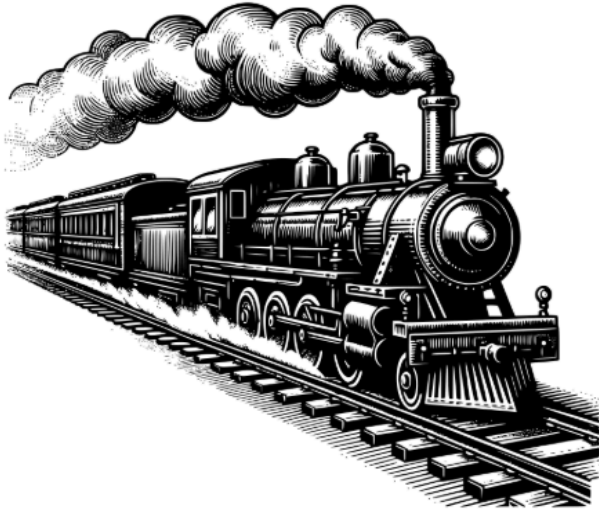


Learning Guide

All Aboard For The Past: Pioneer Village Activity Book



Welcome to *All Aboard For The Past*, an activities booklet for students in Grades 3-5 who are visiting Nobles County's Pioneer Village attraction that can be completed with no additional information.

This Learning Guide provides additional information for educators, optional learning activities, and related state academic standards to build upon the booklet during and after your visit to Pioneer Village. You and your learners are invited to select activities that you find particularly engaging, incorporate information or lesson materials into your existing curriculum, or complete the entire booklet.

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Interior Cover

Description

This page contains a historic photograph of a train by the depot in Worthington.

Additional Information About the Photo

Title: Train at the Worthington Depot

Object ID: [2009.023.0101.PC](#)

Creator: Blume, Henry J., 1870-1945

Description: A train sitting beside the depot in Worthington, Minnesota. This photograph depicts a westbound steam engine on the main line and passenger cars on the tracks south of the engine. Several people and two baggage carts are around the trains. A caption identifies the depot as the C. ST.P. M. & O. depot.

Date: circa 1910.

Photograph Dimensions: 8.5 x 13.75

Physical Format: Black and white photograph

Additional Learning Activities

- Bring students to the Heritage Center to see the model train and learn more about the history of the railroad in the development of Nobles County.
- Compare this photo to other photos of depots in the county or to other photos of the Worthington depot from different periods (see Related NCHS Photographs)
- Have your students explore this [1919 Railroad Commissioners' Map of Minnesota](#). Students can identify where the Worthington depot was, which railroad lines ran through it, and which railroad lines ran across Nobles County. For an additional activity, students could compare the 1919 map to a [current map of Minnesota's railways](#). How have the locations of the railroad changed or stayed the same? The names?
- Connect this train to the history of [Minnesota's three major railroads](#).
- Compare and contrast this historic photo with a photo of a modern train station.
- Have students analyze the photo with the [See, Think, Wonder](#) thinking routine from Harvard's Project Zero.

Related NCHS Photographs

- [2011.036.0001.PC](#) - Lismore Depot, c. 1900
- [2009.023.2001.PC](#) - Depot in Rushmore Minnesota, c. 1915
- [2016.005.0049.PC](#) - Rock Island Yards - Ellsworth, c. 1908
- [2016.005.0028.ED](#) - Depot - Round Lake, c. 1910
- [1990.010.0402.PC](#) - Dundee Depot, c. 1900s
- [2017.005.0012.PC](#) - Depot and Elevators - Brewster, c. 1910
- [2021.001.1488.PC](#) - Kinbrae Depot, c. 1949
- [2016.005.0029.ED](#) - Depot - Adrian, c. 1910
- [2016.010.0350.PC](#) - Worthington Depot, c. 1900-1910
- [2021.001.2953.PC](#) - Diesel Engine For Freight Train, Worthington, c. 1949



All Aboard! - Page 1

Description

This page introduces the booklet to learners. It explains that Worthington was planned out in 1871 as part of the expansion of railroads in the area. This page introduces the essential question of this booklet: *What was life like in the past?* to guide student learning throughout their visit.

