders, and prairie dogs. Why would animals live underground? It is for the same reasons that animals that live above ground need homes. The ants live in communities called **colonies**. They have a queen ant, female workers ants, and other female and male worker ants.

There are many books with very good pictures that help to explain at you have talked about. Always try to get the most responses from the children that you can. Your presentation will be different depending upon the maturity of the group.

#### Advice from a Veteran Docent:

When I present the “greenway,” I divide the time into three segments:

1. An explanation or lesson followed by suggestions of what to see
2. Time to “see” it
3. Gather to discuss what was seen

1. **The explanation:** I usually ask the group to sit on the floor in front of the beaver display. First, I ask them to be very quiet and listen for something. They should hear the water running. Then I explain what the greenway is and how animals build their homes there, but people do not. I discuss the beaver and show how its home was built. There are excellent books by the display that will help. I often use illustrations directly from some of these books. Next, I explain that the animals that they are seeing in the display are real: Not alive, but real. Then, I explain briefly about taxidermy methods. I usually ask if they have seen deer heads on walls, and most have. I call their attention to the animals that build homes above and below the ground. Last, I explain the birds’ homes and the different kinds of nests. After the

explanations, I tell them we are going to play *I Spy*. I tell them at this point that, if they take their time and look hard, they will see a snake or a skunk, etc. When they look at all three areas, they should also find something they think no one else might see and that I didn't mention. I also explain how they will have to be a "Nature Detective," and take their time to really look at each display in order to find the hidden or **camouflaged** creatures. Before having the group explore on their own, I suggest they take their shoes off. I then point to three or so students to start at the bird's nest, another three at the beaver display, and lastly, the animals under and above the ground.

2. **Exploring on their own:** Depending on the total time in this area, I have them move around with minimal assistance during this part. However, some will rush and I slow them up and suggest that they look here or there. Some will take too long in one area and I remind them they need to see all three displays before moving on.
3. **Review:** I call the group back together when there are five or so minutes left and have them put their shoes back on while we ask what they "spied." I also ask what they liked best, etc. Finally, I ask, "What is a greenway?"

Each time I do this area, I do something a little different. Adjustments must be made to accommodate size and age of the group.

Most valuable for teaching in this area is all of the resource books and printouts that are available right there.

### **Frequently Asked Questions & Suggested Responses:**

1. What kind of turtle is Molly? Stinky? What do they eat?
  - Molly is a red-eared slider (you can direct visitors to the information plaque hanging by her pond for more details). Stinky is aptly named because he is a stinkpot turtle. Here at the museum, their diets consist of vegetation, worms, and pellets. In the wild, they would also eat other insects, aquatic invertebrates, tadpoles, and small fish.

### **Sources for Additional Information:**

National Geographic – Animal Facts  
<http://animals.nationalgeographic.com/animals/facts/>

National Geographic Kids  
<http://kids.nationalgeographic.com>

Pennsylvania Game Commission – Pennsylvania Wildlife  
<http://www.portal.state.pa.us/portal/server.pt/community/wildlife/9109>

## Eastern Woodlands Longhouse

### Themes:

- The structure and layout of a longhouse, and its role in community life
- Life was very different hundreds of years ago, and Native Americans had to rely upon their environment to fulfill their basic needs (e.g., food, clothing, shelter, etc.).
- Everyone – men, women, boys, and girls – had specific tasks to do and contributed to the success of the community.

### Narrative:

This house that you are sitting in right now is a model of a home that families lived in all of their lives. We have two models, a big one and a small. It is called a **longhouse** because that is exactly what it was. These structures were lived in by Native Americans – most famously, the Iroquois (“people of the longhouse”), but also the Susquehannocks, Huron (Wyandot), and some Algonquian tribes, including the Lenape (Delaware), Mahicans/Mohicans, and Powhatan – who resided in various parts of the northeast (southern New England, Ontario, New York, Pennsylvania, New Jersey, Delaware, Maryland, and Virginia). The longhouses were built as early as 1,000 years ago (which is known from the archaeological record; Europeans didn’t make contact until the 1600s).

Look around this house and see if it looks anything like your house. It is hard to imagine how different life was then. They had none of the things that we take for granted today. There were no other types of buildings, no schools, no stores to buy food or clothing. There were no paved streets, sidewalks, cars, buses, bicycles, trains, or airplanes. Do you see a stove, refrigerator, or running water? Life certainly was different.

How did people live? What did they eat and wear? What did they have that they could use to get the things they needed? There were millions of trees, as well as many bodies of water, such as lakes, rivers, and streams. There were many different kinds of animals that roamed the forest. Every single thing that these Native Americans needed came from the forest. They were hard working and were very good at what they did. They needed the same things to stay alive as you do today. What are those things?

A very important thing that the Native Americans needed was shelter from the heat and cold (as do we today). Where did they go for building materials? Remember there were no stores like Home Depot or Lowe’s. They went to the forest and got tall slender trees. Actually, they did not have to go far because they were already in the forest. They needed many of these tall slender trees, but that was not a problem. They took the bark off in large pieces for use later to finish the house. They stuck these slender trees into the ground three feet apart for as long as they wanted the house to be. The longhouse was twenty feet wide so they put other trees straight across. Then they took more trees and tied them crosswise to give strength to the structure. They took a very slender tree and bent it across the top, which was like a roof. It looked like an archway when you stood at one end and looked down to the other end. Then they tied the big piece of bark to the framework with long strips of bark. There was a doorway at each end of the longhouse. It was covered by animal skins or large pieces of bark. These houses were built close together or with a

wall of very pointed logs surrounding the whole community of longhouses. This was for protection from enemies.

