

# School Programs

## *The Museums of Old York*

Welcome to The Museums of Old York where we offer a range of school programs for children in Kindergarten through 8<sup>th</sup> grade. All of our programs take a hands-on approach to learning, giving students a chance to experience a bit of history. Our dynamic and experienced education staff makes learning about history fun and engaging.



Included here are brief descriptions of the programs we offer as well as the Massachusetts learning standard that each one fulfills. Programs can be combined to make your stay longer, ask about reduced rates for multiple programs. Reservations are required for all school programs so call well ahead of time so you don't miss out.

# Ox Cart Man

Available March – June, October - December

Grades K-3      60-90 minutes

The Ox Cart Man program introduces students to life in the eighteenth century through a series of hands-on activities that relate to Donald Hall's award winning book, *Ox Cart Man*. Students hearth cook journey cakes like the Ox Cart man would have taken on his trip. They card and spin wool like his family did in the winter. And they try some eighteenth century games such as ball and cup and Nine Men's Morris. The program concludes with the surprise visit of the Ox Cart Man who talks to the children about his journey!

*\$5 per child, 1 free chaperone for every 5 students, additional adults \$5, all teachers are free: Min: 15, Max: 55 students.*



## **Learning Standards**

**Grade 1:** Individuals, Families, and Communities Now and Long Ago

**1.7** After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)

**Grade 3:** New England and Massachusetts

**3.4** Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

# Warehouse Activities

Available March - June, October - December

Grades 4-5      90 minutes

This program introduces fourth and fifth graders to maritime activities from the mid-eighteenth century to the late nineteenth century in York. The activities take place at the John Hancock Warehouse by the York River. Students listen to a sea captain or a sea captain's wife tell stories about adventures at sea. They learn the difference between exports and imports and identify goods coming into and leaving York in the eighteenth century. Upstairs in the warehouse, children embark on a treasure hunt of the exhibit looking for all the occupations affiliated with the ocean before learning to tie knots like a sailor.

*\$4 per student, 1 chaperone for every 5 students, additional ones \$5, all teachers are free: Min: 15, Max 25 students.*

## **Learning Standards**

**Grade 4:** Regions of the United States

**4.11** Describe the climate, major physical features, and major natural resources in each region. (G)



## A Day in 1789

Available March - December

Homeschoolers ages 5-13

3.5 hours long

This program was created to accommodate the needs of the growing home schooling population. The group is divided into two age oriented groups. The older children prepare lunch or dessert at the hearth while learning about 18th century cooking and domestic life. At the same time the younger children learn about colonial education in the old schoolhouse including a recess with colonial games, The two groups reunite for lunch. After lunch the older children head out to the school house for their colonial lesson which includes writing with quill pens, reading from the New England Primer and learning about colonial punishments! The younger children participate in the Ox Cart Man program after lunch.

*\$8 per child for desserts, \$10 per child for full meal, \$5 per adult. Full meal: minimum 15, max 27 participants including adults. For dessert option: minimum 15, max: 55 participants.*

### **Learning Standards**

**Grade 3:** New England and Massachusetts

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

**Grade 5:** Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700.

**5.9** Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

**5.13** Identify the founders and the reasons for The establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)



## Young Travelers

Available March - June, October - December

Grades 3-6      3.5-4 hours long

Young Travelers introduces students to life in the eighteenth century through a series of hands-on activities. Students try their hand at spinning and weaving wool. They play colonial games such as hoop and stick (weather permitting), tops, ball and cup, and Nine Men's Morris. Children participate in hearth cooking either a dessert, or a full noon meal. The visit also includes a lesson in Old York's eighteenth century schoolhouse taught by the schoolmaster or Mistress.

*\$8 per child for desserts, \$10 per child for full meal, 1 free adult for every 5 students, additional adults same price as children. All teachers free.*

*Dessert: minimum 15, max 55 students. Full Meal: minimum 15, max 25 students.*



### **Learning Standards**

**Grade 3:** New England and Massachusetts

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

**Grade 5:** Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

**5.9** Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

**5.13** Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

# The People and Their River

Only available first two weeks in May

Grades 3-5      2 hours long

Using the York River as an example, students will study the importance of southern Maine estuaries throughout the eighteenth and nineteenth centuries.