This page features a photograph of Worthington from 1893 ([2016.010.0077.ED](#)). The text below the photo asks students to reflect on the following questions: *How does it look different from towns today? How does it look the same?*

Additional Information About the Photo

Title: Panoramic View circa 1893

Object ID: [2016.010.0077.ED](#)

Creator: Buchan Studio, Worthington

Description: Half of the panoramic view of Worthington taken from the water tower in 1893. This photo is a reprint taken from the water tower looking north east up 4th Ave. Notable buildings in this photo include the Castle School, Hexagonal School, and the Dayton House. Photo from the Minnesota Historical Collection, copyrighted.

Date: circa 1893.

Photograph Dimensions: 3 x 10"

Physical Format: Photograph

Additional Learning Activities

- Explain to students that they will be journeying into the past as they explore Pioneer Village. Ask them to share what they know about life in the past and what they hope to learn on today's journey.
- Compare this photo to other photos of Worthington (see Related NCHS Photographs).
- Have students analyze the photo with the [See, Think, Wonder](#) thinking routine from Harvard's Project Zero.
- Have students create packing lists of what they would bring on a trip. Explain that for today's journey to the past, they will need to pack their curiosity, a writing utensil, and their excitement to learn about the past.
- Reach out to your school or local librarian to find age-appropriate books on journeys to read as a class.

Related NCHS Photographs

- [2009.001.0021.PC](#) - Bird's eye view, Worthington, Minnesota, c. 1899
- [2009.023.0045.PC](#) - A panorama View of Worthington Minnesota, c. 1890
- [2009.023.0035.PC](#) - 10th Street, Worthington, Minnesota, c. 1886
- [2011.015.0076.PC](#) - 4th Ave, Worthington, c. 1892
- [2016.010.0165.PC](#) - Worthington, c. 1874



Related MN Academic Standard Benchmarks

Social Studies

- 3.3.17.1 - Geography - Describe how different places, including school, the environment or local community, makes one feel.

What's In A Name? - Page 2

Description

This page contains information about a couple of places near Pioneer Village - Lake Okabena, which stems from “Hokhá be na” in Dakota (“Nesting Place of Herons”), and Worthington, which came from the in-laws of one of the town’s founders. This page encourages students to consider all of the factors that go into picking a name for a place, and gives them the opportunity to craft their own name.

Additional Learning Activities

- Have students research and share the meaning behind their first names or other names in their families.
- Connect this activity to National Geographic’s [Many Ways to Name a Place](#) lesson plan.
- Reach out to your school or local librarian to select or have students select age-appropriate books on the Dakota and early European settlers to Minnesota to read individually or as a class and discuss.
- Connect this discussion to the activities in [Making Minnesota](#), available to download for free through the Minnesota Historical Society Press.

Related MN Academic Standard Benchmarks

Social Studies

- 4.3.17.1 - Geography - Analyze how different perspectives have influenced decisions about where to locate and name places.
- 4.3.14.1 - Geography - Use maps and concepts of location to identify and describe political features (states/territories, major cities, capitals) and recognize the Indigenous land these places were built on.

English Language Arts

- 3.1.6.1 - Reading - Compare and contrast the student’s personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller’s perspective and identity.
- 3.3.1.1 - Listening, Speaking, Viewing and Exchanging Ideas - Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.
- 4.3.1.1 - Listening, Speaking, Viewing and Exchanging Ideas - Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.
- 5.1.3.1 - Reading - Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
- 5.3.1.1 - Listening, Speaking, Viewing and Exchanging Ideas - Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.

School House - Pages 3-4

Description

These pages welcome students to Pioneer Village's schoolhouse. Students will compare this classroom to their own classroom and compare and contrast their lunches to what students in the past ate.

On page 3, students are invited to record items they observe in the school house, such as the chalkboard, cursive writing, connected desks, etc. They then can compare those observations to what they see in their classrooms today. At the bottom of the page, students are prompted to imagine they were students in this historic classroom. How would their learning feel different?

On page 4, information is provided about this building. Students are directed to observe the lunch pails (found in the closet in the southwest corner of the building) and to compare their favorite lunch to the lunches students would have brought to classrooms like these.

