

Exploring the Past

Leader/Teacher Guide

Welcome to Exploring the Past. Please read through the various activities. You can choose which sections to do; you do not need to do all of them.

Teachers – we have included the Pennsylvania Department of Education standards that the program meets for 3rd through 8th grade.

There are two field trips offered as part of the program. One is to New Berlin. Please make arrangements with the contacts listed as the Buggy Museum does not operate in New Berlin. The second field trip is to the Mifflinburg Buggy Museum. The visit involves hands-on activities. The Exploring the Past program is offered Monday through Fridays, 10:00 am to 7:00 pm and Sundays, 1:00 to 7:00 pm. The fee, per child for the hands on program at the Buggy Museum is \$5.00. There is no charge for adult chaperones. Reservations must be made two weeks in advance.

Program Contents

1. Meet Tootsy

Pennsylvania Department of Education Standards

Grade Levels 3 – 5 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. 8.2.3.B Identify historical documents, artifacts, and places critical to Pennsylvania history. 8.2.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.

Grade Levels 6 – 8 Reading Informational Text: students read, understand and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.5.6-8A Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8E Describe how a text presents information (e.g. sequentially, comparatively, casually).

Students will examine Federal Census records from 1880, 1900, 1910, 1920 and answer questions about the Smith family. This introduces the family to the student.

2. Learn about the Evangelical Association and visit New Berlin

PDE SAS CC. 1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. 8.2.3.A Identify the social, political, cultural, and economic contributions and groups from Pennsylvania. 8.2.4.B Locate historical documents, artifacts, and places critical to Pennsylvania history. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.8.5.6-8F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CC.8.5.6-8G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students read information about the Evangelical Association, which became a part of the United Methodist Church and the church's beginnings in New Berlin. Visit the sites of the original church, publishing house and Union Seminary (church's school, which is now Albright College in Reading, PA). Visit the cemetery where George Miller is buried. He was one of the early elders of the Church and writer of the biography of Jacob Albright. Students can visit the Emmanuel Methodist Church (Tom Finsterbush, 570-490-3728, Church historian) to view artifacts from the original church. Students may also choose to visit New Berlin Heritage Association which is located at the former Court House on Market Street. To visit the New Berlin Heritage Museum, please contact: Mr. James Lengle, 570-966-1783.

3. Tootsy's Education

PDE SAS CC. 1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. 8.2.3.A Identify the social, political, cultural, and economic contributions and groups from Pennsylvania. 8.2.3-4.B Locate historical documents, artifacts, and places critical to Pennsylvania history. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.8.5.6-8D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will learn about education in Pennsylvania, particularly Union County, explore the history of Union Seminary and learn about Tootsy's education. You may choose from any of the five exercises from 19th century text books for the students to attempt.

4. Grown Up Tootsy

PDE SAS CC. 8.2.3.A Identify the social, political, cultural, and economic contributions and groups from Pennsylvania. 8.2.3-4.B Locate historical documents, artifacts, and places critical to Pennsylvania history. 1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.8.5.6-8A Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CC.8.5.6-8D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8E Describe how a text presents information (e.g. sequentially, comparatively, casually). CC.8.5.6-8G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will learn about Tootsy's life as an adult through letters to her sister Anna. Please be aware that these are letters between grown women and in one they do discuss a breast pump and Anna not having additional children.

5. Become Tootsy and visit the Buggy Museum

PDE SAS 8.2.3.A Identify the social, political, cultural, and economic contributions and groups from Pennsylvania. 8.2.3-4.B Locate historical documents, artifacts, and places critical to Pennsylvania history. CC.8.5.6-8G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Visit the Mifflinburg Buggy Museum. Choose from a number of programs, both hands on and historic object related. Groups may have tea or try their hand at 19th century chores. Among the chores are laundry and sewing. Groups may also opt for a tour of the Heiss House or buggy factory.

Answer Key

Program 1 Meet Tootsy

1. The Smith family lived in Buffalo Township, Union County, Pennsylvania.
2. In the 1880s census, the following people were living with Samuel Smith, Helen (his wife), William E. (his son), Ann C (his daughter who married William Heiss)., Helen E.(his daughter, Tootsy), Samuel E. (his son), Ida M. (his daughter) and Jacob Zeibach, (Samuel's father-in-law).
3. Samuel's occupation was minister, Helen (his wife) is listed as keeping house, meaning she was a stay at home mother/wife, William E. is attending school (as are all the remaining children) and Jacob Zeibach is listed as a retired farmer.

In the 1910 census they asked "mother of how many children", number of years in present marriage, year of immigration, whether naturalized or alien, able to speak English, ownership of home. The 1920 census asks the same questions, but does not ask about motherhood. The 1880 census also asked about health – maimed, crippled, bedridden, etc.

Program 2 Evangelical Association

Field trip to New Berlin.

Program 3 Tootsy's Education

Exercise I

The first letter, the example is to be copied by hand, in cursive if the students are able. The second and third letters should introduce a friend or class mate to a "made up person".

Exercise II

Polite conduct at the table

1. Napkin on lap
2. No talking with food in your mouth
3. No elbows on the table
4. Passing food (without being asked)
5. Asking to be excused

Polite conduct when attending a lecture

1. Sitting quietly and still
2. Raising a hand, waiting to be acknowledged if asking a question.

Polite conduct while making a visit

1. Not asking for drink/food before it is offered.
2. Not overstaying

Polite conduct while in a store

1. Waiting your turn
2. Saying please, thank you
3. Greeting the staff, saying good bye

Exercise III

A shoal of fish had surrounded the ship.

