Pre and Post-Visit Activities

Pre-Visit Information for Teachers/Chaperones

Created by

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and

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LEARNING OBJECTIVES

Students will learn:

- How geography effected the settlement and development of Keene
- Who the Colony family were and what place they played in Keene history
- Connections between Nathan Blake and the Colony family

Traveling from room to room surrounded by 3-dimensional primary sources in the form of the house and original furnishings, students will learn about how the history of the property ties into the early development of “Upper Ashuelot”, which later became Keene.

They will learn how domestic technology changed the way people lived over a time period of 170 years.
Pre-Visit - Museum Manners

Please go over these basic rules with your students before their visit; and if possible, make copies for your chaperones.

1. We ask that you help us preserve our historic artifacts for future generations by not touching.

2. Groups must stay together at all times.

3. Walk; don’t run.

4. No eating, drinking, or chewing gum in the museum.

5. Backpacks must not be carried through the museum but may be left in the Exhibit Room of the Horatio Colony House Museum.

6. If it is raining or damp outside, we will ask visitors to remove their shoes when touring the house.

7. Use pencils only for sketching or notes.

Please Note

We ask that teachers and chaperones maintaining the same discipline as they would in the classroom.
PRE-VISIT - VOCABULARY

Ice Age: A cold period in the distant past when a large part of the world was covered with polar ice sheets.

Glacier: A body of dense ice that is slowly moves under its own weight. Glaciers form only on land.

Andirons: a pair of metal supports that hold the wood in a fireplace

Hearth: the floor in front of or inside a fireplace

Portrait: a likeness of a person, especially of the face, as a painting, drawing, or photograph

Mandolin: a small musical instrument that has a long neck; a body that is shaped like a pear; and usually has four pairs of strings

Accordion: a musical instrument that is shaped like a box with a set of bellows in the middle; is held in your hands and played by pulling its sides apart and then pushing them together while pressing buttons or keys

Gas Light: a gas burner or gas jet for producing light

Canopy Bed: a bed similar to a four-poster bed. A typical canopy bed usually features posts at each of the four corners extending about four feet high or more above the mattress. Fabric is often draped across the upper space between the posts and a solid piece of cloth may create a ceiling, or canopy directly over the bed.
**PRE-VISIT - ITEM IDENTIFICATION ACTIVITY**

Look at the following images of items that were developed or changed by the technology of the day.

1. Can you identify this object?
2. What is it made of?
3. What was it used for and why do you think that?
4. Who would have used it? Rich or poor? Young or old?
5. Do you know what it was replaced by or why it fell out of use?
6. Does it remind you of anything you have seen before?
7. Do you have something similar in your home?

You will see these actual items and learn more about them when you visit the Horatio Colony House Museum.

(The answers on the adjacent sheet are for teachers)
Item (1)
Item (1)

Answer: 1. A Victorian Napkin Ring

2. Made of silver-plate (metal)

3. For dining; used to hold folded cloth napkins

4. Found in middle to upper class homes; used by both young and old

5. When washing machines were invented for washing clothes, laundry could be done more frequently. Fresh cloth napkins could be used for every meal. You no longer needed a distinctive napkin ring to identify your own napkin. Eventually paper napkins erased that chore because they were disposable.
Item (2)
Answer:  1. A Portrait (of Josiah Colony)

2. Made of stretched canvas cloth; oil paint; wood and plaster frame

3. Used to remember a relative or loved one; used to honor them; used to decorate a home

4. Portraits are found generally in wealthy people’s homes; viewed by both young and old

5. Photography eventually took the place of portraits; early photos were often taken posed, very similar to the poses for painted portraits.
Item (3)
Item (3)

Answer: 1. A Graphophone

2. Made from brass, plated-metal, wood and wax

3. Used by middle class and wealthy people

4. For listening to recorded music; invented by Thomas Edison, it was the first form of record player; enjoyed by both young and old

5. It reduced the need to play a musical instrument for personal entertainment or to travel to hear a band play. This machine was replaced by the Gramaphone which played disc shaped records
Item (4)
Item (4)

Answer: 1. An Inkwell and Letter Opener

2. Made of glass and brass

3. For holding liquid ink and opening sealed envelopes

4. Used by both middle class and wealthy; used by school-age children and adults
**PRE-VISIT - GEOGRAPHY REVIEW**

Have students look at maps, including topographical maps, to understand the region of the country we are discussing, the migration patterns of the earliest settlers, and the topography of New Hampshire.

1. How did the geography affect the settlement patterns and farming practices?
2. How did the local natural resources affect the location and types for mills in early settlements?
PRE-VISIT

KNOW/ WANT/ LEARN EXERCISE- PART I

This exercise is an assessment tool that you can use to evaluate basic information that was learned on the tour.

What do you know?

· About historical societies and museums
· About the history of your town or the history of Keene
· About living in the 19th and early 20th centuries

What do you want to know?

· About historical societies and museums
· About the history of your town or the history of Keene
· About living in the 19th and early 20th centuries

Record answers and save for post visit.
Post-Visit

Know/Want/Learn Exercise- Part II

After the visit ask students to tell you:

What did you learn?

· About historical societies and museums
· About the history of your town or the history of Keene
· About living in the 19th and early 20th centuries