When you are in the longhouse you will notice openings in the roof. Why would you build a new house and put holes in the roof? Did you notice a kitchen anywhere? They needed to eat and cook food. They had open fires right down the middle at different intervals the whole length of the longhouse. They needed holes in the roof for the smoke to escape. They closed the holes almost the whole way when it rained or snowed. When they did this the longhouse got very smoky and uncomfortable.

At each side of the longhouse is where the people had their little compartments for their families. There were two platforms on each side, one was about two feet above the ground, and the other one was quite a bit above that. The bottom one was where they ate and slept. The top one was used for storage of water in clay pots, dried food, and tools.

How would you like to live in a house with 80 to 100 other people? They lived with grandparents, aunts, uncles, and cousins. It was called the **clan** (extended family). The doorway had an emblem, usually an animal that was their protective guardian. All these people were called the clan.

How did these Native Americans get the food they needed? Remember there were no grocery stores. Out to the forest they went. Hunting animals was their lifeblood. They hunted deer, elk, moose, and bear.

Corn was the most important of the crops they planted. They dried it just like the meat was dried. Some of the corn was pounded fine into corn meal. They used this to make cornbread and corn cakes.

The Native American children did not go to school the way you children go to school. This did not mean that they did not have much to learn. The fathers took their son out to the forest at an early age. They taught them to make bows and arrows and how to hunt. The girls learned what they needed to know from their mothers. This included raising crops, cooking the food, making the clothing, and taking care of the children. The children worked hard, but they also played many games and had lots of fun.

The women and girls not only grew the food, but they made the clothing as well. All the clothes were made from animal skin, so the men and boys played a very important role as well. They had to kill the animals. The animal skins had to be cleaned and rubbed with grease so they would not get brittle and crack. They were then stretched on a rack. They also used the skins to make storage bags, toys, and coverings to keep them warm.

The mural on the back wall, which represents the opening of the longhouse, is an excellent teaching tool. It shows:

- The only opening to the village
- The pointed logs surrounding the village for protection
- The body of water close to the village

- Men fishing in the body of water
- Crops that were grown
- Clothing that was worn

Please use all the artifacts in the longhouse as part of the presentation (bear skin, etc.).

### **Frequently Asked Questions & Suggested Responses:**

1. How were clans determined and organized?
  - Members of a clan were all descendants of the same person. Iroquois society was matrilineal (the mother's line), which means this shared ancestor was a woman. Moreover, this is also why an Iroquois husband moved into his wife's longhouse and lived with her family/clan. However, each Iroquois was born into a clan and remained in that clan for life. So, even though a man lived in his wife's home and their children would belong to her clan, the man would maintain close ties with, and retain responsibilities to, his own clan.

### **Sources for Additional Information:**

Smithsonian's National Museum of the American Indian – Haudenosaunee Guide for Educators  
<http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

- This guide contains a wealth of information on various aspects of Iroquois history and culture, as well discussion questions, activities, crafts, and a print and online resource list for students and teachers.

Ganondagan State Historic Site (Seneca)

<http://www.ganondagan.org>

New York State Museum – A Mohawk Iroquois Village

<https://www.nysm.nysed.gov/IroquoisVillage/>

U.S.history.org (Independence Hall Association) – The Iroquois Tribes

<http://www.ushistory.org/us/1d.asp>

## Coal Mine

### Themes:

- How coal is formed
- How and why coal was mined
- Coal mining was very difficult and dangerous work.

### Narrative:

First of all, show the children what coal looks like. Most likely they have never seen it.

Before you enter the mine, show the children the swampy area with the dinosaurs. This is where the explanation of where coal comes from begins. Swamps with great giant plants covered the earth hundreds of millions of years ago. When these giant plants died, they formed layers at the bottom of the swamp. Water and dirt began to pile up on the top of the dead plant remains. Eventually these layers turned into coal. The energy we get from coal today comes from the energy that the plants absorbed from the sun.

A mine, whether it is for coal or something else, is deep in the earth. So, it is mostly necessary to go into the earth to remove the coal. There are times when you can get coal from the top (**surface mining**). Most coal is deep in the earth (**underground mining**). This mine where you are standing is called a **slope mine** (you can demonstrate this with your hand). In some methods of mining you can go down in cages to different levels. With the slope mine, you go down in a wagon-type apparatus.

When you go down into the mine you will not see solid coal. There is much rock, and the coal is in what we call **veins** or **seams**. These seams can be from a few feet to hundreds of feet thick.

These mines were very dark, damp, and dangerous. Remember we are talking about mines the way they were a hundred years ago.

Look to the left, behind the glass, to see the miners' equipment. Miners always wore a hard hat to protect their heads from falling rock. There was a light on the hard hat, and there was no other light in the mine.

In these mines there were other dangerous things. When you remove the coal, the part above the removed coal could collapse. If you put three boxes on top of each other and pull out the bottom box, what will happen? Yes, they will collapse. This happens in a coal mine. Remember you are deep in the earth, so some of the coal had to be kept there as a support.

Another danger in the mine was poisonous gases. If something happened to the canaries, no one could go down into the mine until the gas was gone. There were also very large rats in the mine. These rats had excellent hearing, and were also very sensitive to the gas. When the rats tried to get away, the miners certainly knew something was wrong.