Additional Information About This Building

There were a total of 115 rural schools operating in Nobles County in its early history until about 1964. Many of these original school buildings are no longer in existence. The school building you are standing in was originally built in 1899 and was designated as District #46, the Gilomen School. It functioned as a rural school until 1944. Nobles County Historical Society purchased this school in 1956 and placed it on the fairgrounds. In 1968, it was moved to its current location as the first building in Pioneer Village.

Additional Learning Activities

- Show students [2012.024.0030.PC](#), a sketch by local cartoonist Bob Artley that depicts what his lunch looked like when he attended a rural school. Artley drew a sandwich, banana, apple, and hard boiled egg alongside his drawings of a lunch pail and children eating lunch. How does this lunch compare to school lunch today?
- Compare the lined up lunch pails to this [photograph](#) from the Library of Congress. How does lunchtime at school today compare to going to fetch your lunch from the shelf?
- Have students examine report cards from the Nobles County Historical Society's collection (see Related NCHS Objects). What classes did students take? How do those classes compare to ones students take today?
- Bring students to the Nobles County Historical Society's Heritage Center to view the exhibit on rural schools.
- Have students examine photos of historic rural schools and school lunches such as these from Nobles County Historical Society (see Related NCHS Objects) and [these from the Library of Congress](#).
- Incorporate the [Kids in School \(1862-1973\)](#) lesson plans or primary sources from the Minnesota Historical Society into your visit to the School House.
- Have students learn more about the history of the lunch box through the information and photos in these articles from [NPR](#) and [Smithsonian Magazine](#).
- Have students draw designs for their own lunch boxes. How do they compare to historic lunch pails?

- Have students draw an Artley-style cartoon of lunchtime at their school.
- Watch this video about a [Modern One Room Schoolhouse](#) from NBC News.
- Watch this video on the history of the [McGuffey Reader](#) from The Henry Ford and compare it to textbooks today. Additional information on McGuffey can be found [here](#).
- Have students watch and discuss a school-related clip from The Henry Ford's *Innovation Nation*, such as [Children's Books](#), [History of the School Bus](#), or [The Origin of Public Education in America](#).

Related NCHS Objects

- [2012.024.0030.PC](#) - Bob Artley Drawing, c. 1992
- [2009.023.0047-1.PC](#) - Photograph: Rural School Picnic at District 76, c. 1925
- [2014.028.0389.PC](#) - Photograph: Rural School Class Photo, District 48, c. 1907
- [2015.033.0004.PC](#) - Photograph: District 109 Class Photo, c. 1932-1933
- [2015.035.0001.PC](#) - Photograph: Rural School District No 6. Class Photo, c. 1941-1942
- [2016.069.0027.PC](#) - Report Card: Doris DeGroot's Sixth Grade report card, c. 1948-1949
- [2016.069.0029.PC](#) - Report Card: Doris DeGroot's Ninth Grade report card, c. 1951-1952
- [2015.034.0007.PC](#) - Report Card: Ethel Siemer's 12th Grade report card, c. 1931-1932
- [2014.070.0001.PC](#) - Report Card: Earla Johnson's 12th Grade report card, c. 1931-1932
- [2014.5.20.042.PV](#) - Lunch Pail
- [2014.5.20.039.PV](#) - Lunch Pail

Related MN Academic Standard Benchmarks

Social Studies

- 3.3.17.1 - Geography - Describe how different places, including school, the environment or local community, makes one feel.

English Language Arts

- 3.1.5.3 - Reading - Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements in text.
- 3.2.2.2 - Writing - Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
- 4.1.5.3 - Reading - Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
- 4.2.2.2 - Writing - Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
- 5.1.5.3 - Reading - Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text.

Art

- 2.3.5.9.1 - Media Arts - 1. Identify and show how media artworks form meaning, situations, and culture.
- 5.3.2.3.1 - Visual Arts - 1. Create visual representations of places or systems that are part of everyday life using artistic foundations.
- 5.3.4.8.1- Visual Arts - 1. Determine messages communicated by an image.



