



Ox-Cart Man TOUR EDUCATOR'S GUIDE

PRE- AND POST-VISIT LESSON PLAN IDEAS & STRATEGIES / GRADES: K- 2ND

Overview

In 1979, Donald Hall adopted his poem, "Ox-Cart Man," into the much beloved children's book by the same name. Illustrated by Barbara Cooney, this book tells the tale of a 19th century farmer leading his ox to market with the goods his family had produced over the course of the year. Although *Ox-Cart Man* is set in New Hampshire, the story is very similar to the experiences of New York farmers during that same era. During that time, home production was a means of providing needed supplies and supplementing the family's income—and everyone helped to contribute in their own way!

This tour will give students the chance to understand 19th century farm life and relationships, particularly those between the farming family and the nearest town or village. Students will see and experience some of the different places the ox-cart man visits throughout the book, ranging from the Lippitt Farm to Todd's General Store.

In preparation for your visit to The Farmers' Museum and Ox-Cart Man Tour, this packet includes a set of lessons and activities. These will provide you and your students with an opportunity to become acquainted with the *Ox-Cart Man* tale, and with 19th century farm and village life. Then, using the post-visit activities and lessons, you and your students will have the opportunity to debrief and discuss what you learned during your experience at The Farmers' Museum!

During Your Visit

TOUR STRUCTURE

In order to best prepare and plan for your trip, we want you to know what to expect during your tour. The Museum Teachers will use the *Ox-Cart Man* book throughout the tour, to draw parallels to our village and ask the students some questions about what they are seeing.

The Ox-Cart Man tour has five key experiences. All students will visit the farm to see our cattle, and learn some oxen vocabulary. They will visit the farmhouse and look closely at the hearth in the kitchen, comparing it to what they see in the book and in their own kitchens. They will get to feel different types of wool and practice measuring in the More House. They will visit Todd's General Store to look at different goods. And they will ride the Empire State Carousel, while looking for animals that the ox-cart man would have known. In addition, there is flexible time to visit other buildings in our historic village and discuss other experiences of early American life.

LOGISTICS OF THE TOUR

Environmental Conditions

The Ox-Cart Man Tour explores our recreated 1845 village. This tour includes spending time inside our historic buildings as well as walking outside to get to and from these buildings. Not all buildings are heated, and many rely on wood-burning stoves and fireplaces. Our walkways are made out of a variety of materials

including packed dirt, gravel, wood, and stone. We suggest dressing in layers, and wearing appropriate weather gear, including boots.

Groups

Typically, we ask that you divide your students in to roughly equal groups of 10-15 prior to arrival, unless otherwise directed by Education Staff ahead of time. Each group must have at least one adult chaperone with them at all times. You will tour around the Historic Village in these groups with a Museum Teacher, but will rejoin your school as a whole for your scheduled lunch time.

Length

This tour normally lasts 2 hours, not including a lunch break. If you plan to visit for a longer or shorter time, or would like to visit a specific location at our museum, please contact Education staff.

When you arrive

When you arrive, your bus should pull into the main parking lot of The Farmers' Museum and Museum staff will greet you. It is important that you bring everything you will need with you, as the bus will be parked in a lot further down the street and you will not have access during your visit.

Once you have unloaded, you should head to the Louis C. Jones Center (on the right hand side just past the admissions kiosk as you enter the Main Barn) for orientation and to drop off your lunches. We ask that you leave your lunches, coolers, backpacks, etc., on the table(s) nearest the front of the Louis C. Jones Center. At this time, you may also want to take a bathroom break as a group prior to starting your tour. Restrooms are located just inside the front door in the two large silos.

At this time, the lead teacher should check in with our Admissions team. You will be asked for the final tally of students, one-on-one aides, and adults with your group; we suggest using your confirmation worksheet as a place to collect all this information the morning of your visit. You will also pay at this time. After you have checked in and your group has been oriented, museum staff will ask you to help divide your students into their pre-assigned groups, and you will set out for your tour!

Additional Information

Please consult The Farmers' Museum Tour Information document that you received, which can also be found on our website, for additional information concerning the logistics of your visit.

TOUR LEARNING STANDARDS

Social Studies

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

STANDARD 4: ECONOMICS

Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

English Language Arts Common Core

READING

Key Ideas and Details

- Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas.

- Integrate and evaluate content presented in diverse media formats.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners; express ideas clearly and persuasively, and build on those of others’

- Integrate and evaluate content presented in diverse media and formats (including visual, quantitative, and oral).
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

- Determine or clarify meaning of unknown or multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics Common Core

- Reason abstractly and quantitatively.
- Use appropriate tools strategically.
- Model with mathematics.

Pre-Visit Lesson and Activities

As you prepare for your visit to The Farmers’ Museum, these lesson and activity ideas can help prepare your students for their experience.

STUDENTS COULD...

Read the book *Ox-Cart Man* with the class. The teacher may read the story, or students can read it individually, with a partner, or as a class. (This particular activity is

strongly encouraged so that students are familiar with the story before arriving for their tour).

Discuss the various themes focused on in the book, such as family roles, self-sufficiency, changing seasons, and farming in general.

Organize the goods sold by the Ox-Cart Man into various categories, such as food, clothes, or tools. The teacher can help students rationalize their category decisions (*see Worksheet: Oh, the Things That They Make on page 5*).

Perform the various actions and chores that the Ox-Cart Man and his family did by playing charades. For example, students could act out cooking with a kettle, shearing sheep, sewing, making maple sugar, planting potatoes, etc.

Complete a season’s study. The teacher can discuss with students that the plot of the story is circular and follows the cycle and flow of the seasons. Students can create a bulletin board that illustrates and explains what specific activities from the story are done in each of the four seasons. For this exercise, the class could be divided in to four groups, each group focusing on one of the seasons.

Post-Visit Lessons & Activities

We hope that you and your students had a memorable and educational experience at The Farmers’ Museum. The following lesson and activity ideas can be used to create closure and to serve as an evaluative tool for your students’ learning experience.

STUDENTS COULD...

Participate in a market simulation. Help students design and create craft items that could be sold in a classroom market. Then, using classroom money, help students trade and purchase these goods, learning about making change and bartering systems.

Create a classroom exhibit or bulletin board that depicts what students learned about the *Ox-Cart Man* book and 19th century farming and village communities.

Write a letter or draw a picture. Students can imagine that they are the farmer who has taken his goods to the market in Portsmouth. Write a letter or draw a picture to send home to your farming family describing what you saw and did in the town.

NAME: _____

DATE: _____

OX-CART MAN: OH, THE THINGS THEY MAKE

Directions: Sort the goods that the Ox-Cart Man sold into the correct category.

	FOOD	CLOTHING	TOOLS/EQUIPMENT
Wool			
Apples			
Shawl			
Barrel			
Honey			
Wooden Box			
Candles			
Goose Feathers			
Birch Brooms			
Turnips			
Mittens			
Maple Sugar			
Potatoes			
Shingles			
Ox			
Linen			
Cabbages			
Ox-Cart			