The coal in the mine was loosened by drilling a long hole into a certain part of vein or seam of coal. Dynamite was placed in the hole. They moved out of the way, and then the dynamite was set off. When they yelled, “fire in the hole,” it meant for them to get out of the way. Then the miners, with picks and shovels, loaded the carts. The miners could go up the chute and loosen the coal. These carts were taken to the surface by mules. These mules worked very hard, and many of them never saw the light of day. They stayed in the mine all the time. With today’s modern methods and machinery, much more coal can be mined in a day.

As we stated, mining was a very dangerous job. Very young boys had jobs at the mine as well. There were boys called “**nippers**” who would sit in the dark and listen for the mules, as it was their job to open the doors so that the cart could come into the daylight and be unloaded. Then there were the teenage mule drivers. These jobs were very dangerous and sometimes these boys were killed. There were also boys called “**spraggers**” who carried thick pieces of wood, which they stuck under the cart in order to slow it down.

The last part of the mine shows pictures of “**breaker boys**.” They sat there all day and picked out slate and unusable rock from the coal. These boys were as young as eight years old. Look at these pictures and have children comment.

### **Frequently Asked Questions & Suggested Responses:**

1.

### **Sources for Additional Information:**

Energy Kids (U.S. Energy Information Administration)

[http://www.eia.gov/kids/energy.cfm?page=coal\\_home-basics](http://www.eia.gov/kids/energy.cfm?page=coal_home-basics)

U.S. Department of Labor Mine Safety and Health Administration Kid’s Page

<http://www.msha.gov/KIDS/KIDSHP.htm>

American Coal Foundation

<http://teachcoal.org>

National Geographic

<http://education.nationalgeographic.com/encyclopedia/coal/>

Explore PA History – Stories from PA History – Mining Anthracite

<http://explorepahistory.com/story.php?storyId=1-9-B&chapter=0>

Explore PA History – Stories from PA History – King Coal: Mining Bituminous

<http://explorepahistory.com/story.php?storyId=1-9-18&chapter=0>

## Early American School Room

### Themes:

- Schools today look very different than they did 100 to 300 years ago.
- In the past, children attended one-room schoolhouses, and they only went to school for a few months each year.
- Many of the services provided by modern schools (e.g., free attendance, textbooks, lunch, buses, etc.) were either not offered without cost, or were simply not offered at all by schools in the past.

### Narrative:

Columbia County, where the museum is located, was formed in 1813, but that included what is now Montour County. There were no large school buildings like you see today where you have hundreds of children attending. There were only very small schools with a limited number of students. All ages of children were together in the same room.

Look around this little country schoolroom and note how different it is from your own school. Talk about all of the differences that they notice.

Very, very early schoolrooms (those in the 1700s) looked different from this one. The desks for the older children faced the wall. This was before individual or double desks were bolted to the floor. The seats for those children were benches without backs. The smaller children were also seated on backless benches in the middle of the room. There were windows on either end of the room, and on one wall there was a fireplace. This was even before the potbelly stove. The whole building was made of logs and was very small.

The “**three R’s**” (reading, writing, arithmetic) came into being. The early schools were called subscription schools with the parents paying the teacher the subscription price for each pupil. The school term was very short (December, January, and February). Even later on the school year was shorter because the children helped their parents on the farm. The prices parents paid for the three months was \$1.50 to \$3.00.

If the teacher was unmarried, he stayed in the homes of the students. He would stay a week or two in each home and take part of his pay in this way.

For children of the poor, the county paid three cents a day per student. If you had any school books, the family provided them. Many times they were passed down through the family, so not everyone had books, or at least the same books.

The children had slates instead of paper and wooden pencils. The teacher made slate pencils. Ink was made from the juice of berries, and they used quill pens, which were feathers that were sharpened at the end. Bolted desks were used for many years.

There was no plumbing, which means that there were no bathrooms. There was an outhouse located some distance from the school building. This would be very cold in the wintertime or

have an odor if the weather got warmer. This was not usually a problem because of the children as we mentioned helped on the family farm. Everyone packed their lunch and carried it to school in a lunch bucket or pail. There were no school cafeterias. In small towns, children walked home to eat lunch.

The Free Public Act was passed in 1834. This was much better since children did not have to pay to attend school. Also, each child had the same books. Over a hundred years ago, male teachers made \$73 a month, and female teachers made \$33 a month.

As time progressed, the little one-room schools were closed, and children no longer had to walk to school. Before, children walked many miles to school, even in the wintertime. We now have large schools for elementary students, middle school students, and high school students, where hundreds of students attend.

Much more discussion will follow using all of the additional information that is available.

#### Advice from a Veteran Docent:

#### Kindergarten through 2<sup>nd</sup> Grade Classes (12-15 minutes)

1. Introduction – Meet each group outside the entrance to the schoolhouse.
  - Discuss the old pictures of a one-room school hanging on the walls outside. One teacher taught all students, all ages in one room.
  - See what the children wore back then and compared to what they are wearing today.
  - Discuss pictures showing how children traveled to school back then and today.
2. Tour the inside of the one-room schoolhouse.
3. Meet back at the woodstove. Choose two or three students to put a log in the woodstove. Discuss the lack of electricity then, but how the building had oil lamps and big windows for light.
4. Show the clothes girls and boys wore to school. Ask for girl volunteers to try on the various aprons and boys to try on the jackets.
5. All students take a seat. Face the front of the classroom and get ready to pretend we are going to experience a day in a school over 200 years ago!
6. Teacher rings a bell (found in closet in the back of the room).
7. Tell students they are going to learn the three R's – reading, writing, and arithmetic.
  - a. READ – Choose a few easy magnetic strip words found in the wooden box to the left of the teacher's desk. Put one word at a time on the magnetic board. Have the students read the word. Repeat.
  - b. WRITE – Choose students to stand at both blackboards and neatly print their first names. Also show the slate boards found at each student desk and the ink holes for feather pens.
  - c. ARITHMETIC – Talk about the abacus on the wall to the right of the teacher's desk. Show students how to add and subtract using those colored beads.