Transportation Building - Pages 5-6

Description

These pages encourage students to explore the Transportation Building, which contains several different vehicles from across Nobles County's history. On the first page, students are asked to select a vehicle that interests them. They will record what they notice about the vehicle, what they already know, and what they would like to learn. This exercise encourages students to be curious and to generate questions that could drive future exploration.

On page 6, students are instructed to list the types of transportation that they see in the building, such as cars, vans, and carriages. They are then invited to brainstorm additional types of transportation, whether skateboards, self-driving cars, or airplanes.

Additional Learning Activities

- Have students research the history of the vehicle that they selected for the activity on page 5. Have them look for the answers to their questions and reflect on what additional questions they have after learning more about the vehicle.
- Show students this photograph of the [first automobile](#) in Nobles County. How does this vehicle compare to cars they see today?
- Select 4-5 vehicles in the Transportation Building and have students create a timeline of them. How do newer modes of transportation look similar to older modes? How do they look different?
- Have students analyze one of the vehicles using the [Parts, Perspectives, Me](#) thinking routine from Harvard's Project Zero.
- Have students think more about different modes of transportation and the depiction of transportation in art with the "[Transportation | Uncovering America](#)" lesson plan from PBS.
- Give students this "[Early Cars: Fact Sheet for Kids](#)" from the Smithsonian to provide additional information.
- Provide students with photos from the [Smithsonian Automobile Collection](#) to expand upon Nobles County Historical Society's collection.
- Connect the vehicles you see in this building to the "[Automobiles in the Progressive and New Eras](#)" primary source set from the Library of Congress.
- Visit Pioneer Village in conjunction with the "[How Transportation Transformed America: Going to Market](#)" lesson plan from the Library of Congress.
- Show students clips from The Henry Ford's *Innovation Nation* that concern the development of transportation, such as [Historic Automobiles](#), [History of the Model T](#), [From Horses to Car](#), [The Oldest Surviving American Automobile](#), or [The History of Horse-Drawn Vehicles](#).

Related NCHS Objects

- [2010.009.0012.PC](#) - Photograph of the First Automobile in Nobles County, c. 1900
- [2020.008.0002.PC](#) - Photograph of Oldsmobile 98, c. 1950
- [2009.040.0036.PC](#) - Photograph: New Car for Jorgensens, c. 1900
- [2021.001.4298.PC](#) - Photograph of a car and truck in the showroom of Martin Auto & Implement Company, c. 1950
- [2021.001.5148.PC](#) - Photograph of Frank Biegler and Vic Geisendorfer standing beside a new Pontiac car in front of Biegler Pontiac, c. 1950
- [2014.5.27.024.PV](#) - 1934 Oldsmobile Automobile
- [1984.023.0001.PV](#) - Restored 1942 Ford
- [1989.020.0001.PV](#) - 1965 blue and white Ford Econoline Van

For additional photographs of vehicles, contact the Nobles County Historical Society.

Related MN Academic Standard Benchmarks

English Language Arts

- 4.1.4.4 - Reading - Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
- 4.2.7.1 - Writing - Ask relevant questions to guide inquiry.
- 5.1.4.4 - Reading - Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.
- 5.2.7.1 - Writing - Formulate questions independently and in collaboration with peers to guide inquiry.



Railroad Depot/Railroad Word Search - Pages 7-8

Description

On page 7, students will use their imagination to put themselves in the shoes of past travellers. As they visit the waiting room of the railroad depot, they will consider what they would have seen, heard, touched (physically), and felt (emotionally) as they waited for a train. They are then invited to brainstorm where they would like to travel someday. Page 8 is a word search with railroad-themed terms for students to find. All words are hidden vertically or horizontally in the puzzle, no words are backwards or written diagonally.

Additional Information About This Building

During the era when railroads were the main method of transportation on the prairie, the railroad depot was both the economic and social gateway to the community it served. The railroad station, whether a roughly hewn shack or a fancy masonry structure, was the place where people could assemble to board a train for faraway places or welcome arriving travelers. It provided a central delivery point where a community's life-sustaining goods could be shipped or delivered by rail. In the period from approximately 1865 to 1920, railroad depots served as a place where people could come to hear the news of the day, socialize with others, or simply be entertained by the daily arrival and departure of trains.

