

Gray/Campbell Farmstead Living History Experience Preliminary Activities

Preliminary activities include:

1. Investigating family history
2. Interviewing an older Ozarks resident
3. Researching an early Ozarks tools and Museum Labels
4. Identifying people influential in the settlement of Springfield
5. Developing a timeline from Springfield's first inhabitants to 1900.

Note To The Teacher:

Family Origins: Some of the students in your class may have family who have participated in the early history of Springfield; many do not. Some will have arrived only recently and some may be leaving the Springfield area soon. All your students and their families are here now and are contributing to the part of history that is being made today. Identifying the history of one's own family helps to make the history of Springfield relevant to each student.

Families are complicated organisms. There will be students in your class from single parent families, adoptive families, foster families, step families and non-traditional families. Be sure your working definition of such terms as family and ancestors is as broad as possible to accommodate all these differences. If you sense a reluctance on the part of an individual student or family to participate in the family origin activity, you may need to have an alternative activity planned for them or alter this activity to fit their needs.

Interview: Interviewing is often viewed as a very scary process for some students. Classroom preparation makes this activity easier for the student to undertake. Some students will not be able to locate an older Ozark resident. In that case, you may need to have a list of people you know who would not mind being contacted by the student for a short interview. All alternatives should be attempted so that the student can have this experience and feel successful.

Tool: Objects have a unique fascination that enhances learning and curiosity, and they help to document the history of ordinary people. Object-based learning helps students to develop important thinking skills, such as critical observation and the ability to make connections.

Having a collection of items of your own displayed in the classroom helps the students to get excited about this assignment. If you do not have a collection of items consider contacting The History Museum on The Square to reserve one of their Pioneer Trunks, have students bring in items or suggest student families visit a local antiques store.

Below are some suggested questions students might ask as they are examining items:

- What is it made from?
- Does it have a label, date, or other writing on it?
- Does it have any moving parts?
- Was it machine made or hand made?
- Does it have any stains or other signs of use?
- Does it have a particular name?
- What was its primary use?
- Is it similar to any tool that we use today?

Create a classroom museum gallery of artifacts. Students will display the artifacts and create museum labels.