8. LUNCH TIME – Bring a basket with a handle from home and put in an apple, potato, carrot, slices of wheat or multi-grain bread, cookies or a slice of cake. Cover food with a cloth napkin. Show students each item. Water was the only drink, and students got that at the water pump outside the schoolroom.
9. RECESS – Discuss games they played outside and inside, and how they're different and similar to today's games.
10. Dismiss students. (Give each student a sticker if you bring some in yourself.)

**Frequently Asked Questions & Suggested Responses:**

- 1.

**Sources for Additional Information:**

PBS – Only a Teacher – Teaching Timeline: 1772 to the Present

<http://www.pbs.org/onlyateacher/timeline.html>

Pearson Prentice Hall – Explore an Early American Classroom

[http://www.phschool.com/atschool/california/webcodes/history\\_interactive/myp-4081/common\\_player.html](http://www.phschool.com/atschool/california/webcodes/history_interactive/myp-4081/common_player.html)

Explore PA History – One-Room Schoolhouse in Pennsylvania

<http://explorepahistory.com/viewLesson.php?id=1-D-46>

Buchanan County, Iowa Historical Society – One-Room School

<http://www.buchanancountyhistory.com/oneroomschool.php>

Colonial Williamsburg Kids

<http://www.williamsburgkids.com/people/schools.htm>

Noah Webster House & West Hartford Historical Society – Kid's Corner

<https://www.noahwebsterhouse.org/discover/kids-corner/colonial-schools.htm>

## Passage to Pennsylvania

### Themes:

- Virtually everyone living in the U.S. today is either an immigrant or descended from one.
- Over the past 400 years, countless people have left behind their homes in other countries and traveled to America, doing so for a variety of different reasons, but all driven by a shared desire for a better life.
- Immigrants faced numerous obstacles (e.g., starting over, adapting to a new place, finding employment, facing prejudice from nativists, etc.), but they worked incredibly hard to make a life for themselves here, and in the process helped to shape Pennsylvania's and the nation's history and cultural landscape.

### Narrative:

#### A Nation of Immigrants

With the exception of the Native Americans, every person who has lived in the U.S. in the past 400 years either came here from another country or is descended from an ancestor who did. Does anyone know of any relatives who came to America? This is why America is known as a nation of **immigrants**, or rather people who leave one country to settle permanently in another. The term refers to anyone who has undertaken that journey, whether they came to America centuries ago with the first European settlers, or arrived just this year. Some famous immigrants whose names you might recognize include Albert Einstein, Alexander Graham Bell, Nikola Tesla, Arnold Schwarzenegger, David Beckham, as well as the founders of major companies, such as Google, Yahoo, and eBay.

#### Reasons for Immigrating

Prior to 1900, coming to America was a one-way trip for most. The prospect of leaving behind everything familiar – home, friends, even family – to start over in an unknown place was daunting for immigrants, who inevitably faced obstacles before, during, and after the journey to America. With that in mind, what do you think motivated them to make such a trip? What circumstances would make you consider leaving everything behind? Some were fleeing wars and revolutions, poverty, famine, religious persecution, or unfriendly governments, while others were seeking greater opportunity or adventure. All were seeking a better life. Do you think these reasons still apply to immigrants today?

#### Preparing to Leave

The first step in an immigrant's journey was to prepare. Some families saved for years in order to have enough money to buy passage on a ship. Since there was limited space on board, they also had to carefully choose which items to pack and which to leave behind. What types of things do you think they brought? (Show them the "Packing for America" display.) Food, clothing, blankets, tools, kitchenware, heirlooms, and the family Bible were commonly brought.

#### Conditions Aboard Ship

The voyage across the ocean was long and arduous. (Show them the ship display.) Early immigrants crossed in sailing ships, cramped together below deck. They had to contend with seasickness, insufficient food, lack of privacy, poor sanitation, easily spread disease, and the fear

of encountering storms and being shipwrecked. Moreover, the trip could take months. The replacement of sailing ships with steamships in the 1850s shortened this travel time to one to two weeks. While the wealthy stayed in first- and second-class cabins aboard steamships, most passengers were relegated to third class (also called “steerage”), which consisted of a large, open space with closely packed bunks. Immigrants traveling by steamship, especially those in steerage, faced many of the same hardships and poor conditions previously seen on sailing ships.

### Arrival & Processing

Before the 1890s (when the federal government took control of immigration and built Ellis Island), immigrants could enter America through several different ports, including Philadelphia, New York, Baltimore, and Boston. Upon arrival, immigrants had to be processed, including legal and medical screenings, which, if failed, could lead to deportation, or simply temporary detainment or quarantine. New York opened Castle Garden, the nation’s first immigration station, in 1855; prior to that, all processing at these ports had taken place on board the ships.