This railroad depot was originally located in Wirock, MN. It was purchased and brought to Pioneer Village in 1969. The brick platform was completed in 1971. In 1973, the rail section was installed. The rails are from Westbrook, MN, and the ties are from Luverne, MN.

Additional Learning Activities

- Provide students with photos of trains from Nobles County (see Related NCHS Photographs).
- Have students build upon the activity on page 7 and write a journal entry for someone their age in the past who was getting ready to take a train journey.
- Bring students to the Heritage Center to see the model train and learn more about the history of the railroad in the development of Nobles County.
- Compare this photo to other photos of depots in the county or to other photos of the Worthington depot from different periods (see Related NCHS Photographs).
- Have your students explore this [1919 Railroad Commissioners' Map of Minnesota](#). Students can identify where the Worthington depot was, which railroad lines ran through it, and which railroad lines ran across Nobles County. For an additional activity, students could compare the 1919 map to a [current map of Minnesota's railways](#). How have the locations of the railroad changed or stayed the same? The names?
- Connect this train to the history of [Minnesota's three major railroads](#).
- Have students explore maps from the "[History of Railroads and Maps](#)" collection at the Library of Congress.
- Select railroad folk songs from sources such as [The Center for Folklife and Cultural Heritage](#) at the Smithsonian Institution for students to listen to and analyze.

- Have students watch and discuss a train-related clip from The Henry Ford's *Innovation Nation*, such as [History of Train Cabooses](#), [Unique Trains](#), or [What are Industrial Locomotives](#).

Related NCHS Photographs

- [1997.003.0019.PC](#) - Train car, c. 1880
- [2013.004.0102.PC](#) - Steam Engine On the Railroad, c. 1903
- [2016.005.0037.PC](#) - Train Engine 392, c. 1940
- [2009.023.0102.PC](#) - Train at the depot, Worthington, Minnesota, c. 1910
- [2021.001.2953.PC](#) - Diesel Engine For Freight Train, Worthington, c. 1949
- [2011.036.0001.PC](#) - Lismore Depot, c. 1900
- [2009.023.2001.PC](#) - Depot in Rushmore Minnesota, c. 1915
- [2016.005.0049.PC](#) - Rock Island Yards - Ellsworth, c. 1908
- [2016.005.0028.ED](#) - Depot - Round Lake, c. 1910
- [1990.010.0402.PC](#) - Dundee Depot, c. 1900s
- [2017.005.0012.PC](#) - Depot and Elevators - Brewster, c. 1910
- [2021.001.1488.PC](#) - Kinbrae Depot, c. 1949
- [2016.005.0029.ED](#) - Depot - Adrian, c. 1910
- [2016.010.0350.PC](#) - Worthington Depot, c. 1900-1910

Related MN Academic Standard Benchmarks

English Language Arts

- 3.2.2.2 - Writing - Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
- 4.2.2.2 - Writing - Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

Western Advance Newspaper - Pages 9-10

Description

These pages allow students to think creatively about an unfamiliar object and to think about how information was shared in the past. On page 9, students are prompted to find the photographed object and to observe it carefully before brainstorming what it might have been used for. Students will write questions about the machine. On page 10, additional information is provided: This machine is a linotype. Before the linotype, printers had to place every individual letter (called type) by hand, which took a long time! The linotype made it possible to prepare entire lines of type for printing. This invention sped up the printing process, making it easier to quickly spread news.

Students are then directed to look at the newspapers hanging in the building. They are informed that newspapers often use headlines to convey information and catch the attention of their audience. Students are given the opportunity to create their own headline.

