

## Past and Present Field Trip

Grades 1, 2

### **Description:**

This Sandy Spring Museum field trip will help students understand and identify the differences and similarities between the “Past and Present”. First, students will tour the main exhibit hall where they will encounter hands-on artifacts to help them establish the differences between now and then. Some artifacts include a balance scale, iron, butter mold, and wool cards. Next, students will take a trip to a working forge where the museum’s blacksmith will show them how he uses iron and steel to create a variety of different products. Students will learn the importance of the blacksmith to the local community and have a chance to see different products a blacksmith makes. Finally, students will use a map of Sandy Spring (circa 1900) to see how the town has changed over time. They will identify key establishments that defined the town along with physical characteristic that still makeup Sandy Spring’s landscape today. This tour meets MSDE content standards in geography, history, economics, and social studies skills and processes.

**In the Museum** students will identify and discuss goods and services that were available in the past in Sandy Spring from private business and by the government with our Hands-on History Trunk (4.A.1, 4.B.2). Students will discover what a market is and what types of markets were available in the town of Sandy Spring over 100 years ago (4.B.1). Students will examine the museum’s kitchen tools and discuss how changes in technology affected the way people lived in the past. Students will identify ways in which modern technology helps people in the present (4.A.3, 5.B.1).

**In the Blacksmith’s Shop** students will learn about the production process by identifying the natural, capital, and human resources used in the blacksmith’s shop (4.A.2). Students will examine the role technology plays in the way the blacksmith works (4.A.3)

**In the Dr. Bird Room** students will use geographic tools to map the town of Sandy Spring circa 1900 (3.A.1). Students will describe the environment of Maryland and of Sandy Spring with physical characteristics and discover human-features that still exist today (3.B.1.). They will use secondary sources like maps, pictures, and graphics to see how the community has changed over time (6.F.1, 6.G.1).

### **Bonus:**

If your group has another 30 minutes to spend at the museum you may add the option of seeing a live spinner demonstrate the production process of yarn-making. This option depends on the availability of the spinner so if you are interested in adding (or swapping the spinner for the blacksmith) inquire with our Education Director.

## MSDE Content Standards

### Grade 1

#### *Geography*

Use geographic tools to locate and describe places on Earth. (3.A.1)

- Locate the continents and oceans using maps and a globe. (3.A.1.a)
- Use photographs and pictures to describe a place. (3.A.1.b)
- Describe where places are located on a map using relative distance and direction, such as near-far, above-below, and cardinal directions (north, south, east, west). (3.A.1.e)

Describe places in the **environment** using **geographic characteristics**. (3.B.1)

- Identify **physical characteristics** of a place (**physical features**, climate, vegetation, and animal life). (3.B.1.a)
- Identify **human characteristics** of a place (**human-made features...**). (3.B.1.b)

#### *History*

Examine differences between past and present time (5.A.1)

- Use terms related to time to order events sequentially that have occurred in the school (5.A.1.a)
- Classify events as belonging to past or present (5.A.1.b)

Compare people and objects of today and long ago (5.B.1)

- Collect and examine photographs of the past and compare with current photographs of similar images, such as old photographs of the school and community (5.B.1.b)

#### *Economics*

Describe economic choices people make about **goods** and **services**. (4.A.1)

- Identify and discuss **goods** and **services** provided in the community. (4.A.1.a)

Describe the production process. (4.A.2)

- Give examples of **natural** and **human resources** used in **production**, such as making butter, making ice cream, and building houses. (4.A.2.a)
- Describe the skills people need for their work in the home, school, and community. (4.A.2.b)

Explain how **technology** affects the way people live, work, and play. (4.A.3)

- Describe types of **markets** in the community. (4.B.1)
- Identify **markets** in the local community, such as grocery stores, farmers' **markets**, toy stores, and fast food restaurants. (4.B.1.b)

## *Social Studies Skills and Processes*

Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines (6.F.1)

Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources. (6.G.1)

## **Grade 2**

### *Geography*

Use geographic tools to locate and describe **places** on Earth (3.A.1)

- Identify the purpose and use of a globe and a variety of maps and atlases, such as school maps, neighborhood maps and simple atlases (3.A.1.a)
- Identify and use map **elements**, such as **title, compass rose, simple grid system, legend/key, date, and author** to interpret a map (3.A.1.b)
- Describe a **place** using bird's eye view, and satellite images, photographs, and pictures (3.A.1.d)

Classify **places** and regions in an **environment** using **geographic characteristics** (3.B.1)

- Identify **natural/physical features** and **human-made** features using maps and photographs (3.B.1.a)
- Classify **places** as rural and urban (3.B.1.c)

### *History*

Examine differences between past and present time (5.A.1)

Describe people, **places** and artifacts of today and long ago (5.B.1)

- Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication (5.B.1.b)

### *Economics*

Explain the **production** process (4.A.2)

- Identify the **natural, capital, and human resources** used in the **production** of a good or service (4.A.2.a)
- Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers (4.A.2.b)

Examine how **technology** affects the way people live, work and play (4.A.3)

- Identify examples of **technology** used by **consumers**, such as automobiles, cameras, telephones, microwaves, televisions, and computers (4.A.3.a)
- Analyze why **consumers** use **technology** in their daily lives (4.A.3.b)

Describe different types of **markets** (4.B.1)

- Describe different **market** situations where **buyers** and **sellers** meet to exchange **goods** and **services**
- Describe how people meet in **market** communities around the world, such as farmers' **markets** and door-to-door sales

Describe how consumers acquire **goods** and **services** (4.B.2)

- Identify **goods** and **services** provided by businesses (4.B.2.a)
- Identify **goods** and **services** provided by government (4.B.2.b)

### *Social Studies Skills and Processes*

Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines (6.F.1)

Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources. (6.G.1)