### A Tough Transition

Once granted entry, they were free to begin their new lives in America. However, even with the voyage behind them, immigrants still faced a number of challenges. Some had difficulty adjusting to life here and finding employment. Many who came did not know English and/or were poor and unskilled. Additionally, new immigrants sometimes faced prejudice and scorn from the established people already living in America (even though their families had once been immigrants themselves). These people were called **nativists**. Why do you think the nativists took issue with new immigrants? It was any number of reasons from racial or religious prejudice to the immigrants’ accents to their culturally different behavior, dress, diet, or holidays deemed “odd” by nativists. Others disliked the immigrants because they were often willing to work for less money. The pressure to fit in led some immigrants to **assimilate** (adopt American culture), while others proudly retained their native cultures and traditions. Still others struck a middle ground between the two. Assimilation versus cultural retention is a balance that immigrants and America still struggle with today (as symbolized by the “melting pot” versus “salad bowl” metaphor).

### Pennsylvania: A Multicultural Society

Like every state in the nation, Pennsylvania and its history has been uniquely shaped by the continuous flow of immigrants that have arrived since its founding in 1681 by **William Penn**. Penn’s promises of abundant land, natural resources, and religious freedom sparked a great wave of European immigrants in the 1700s, such that by the time of the American Revolution, Pennsylvania was the most diverse of the British colonies. It counted English, Germans, Irish, Welsh, and Scots amongst its citizens. (You can point out these countries on either of the exhibit’s two maps.) This ethnic and cultural diversity also resulted in considerable religious representation – Anglicans, Quakers, Lutherans, Presbyterians, Moravians, the Amish and Mennonites, Jews, and Catholics.

The 1800s saw the arrival of a second great wave of immigrants from Europe, as well as increasing numbers of free blacks and runaway slaves who found haven in Pennsylvania. There was also a huge influx of Irish in the wake of the Potato Famine in the mid-1800s (You can point out the exhibit’s potato picking activity.) With the late 1800s came new immigrants from

southern and eastern Europe, including Italians, Poles, Russians, Austrians, Hungarians, Ukrainians, Lithuanians, Czechs, Slovaks, Jews, and Greeks. (Again, you can point these out on the exhibit's maps.)

Just as it had been at the heart of the American Revolution in the 1700s, Pennsylvania was also a key player in the **Industrial Revolution** of the 1800s. The revolution's insatiable demand for labor helped to fuel the huge wave of immigration in this period. Immigrants mined Pennsylvania's natural resources, taking jobs in coal and iron mines, as well as sawmills. They worked in manufacturing, steel production, and gristmills, too. Immigrants also built the Commonwealth's transportation systems – roads, railroads, and canals. These jobs required the immigrants to work incredibly hard, often under dangerous conditions and for poor wages. Other immigrants chose to fill different roles, serving in occupations like farmer, shopkeeper, and tradesman (e.g., blacksmith, tinsmith, carpenter). Despite the hardships and challenges that they faced, immigrants were not only invaluable in shaping Pennsylvania's infrastructure, as well as its industrial and agricultural landscape, but also managed to develop new, culturally vibrant communities across the Commonwealth. They founded schools, churches, religious societies, and clubs. Community members looked after one another in times of need. Immigrants also demonstrated their patriotism and loyalty to their new home by serving in the military. For instance, during the Civil War, Pennsylvanians helped to form the ranks of Irish and German brigades, as well as the U.S. Colored Troops. (As you discuss each of these occupations and roles, you can employ the appropriate placards and images as visual aids.)

Pennsylvania, like the rest of America, was built by immigrants, and it owes its uniquely defined character and landscape to their diversity and hard work. Were it not for the countless immigrants who undertook the passage to Pennsylvania, the Commonwealth would not be the complex, multicultural society that it is today.

### **Frequently Asked Questions & Suggested Responses:**

1.

### **Sources for Additional Information:**

Explore PA History – Stories from PA History – The Peopling of Pennsylvania: The Creation of a Multicultural Society

<http://explorepahistory.com/story.php?storyId=1-9-23>

PBS Kids

<http://pbskids.org/itsmylife/family/immigration/index.html>

Scholastic

<http://teacher.scholastic.com/activities/immigration/>

## Ancient Egypt

### Themes:

- The role that geography and natural resources play in the development of civilizations
- Egypt was, in many ways, highly advanced for its time.
- The centrality of religion, death, and the afterlife in Egyptian society

### Narrative:

#### Geography & Landscape

This is an exhibit of ancient Egyptian civilization. What does the word “**civilization**” mean to you? A civilization is a group of people living together in the same area, and in a well-organized and developed society. They enjoy a good life in many ways, socially and scientifically. The word “**ancient**” means that it took place a very long time ago. This civilization was in existence about five thousand years ago. We will look at the maps to locate Egypt, so we know where it is in relation to where we are. Do you know in which continent Egypt is located? Show a map of the entire world, just the African continent, and then just the country of Egypt. Establish that Egypt is in North Africa, the Red Sea is to the east, and the Mediterranean Sea is to the north.

Do you know what it means to have natural resources? They are things that are available in nature, such as water and fertile soil, which help people get what they need to live. The natural resource that made the Egyptian civilization possible was the Nile River, so much so that Egypt has been called “the gift of the Nile.” Show the river on the wall map. Stretching over 4,000 miles, the Nile is the longest river in the world. In which direction do you think the Nile runs? It actually flows from south to north, from the highlands into the Mediterranean Sea. Rivers do not inherently flow to the south, but rather downhill, in whichever direction that may be.