Additional Learning Activities

- Have students closely examine the linotype using the [Parts, Purposes, Complexities](#) or [Parts, Perspectives, and Me](#) thinking routine from Harvard's Project Zero.
- Compare and contrast historic printing methods with more recent photographs from the production of Worthington's newspaper (see Related NCHS Objects).
- Explain to students that the first newspaper in Nobles County was the *Worthington Western Advance*, which began its weekly publication in 1872. Miller, Humiston & Company distributed the paper. Copies of it can be found through the [Library of Congress](#).
- Teachers can select part of an early issue of the *Worthington Western Advance* (digitized through the [Library of Congress](#)) for students to read and compare to county news today.
- Trace the history of the printing press using videos from [The Henry Ford](#) and the modern printing of the *New York Times* along with the linotype.
- Have students watch this [video](#) from the National Museum of Industrial History that demonstrates how a linotype works.
- Provide students with additional information from the Library of Congress on the [Linotype](#) and the [printing process](#).
- Have students create a classroom newspaper. Assign students different roles: journalist, photographer, cartoonist, editor, etc. Once the newspaper is complete, have students reflect: How would this process look like if they had to use a linotype or an earlier printing press instead of a computer?
- Pair discussion of printing with "[Printmaking: Illustrated Art Lessons](#)" from the Museum of Fine Arts, Houston.
- Invite a local reporter or newspaper editor to visit your class to talk about how news is created today.
- Inform students that there is one paper in the United States that still uses a linotype, the *Saguache Crescent*. For more information, see this [Smithsonian Magazine](#) article and this video from [CBS Sunday Morning](#). The [Library of Congress](#) has a [variety of photos](#) of the offices.

Related NCHS Objects

- [2016.010.0199.PC](#) - Photograph: Finished printed Newspaper, ready for delivery, c. 1970
- [2016.010.0189.PC](#) - Photograph: Person proofreading print, c. 1970
- [2016.010.0188.PC](#) - Photograph: Globe Print Room, c. 1970
- [2016.010.0192.PC](#) - Photograph: Sizing print at the Globe Office, c. 1970
- [2016.010.0195.PC](#) - Photograph: Globe Print Room, c. 1970
- [2016.010.0191.PC](#) - Photograph: Globe Print Room, c. 1970
- [2016.010.0190.PC](#) - Photograph: Globe Print Room, c. 1970
- [2014.5.28.544.PV](#) - Linotype press

Related MN Academic Standard Benchmarks

Social Studies

- 3.4.21.1 - History - Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.

English Language Arts

- 3.1.6.2 - Reading - Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content or style of the text (e.g., era-specific vocabulary or illustrations).
- 4.1.4.4 - Reading - Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
- 4.1.6.2 - Reading - Identify the time period of publication of the text, and assess the importance of timeliness of information, related to task and purpose.
- 5.1.4.4 - Reading - Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.
- 5.1.6.2 - Reading - Compare texts published in different time periods related to influences on meaning, content or style of the texts.

General Store - Pages 11-12

Description

These pages welcome students into the General Store. Page 11 invites students to carefully observe a photograph ([2009.023.0063.PC](#)) of a historic general store in Nobles County. Students will compare the photograph of the historic general store to the Pioneer Village General Store and to grocery stores that they shop at today. On page 12, students will take a close look at their surroundings to identify objects of various colors.

Additional Learning Activities

- Have students compare the photo of the store on page 11 to other photos of general stores from around Nobles County (see Related NCHS Photographs).
- Analyze a photo of a general store from around Nobles County (see Related NCHS Photographs) using the [See, Think, Me, We](#) thinking routine from Harvard's Project Zero.
- Create a general store for your students, allowing them to barter and purchase items with play money. Have students make a list of everything they want and need, and help them to create a budget.
- Pair a visit to the General Store with a lesson on grocery stores and shopping, such as the [Let's Go Shopping! \(Grades 3-5\)](#) lesson plan from National Agriculture in the Classroom.
- Explain some of the items that a general store might carry, using this [blog post](#) and [video](#) from The Henry Ford.
- Connect items seen in the General Store to those featured as part of the [FOOD](#) exhibit from the Smithsonian National Museum of American History.
- Situate the General Store within the longer history of markets, using this [primary source set](#) from the Digital Public Library of America
- Show students this KSTP 5 Eyewitness News video about [Marine on St. Croix](#), which has the state's oldest continuously operating general store.