There was too great a crowd of people for comfort.

A herd of cattle now grazes where the house once stood.

The swarm of bees alighted upon the nearest bough.

The horse was so badly frightened by a crew of swine that it became unmanageable.

He fired into a flock of wild pigeons and killed many of them.

There was a band of robbers awaiting the train.

A drove of wild horses roamed over the prairies.

Beneath, a drove of silver fishes glides.

A mutiny arose among the ship's company.

How many lambs are there in this gang?

Exercise IV

1. By whom were these children taken captive? *The children were taken captive by two Indians.*

2. Who went in search of them? *The colony*

3. What did he say to the king of the tribe? 8. *“King of the red men, thou seest a father in pursuit of his lost children. He has heard that your people will not harm the stranger in distress. So he trusts himself fearlessly among you. The kind of our own native land, who should have protected us, became our foe. We fled from our dear homes – from the graves of our fathers. 9. “The ocean wave brought us to this New World. We are a peaceful race, pure from the blood of all men. We seek to take the hand of our red brethren. Of my own kindred, none inhabit this wilderness, save two little buds, from a broken buried stem. 10. “Last night, sorrow entered into my soul, because I found them not. Knowest thou, O king, if they people have taken my children’? Knowest thou where*

they have concealed them'? Cause them, I pray thee, to be restored to my arms. So shall the Great Spirit bless they own tender plants, lift up thy heart when it weigheth heavily on thy bosom.'

4. What reply did the Indian monarch make? "*Knowest thou me'? Look in my eyes'! Look! Answer me! Are they the eyes of a stranger'?"*
5. Were the children restored to their father? *Yes.*
6. What is meant by *New World*, 9th paragraph? *The colonies of North America (what became the United States)*
7. What [is meant] by *two little buds, from a broken, buried stem*, same [9th] paragraph? *The "two little buds" refers to the children, while broken, buried stem refers to their mother who is dead.*

Exercise V

Even in math exercises, answers were expected to be in complete sentences and usually included the question.

Addition

1. Mary and Sarah have 6 peaches.
2. There were 8 birds in the garden.
3. $13 + 2 = 15$, $15 + 2 = 17$, $18 + 2 = 20$, $9 + 2 = 11$, $14 + 2 = 16$

Subtraction

1. I have 3 apples remaining.
2. There were 13 pupils in class.
3. $5 - 2 = 3$, $14 - 3 = 11$, $10 - 3 = 7$, $15 - 3 = 12$, $22 - 3 = 19$

Multiplication

1. There are 40 boys seated on the five benches.
2. Seven bunches of roses will cost 42 cents.
3. $6 \times 7 = 42$, $6 \times 3 = 18$, $6 \times 9 = 54$, $6 \times 12 = 72$.

Division

1. I can buy 9 peaches.
2. I can buy 7 yards of silk.
3. $16 \text{ divided by } 4 = 4$, $32 \text{ divided by } 4 = 8$, $40 \text{ divided by } 4 = 10$, $20 \text{ divided by } 4 = 5$.

Advanced math

If pasturing nine cows cost \$36.00, the pasturage of one cow will be $\frac{1}{9}$ of \$36.00 or \$4.00. Allen would pay $\$4.00 \times 4 = \16.00 and Ben would pay $\$4.00 \times 5 = \20.00 .

Program 4 Grown Up Tootsy

Letter 1 – is a short letter that introduces Tootsy's daughter Ruth. Tootsy writes about the church meetings and the "conversions" (people who join the church) and not having

many social events in the town where her husband is currently stationed. She also talks about the area not having large Christmas celebrations and sending some small Christmas gifts to Anna and her family.

Letter 2 – the second letter is about Tootsy not being well and not getting a lot of house work done, but that she has been able to sew dresses for Ruth, but only two shirtwaists for herself. She writes about selling Anna's breast pump to a friend to whom she had loaned it and joked that Anna would not be needing it (meaning that Anna would not be having more children, at this point Anna would have been 35). She talks about her own health, but asks her sister not to tell their mother of her problems. She also talks about going away (to Baltimore where her husband was born) and the Church's Children's Service. She ends the letter with a funny story about Ruth and the cat.

Letter 3 – this letter is about Olie being assigned to a new church and being nervous about it. She also writes about the work she's been doing. She writes about a woman in Mifflinburg dying and the funeral of a man from her church. She also mentions Norman's housekeeping.

Letter 4 – this letter starts with disappointment in Olie being given multiple churches in Dewart and that neither are happy, but that they will make the best of it and that at least she will be closer to Anna. She also writes about the house they will be moving to and the neighbor.

After the students have read the letters discuss the things that you learn about Tootsy and her life. Tootsy appears to have had heart problems throughout her life, but did live to the age of 82. Her sister, Ida Mae died at the age of 43 from heart problems. Tootsy and Olie moved several more times in his career, including a stint in Baltimore, Maryland. Olie also performed the service when Anna's son, Norman married Verna Koch. When Olie retired, they lived in Lemoyne, Cumberland County, PA. After he died in 1947, Tootsy remained in Lemoyne until her death (1951).

Program 5 Becoming Tootsy

Field Trip to the Mifflinburg Buggy Museum