The Nile anchored Egyptian society. Most of Egypt’s population was farmers, and they relied on the Nile’s annual **inundation** (overflowing its banks and flooding the surrounding land), which left behind rich silt that guaranteed farmers fertile soil to plant their crops. Water from the Nile was also used to irrigate these crops. The Egyptians built canals to take water to more remote fields, which was especially useful during times of low floods. Mud from the river’s floodplain was collected, mixed with pebbles and straw, poured into molds, and dried in order to create bricks used in the construction of homes and other structures. Lastly, seafaring on the Nile was an important means of travel and transportation.

#### Family & Gender Roles

Daily life in Egypt centered on the family. Having children was very important in Egyptian society and, therefore, women and mothers were highly respected. Moreover, unlike other ancient societies where women were legally inferior to men and could not act without a male advocate, Egyptian culture was notable for the level of gender equality. Women were not only equal with men before the law, but were also entitled to individual rights. For instance, women could own property, engage in business, and receive and leave inheritance. However, at the same time, while elite men worked in the government, elite women were relegated to the domestic sphere (running the household, raising children, overseeing servants). Young boys learned a

trade or craft from their fathers or an artisan. Young girls worked and received their training at home with their mothers. How does all of this compare to our society today?

### Astronomy

For their time, The Egyptians were very advanced in a number of different fields. For instance, they were astute observers of the sky, identifying five of the planets and many of the same constellations that we recognize today (albeit with different names). It was their observation of the heavens that led the Egyptians to generate the **zodiac**, the 24-hour day, and the twelve-month, 365-day calendar year. Furthermore, their knowledge of the constellations became so great that they were able to align pyramids with the stars. The Egyptians also recorded stellar and solar positions, as well as the height of the Nile, in order to predict the river's annual flood level.

### Accounting & Writing

The Egyptians had numerals and a standard system of weights and measure, while also working out the foundations of mathematics and geometry. (You can use the adjoining displays on these topics as visual aids). Moreover, the Egyptians developed a writing system and the first practical writing material. They used a **hieroglyphic** system of writing, which was composed of images or characters called **hieroglyphs** ("words of the gods"). Originally, each hieroglyph stood for whole words or ideas, but as the system developed, the symbols took on phonetic sounds. The Egyptians did not develop an alphabet because they did not have vowels. Instead, they mixed the hieroglyphs that stood for sounds with the others that stood for ideas. It was a long time before modern historians and Egyptologists were able to decipher the meaning of these symbols. (Show them the reproduction of the **Rosetta Stone**.) The Rosetta Stone, which was found in 1799 by Napoleon's French troops, was the key that helped unlock the ancient Egyptian language. What do you notice about it? It contains writing in three different scripts (Egyptian hieroglyphs, Demotic, and Greek), but the message (a royal decree) is the same, which made it possible for scholars in the 1800s to decode it. **Papyrus**, the paper-like writing material created by the Egyptians, was made from a plant of the same name that was found in the swampy area near the Nile. (Show and have them feel the sheet of papyrus on display.) The plant grew to be twelve feet tall, and the stem was shaped like a triangle. This is the part used to make the writing material. It was lightweight and could be rolled up. It was also used to make rope, mats, sandals, and ship sails.

### Medicine

Another field in which the Egyptians were very learned was medicine. Egyptian doctors were of the highest social status and had a reputation throughout the ancient world. Once again, it was through observation (e.g., battle wounds, embalming/mummification process, etc.) that they cultivated a knowledge of human anatomy – the structure of the body, its organs, and their functions – as well as how to diagnose and treat a variety of conditions, including wounds, inflammation, fractures, breaks, and brain and spinal injuries, among others. However, since the Egyptians believed in supernatural causes for disease (e.g., evil spirits, the gods, etc.), medicine, religion, and magic were inextricably intertwined, which meant that spiritual treatments of spells and prayers coexisted alongside practical ones, such as salves, plant-based medicines, stitches, and casts. Moreover, this meant that doctors, priests, and magicians were often one and the same.

### Afterlife & Funerary Practices

Perhaps one of the most notable and unique aspects of ancient Egyptian society was the direct and elaborate manner in which it confronted the subject of death. The Egyptians believed in an **afterlife** (another life after death), and they undertook extensive preparations aimed at extending an individual's life as far as possible after death – with personality, social status, family, and even possessions intact – all to ensure that the person had a good afterlife.

The very rich, like the **pharaohs**, who were rulers or kings, built huge structures called **pyramids**. (Show them the wall display of a pyramid.) These pyramids were enormous tombs (burial places) that they hoped would last forever. The most famous of these are the three **Great Pyramids of Giza** (for Pharaohs Khufu, Khafre, and Menkaure), which are one of the **Seven Wonders of the Ancient World**, and the only one still standing after thousands of years. They are also part of a massive complex that includes the **Great Sphinx**, a human-headed (Khafre, in this case) lion that was carved from a single slab of limestone. In general, pyramids were ingeniously devised with passageways, airshafts, and grand galleries where the pharaohs were actually buried. The walls of the tomb were decorated with details of the pharaoh's life, as well as depictions of scenes, such as a happy family, tall crops, nets filled with fish, plenty of animals to hunt, etc. Why do you think this was done? It was believed that depicting an action was as effective as actually performing it, so the Egyptians illustrated what they wanted to have in the afterlife. What would you depict? Similarly, people were buried with their possessions, and the tomb was also well stocked with anything else they might need in the afterlife. In part, this is why the pyramids had to be so large. Some of them had two million stone blocks. That the Egyptians were able to construct these and other enduring monuments (religious temples, statues, etc.) with what we would consider very simple tools by today's standards (the wheel was not used when the pyramids were built) is a testament to their incredible architectural skill.