Related NCHS Photographs

- [2009.023.0063.PC](#) - Interior view of an unidentified general store in Nobles County, c. 1900
- [1967.031.0001.PC](#) - Interior of the Loveless Grocery and Bakery Worthington, Minnesota, c. 1970
- [2010.009.0011.PC](#) - George M. Plumb Grocery Store, Worthington, Minnesota, c. 1874
- [2009.023.0057.PC](#) - Interior of the P. Geyermann and Son Dry Goods Store Brewster, Minnesota, c. 1905
- [2009.023.0056.PC](#) - Interior view of the P. Geyermann and Son Dry Goods store in Brewster, c. 1905
- [2009.023.0034.PC](#) - Interior of the Dundee, Minnesota, grocery store, c. 1920
- [2016.017.0790.PC](#) - Interior of New Sather Store, c. 1937



Related MN Academic Standard Benchmarks

Social Studies

- 3.2.10.1 - Economics - Explain that consumers have two roles—as sellers of resources and buyers of goods and services. Explain that producers have two roles—as sellers of goods and services and buyers of resources.

Photography Studio - Page 13

Description

This page invites students to select one of the historic photos on display in the Photography Studio. Students will draw the photograph as they see it and then draw how the photo might look if they took it today. Ask students to reflect on how the clothing, buildings, hair styles, etc. might look differently today than in the past.

Additional Learning Activities

- Have students carefully examine one of the photos using the [See, Think, Me, We](#), the [Step In, Step Out, Step Back](#), or the [Same Different Connect Engage](#) thinking routine from Harvard’s Project Zero.
- Have students examine one of the historic cameras in the building or from the NCHS collection (see Related NCHS Objects) using the [Parts, Purposes, Complexities](#) or [Parts, Perspectives, and Me](#) thinking routine from Harvard’s Project Zero.
- Visit the Photography Studio in conjunction with the [Evaluating Photographs](#) lesson plan from the Digital Inquiry Group (available with the creation of a free account).
- Have students learn about the history of the camera with this “[In Focus: The Evolution of the Personal Camera](#)” exhibition from the Digital Public Library of America
- Have students watch this [A Brief History of Photography](#) video from the Smithsonian National Air and Space Museum of this [The Disruptive Invention of the Digital Camera](#) video from The Henry Ford’s *Innovation Nation*.
 - For more information on the history of photography, check out the eight videos in the [Photographic Processes Series](#) from the George Eastman Museum.
- Show students cameras or photos from the NCHS collection (see Related NCHS Objects) in conjunction with the [Every Picture Has a Story](#) lesson plan from the Smithsonian Institution.

Related NCHS Objects

- [2016.072.0002.ED](#) - Kodak Brownie Flash 20, c. 1960
- [2013.001.0501.ED](#) - Kodak Brownie Target SIX-20 Camera, c. 1940-1950
- [2014.7.12.120.PV](#) - Large professional camera and tripod
- [1993.903.0004.ED](#) - Folding Camera, c. 1940-1950
- [2014.7.12.033.PV](#) - Kodak Instamatic X-15 camera with GE Magicube flash cube
- [2021.001.2859.PC](#) - Photograph of Jim Vance looking through a camera, c. 1949
- [2022.001.2366.PC](#) - Photograph of student nurses from the hospital visiting the Daily Globe looking at a camera, c. 1952
- [2023.001.1305.PC](#) - Photograph of Kid with camera, c. 1954
- [2023.201.6795.PC](#) - Photograph of Bob Vance with camera, c. 1956
- [2024.401.0986.PC](#) - Photograph of Olive Brandt of Adrian with a camera from at least 1907, c. 1960
- [2025.301.1318.PC](#) - Photograph of Darlene VanBergen with a camera, c. 1966
- [2023.101.1295.PC](#) - Photograph of Man with a camera Key, c. 1955

Related MN Academic Standard Benchmarks

Social Studies

- 3.4.21.1 - History - Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.

English Language Arts

- 4.1.4.4 - Reading - Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
- 5.1.4.4 - Reading - Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.

Art

- 2.3.5.10.1 - Media Arts - 1. Explain how knowing the time and place in which a media artwork was made influences interpretation of the work.
- 5.3.3.6.2 - Visual Art - 2. Compare and contrast objects, artifacts, and artworks that are valued in different communities or cultures.