Students participate in the following activities:

**John Hancock Warehouse:** On the first floor, they will be introduced to Old York's maritime collection and learn about York's maritime history. On the second floor, students will learn about York's residents who "drew their living from the ocean."

Students will be sent on a short scavenger hunt based on the second-floor

**The Gundalow:** Students will board and tour the reproduction 1889 Piscataqua gundalow "Captain Edward H. Adams". Gundalows were a unique vessel type used extensively for the hauling of cargo on the salt water rivers of Southern Maine throughout the 18<sup>th</sup> and 19<sup>th</sup> centuries. Shallow drafted and lateen sailed, they carried bricks, timber, coal, salt hay and other bulk cargoes from town to town along the coast.

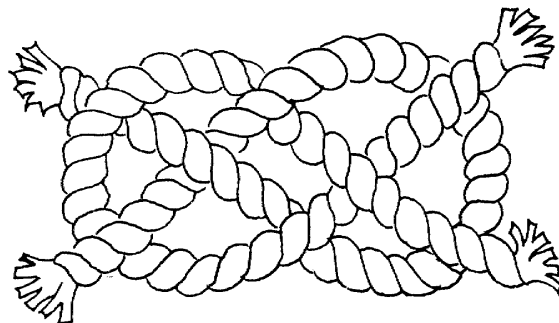
*\$5 per child, 1 free adult for every 5 students, additional ones \$5. All teachers free. Minimum 15, Max 45 students.*



## Learning Standards

**Grade 3:** New England and Massachusetts

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)



## Colonial School House Lesson

Available March – June, October – December

Grades K-6, can be adapted to older grades and adult audiences.

45-60 minute

The schoolmaster or mistress teaches students about education in the late 18<sup>th</sup> century. Students will learn about manners, discipline, and the three Rs (Reading, Writing and Arithmetic). Students practice math on slates, use quill pens, read from the New England Primer, make a copy book to take home and play colonial games during recess. Other activities may include a spelling bee (using words from the New England Primer), math problems using real world situations, tongue twisters and riddles.

*\$5 per student, 1 free adult for every 5 students, additional ones \$5. All teachers free. Minimum 15, Max 25 students.*



### **Learning Standards**

**Grade 3:** New England and Massachusetts

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

**Grade 5:** Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

**5.9** Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

**5.13** Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary). (H)

# Steadman Woods

Available May – October  
Grades 4-6 90 minutes.

This is an interdisciplinary program that looks at peoples' uses, impacts, and preservation efforts along the York River and its adjacent land. Students start at the John Hancock Warehouse to discuss settlement patterns along water ways and the river economy. Students are given clues with a number, information, and visuals to share with the class. As the group proceeds on this "treasure hunt for knowledge," students stop at stations to share the information in their packet with the rest of the group. Subjects discussed include Native American use of the land, farm use in the 18<sup>th</sup> century, a grist mill, an ice house, current preservation efforts, and livelihoods that rely on the river.

*\$4 per child, 1 free adult for every 5 students additional ones \$4. All teachers free.  
Minimum 12, max 45 students.*

## **Learning Standards**

**Grade 4:** Regions of the United States

**4.11** Describe the climate, major physical features, and major natural resources in each region. (G)

**Grade 5:** The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

**5.11** Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.

(H, E)



## Old Gaol

Available May - June, October – December (January – April weather permitting)  
All grades 45- 60 minutes

The Old Gaol tour introduces students to the themes of government, law, and society by looking at the eighteenth century gaol (Old English for “jail”) and gaoler’s living quarters. The gaol cells offer the opportunity to discuss colonial law and justice, while the gaoler’s living quarters display colonial family life. York’s Old Gaol is one of the oldest public buildings in the United States, built in 1719. The gaol is furnished according to the inventory of William Emerson who served as Deputy Sheriff or gaoler from 1784-1790.

*\$4 per child, one free adult of every 5 students, additional adults \$4  
Minimum 15, max 25 participants.*



### **Learning Standards**

**Grade 3:** New England and Massachusetts

**3.12** Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)

**Grade 5:** Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

**5.9** Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)

**5.14** Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)