All graves and tombs, including the pyramids, were placed in the desert on the west side of the Nile. (You can illustrate this by pointing out the Valley of the Kings and Giza on the wall map.) Why do you think this was done? The Egyptians did so for several reasons, primarily because of differences that they observed in nature. The “black land” around the Nile was fertile and bountiful, so it was associated with the order, life, and rebirth represented in the annual inundation. On the other hand, the “red land” of the desert was arid, unfertile, and dangerous, so it became associated with chaos and death. Additionally, the sun rises in the east and sets in the west (the Egyptians believed that the sun god, Ra, died every evening and was reborn each morning).

Another necessary step in preparing for the afterlife was the preservation of the body. Have you ever heard of or seen a mummy? A mummy is a dead body that has been treated so that it does not decay. The process is called **mummification**, and it took seventy days and painstaking work to complete. That we still have many mummies today is a testament to the Egyptians careful work and effective preservation techniques. The following steps were taken:

1. Remove and dry the organs (lungs, liver, stomach, and intestines), and place them in **canopic jars**. (Use the canopic jar display as an aid here.)
  - a. What about the brain and the heart? One was removed and discarded, while the other was kept intact inside the body. Which was which? Today, we know that the brain is home to our thoughts, emotions, memories, etc., even though we still symbolically associate feelings and love with the heart (there are a lot of idioms

and figures of speech to this point). However, the Egyptians truly believed that the heart was a person's core – the seat of knowledge, emotion, and wisdom, as well as everything the person did in life, both good and bad. So, the heart, not the brain, had to be preserved.

2. Pack the body with natron (to dry it).
3. Wash the body and pack it with resin and linen.
4. Wrap the whole body in hundreds of yards of fine linen bandages.

At that point, it was time for the funeral. (Take them upstairs to the mummy display.) The mummy was placed in a coffin (or several), which was then put into a larger, heavier case or coffin called a **sarcophagus**. Coffins and sarcophagi were often designed in the image of the deceased pharaoh. The headdress, called a **nemes**, was striped and pulled away from the forehead and tied with two flaps hanging down. In the center of the nemes, over the forehead, were a vulture and a cobra (the **uraeus**), which were the symbols of Upper and Lower Egypt (and their respective goddesses, Nekhbet and Wadjet). The false beard was considered to be very kingly. Jewelry and amulets was placed in the coffin with the mummified body. Poorer people did not get the same preparation or burial as the rich and royal. They were usually buried with a few humble items in simple desert graves.

### Religion

After all the aforementioned preparation, the Egyptians believed that the final step before entering the afterlife was to be judged worthy by the gods. (Show them the replica frieze of this scene.) They believed in many different gods, which is called **polytheism**, and religion permeated not only their final judgment, but every aspect of their lives leading up to it. The gods controlled their fate, so the Egyptians had to obey them and try to live good lives. The Egyptians also believed it incredibly important to worship and honor the gods, which they did through prayer, offerings, the construction of temples, etc. Indeed, animal cults became another popular way to do so. The animals themselves were not worshipped, but rather were revered because they were associated with particular gods (e.g., baboons and ibises with Thoth, cats with Bastet, crocodiles with Sobek, dogs with Anubis). Worshipers honored a god by donating a mummified animal to the god's shrine or temple as an offering. (Show them the display on animal mummies.)

### **Frequently Asked Questions & Suggested Responses:**

1. Were all of the pharaohs men?
  - While the vast majority of pharaohs were indeed men, there were several exceptions, notably Hatshepsut and Cleopatra VII.

### **Sources for Additional Information:**

Children's University of Manchester

<http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/>

British Museum

<http://www.ancientegypt.co.uk/menu.html>

History for Kids

<http://quatr.us/egypt/>

University of Pennsylvania Museum of Archaeology and Anthropology

<http://www.penn.museum/sites/egypt/egyptintro.shtml>

National Geographic

<http://travel.nationalgeographic.com/travel/countries/egypt-guide/>

## We Travel Their Paths: Pennsylvania's Native Americans

### Themes:

- There were Native Americans (specifically, the Iroquois, Susquehannock, and Lenape tribes) living in Pennsylvania even before European settlers began arriving hundreds of years ago.
- Native Americans lived off of the land and had to perform important tasks each season in order to sustain themselves.
- These tribes constantly had to be on guard against attacks from one another.

### Narrative:

Read the sign above the Pennsylvania map. People, whom we call Native Americans, lived here a long time ago. They lived in tribes, and each tribe had their own customs and traditions. They also fought a great deal amongst each other, and this caused them to move around to different places. Their lives underwent change when European settlers started to colonize North America.

Outline the whole state of Pennsylvania with a pointer. Show them New York because the Iroquois came from that state. Show them the New Jersey and the border of the state made by the Delaware River. Point out the rivers using the lights. Show them the two branches of the Susquehanna River, since it is local to our area. Ask them if they remember crossing the river. There is a west branch and a north branch of the river. Where we are right now in Bloomsburg is on the north branch. Use the lights to show everything that you can.

Although there were many different tribes we are only talking about three: the Lenapes, Susquehannocks, and Iroquois. Actually, the Iroquois were a nation comprised of six tribes.

### Susquehannocks

- 1540 – They moved from New York to Pennsylvania along the lower part of the Susquehanna River. They have control of the Lenapes near the Delaware River.
- 1661 – A disease called smallpox killed many of the Susquehannocks.
- 1675 – The Iroquois defeated the Susquehannocks, and they moved south, but later returned in 1705.
- 1763 – Many of them were murdered, and they had been living peacefully with the settlers. They then become part of other tribes.

### Iroquois

- 1661 – Their original homeland was New York. They made their way to the Susquehanna Valley.
- 1675 – They defeated the Susquehannocks. This land (PA) was being settled by European colonists.
- 1768 – The Iroquois gave up their rights to the Wyoming Valley.
- 1779 – Native American villages were destroyed during the war with England.
- 1784 – They gave up their homeland and went back to New York.

### Lenapes

1524 – They lived more in the southeast part of Pennsylvania, and they were visited by Europeans.

1628 – The Susquehannocks exerted control over the Lenapes.

1660 – They head for the Susquehanna Valley.

1661 – The Iroquois invade the Susquehanna Valley and control the Lenapes.

1682 – William Penn promises fair treatment for the Lenapes.

1737 – They were cheated out of the southeastern Pennsylvania land.

1742 – They were forced to move to the Wyoming Valley.

These Lenapes were also known as the Delaware Native Americans. They lived along the Delaware River. As in other tribes, a smallpox epidemic killed many of them in 1654. They were cheated out of their land and had many problems with the new European settlers. They eventually gave up their land rights and moved away. A few of them stayed in Pennsylvania where they live today.

### Explaining the diorama:

The diorama shows the different activities that occurred in each of the four seasons. There were no stores or places to buy food, so everything they wore or ate had to come from the land around them. They made everything themselves.

To the left is summer. Notice the green stalks of corn. Corn was in a group of vegetables called the “**three sisters**.” They planted the seeds in late May by making a mound of dirt and planting the seeds in the middle. When the corn has grown about six inches, a circle of beans is planted around it. Then an outer circle of squash is planted about six to eight inches around the beans. The corn stalks serve as a pole for the beans. They used these foods in many different ways. To the left of the corn stalks you will notice that they are playing a game called **lacrosse**. You will also notice a lacrosse stick on the wall. Native Americans were very fun-loving, and they loved to play games.

To the right of summer came the autumn season. The women are husking the corn. You can see that they have had a great harvest. You will also notice the leaves turning gold and red. If you look a bit to the left, you will see a baby in what is called a cradleboard. It is a flat board, and the baby is held in place by animal skins. It is very convenient because it can be taken anywhere. The mother could even put it on her back while she was working in the cornfield. Notice the clothing these women are wearing. They are made from animal skins, and they, of course, made the clothing themselves.

To the right of autumn is winter. The men are hunting with bow and arrow. The boys learned to hunt from their fathers. All skins for their clothes and moccasins, as well as the meat that they ate, came from what they hunted. Notice that they are walking with snowshoes. This way their weight was spread, and they did not sink into the snow.

To the right of winter is spring. In the spring, everything is turning green after the long winter. They are collecting sap from maple trees. They cut slits in the tree and collect the sap. The containers that they are using are fashioned from bark. They boiled down the sap. It takes a lot of sap to make even a little syrup. The syrup tasted very delicious on their corn cakes. Further to the

right, everything has turned green and there are blossoms on the trees. As we said before, this is when planting was done.

The exhibits on the table are very important to look at as well.

In many ways, this exhibit is better suited for older children. When explaining to younger children, make them aware that people lived here in Pennsylvania for a very long time. Show them the map of PA, even though they may not know the difference between a state and a county. Use the lights to show them as many things as possible. These younger children can learn from the diorama and the other things that are on display.

### **Frequently Asked Questions & Suggested Responses:**

1. Why did Native Americans mash the corn?
  - They ground the corn into corn meal, which could then be used to make cornbread, corn syrup, or corn pudding. It was mixed with beans to make succotash. Corn meal was also used to thicken other foods.
2. Who were the six tribes that made up the Iroquois?
  - The Iroquois Confederacy (or League) was actually composed of just five nations (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) until 1722 when they were joined by a sixth nation, the Tuscarora.
3. Why is the exhibit named, “We Travel Their Paths”?
  - The carefully researched electronic map on display in this exhibit plots the actual routes followed by these tribes, so in studying them, we are, in a way, “traveling” their paths. However, in a broader sense, the Native Americans were the first settlers and migrants of this area. Long before formal boundaries were drawn and roads were paved, the Native Americans followed mountain valleys and rivers in order to traverse this region and this country. Many of today’s modern roads still travel the paths that Native Americans first used.

### **Sources for Additional Information:**

Explore PA History – Stories from PA History – The Indians of Pennsylvania  
<http://explorepahistory.com/story.php?storyId=1-9-14>

Pennsylvania Historical & Museum Commission

- Native American Archaeology:  
[http://www.portal.state.pa.us/portal/server.pt/community/native\\_american\\_archaeology/3316](http://www.portal.state.pa.us/portal/server.pt/community/native_american_archaeology/3316)
- Pennsylvania History, Pre-1681:  
<http://www.phmc.state.pa.us/portal/communities/pa-history/pre-1681.html>
- Pennsylvania History, 1681-1776:  
<http://www.phmc.state.pa.us/portal/communities/pa-history/1681-1776.html>