Prairie House and Ludlow House - Page 14

Description

This page invites students to compare and contrast two different homes at Pioneer Village, the Prairie House and the Ludlow House. Students will observe both of these houses and then record similarities and differences between them.

Additional Information About These Buildings

Five members of the Strangeland family called the Prairie House home until a new baby necessitated the move to a bigger house. The house was originally located in the northeast quarter of section 17 in Lismore Township, before being moved to Pioneer Village 1971 with much of its original furnishings.

The Ludlow house was built in 1869. In 1871, the house was moved by oxcart from St. James to Worthington, where it became the home of the Ludlow family. In 1992, it was moved to Pioneer Village.

Additional Learning Activities

- Give students guiding questions to facilitate their comparisons: How are the sizes of these houses different? What do you notice about the kitchens? The bedrooms? The living spaces?
- Have students create a Venn Diagram to compare modern living spaces to the historical houses they viewed at Pioneer Village.
- Have students analyze a photograph of the [Nanny Johnson House](#) using the “Analyze a Photograph” activity ([Novice](#) and [Intermediate](#) Available) from the National Archives or with the [See, Think, Wonder](#) thinking routine from Harvard’s Project Zero.
- Visit these houses in conjunction with the [Places People Live](#) lesson plan, the [Where People Live Text-to-Self Activity](#), or the [Where People Live \(1886-1943\)](#) primary source set from the Minnesota Historical Society.
- Provide students with information about homesteading using the [What is a Homestead?](#) page from the Minnesota Historical Society.
- Give students primary sources from [The Homestead Acts](#) primary source set at the Digital Public Library of America.
- Have students explore primary sources related to [the Homestead Act of 1862](#) from the National Archives.
- Show students one of the [homesteading](#) videos from PBS LearningMedia.

Related NCHS Photographs

- [2022.001.2147.PC](#) - The Ludlow house at its original location on the Ludlow farm on South Shore Drive, c. 1952
- [2009.023.0015.PC](#) - Interior of the Nanny Johnson House, c. 1880
- [2009.024.0030.PC](#) - A photograph of the interior of a living room, c. 1908
- [2020.069.0614.PC](#) - Photograph Postcard of the interior of the Frank LaPachek house, also known as the Davis House, c. 1910
- [2008.015.0001.PC](#) - The interior of a house, c. 1920-1940



- [2008.015.0005.PC](#) - The interior of a house, c. 1890-1920
- [2015.045.0192.PC](#) - Three women playing chess in the interior of a house, c. 1915
- [2013.045.0040.PC](#) - A family lounging in the parlor, c. 1910-1920
- [2024.301.2146.PC](#) - A house interior, c. 1959
- [1966.049.0022.PC](#) - Mann House, Worthington, Minnesota, c. 1896
- [2009.023.0006.PC](#) - The exterior of the Hasting House located on Fifth Avenue and 14th Street and Humiston Avenue, c. 1890
- [1997.003.0063.PC](#) - George Dayton House, c. 1910
- [1967.023.D.17.PC](#) - Smallwood family home at 1543 Okabena Street, Worthington, Minnesota, c. 1895

Related MN Academic Standard Benchmarks

Social Studies

- 3.2.9.1 - Economics - Identify possible short-term and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.

Art

- 5.3.3.6.2 - Visual Art - 2. Compare and contrast objects, artifacts, and artworks that are valued in different communities or cultures.



Agricultural Heritage Center - Pages 15-16

Description

These pages encourage students to think deeply about one of the machines in the Agricultural Heritage Center. On page 15, students will select a machine and record observations they make about the various parts of the machine and questions they have about the machine. They will then read the description that is displayed in front of the machine and record what they learned. On page 16, students will match causes and effects concerning the development of new agricultural technologies.

The answers for page 16 are as follows:

Cause: One farmer can produce more food for the population than multiple farmers could in the past.

Effect: A smaller percentage of the population works as farmers.

Cause: New machines are invented to help farmers plant and harvest crops more quickly.

Effect: One farmer can use the new machines to produce more food than they could in the past.

Cause: Thanks to new technologies, farmers are able to care for larger pieces of land.

Effect: Farms become bigger.

Additional Learning Activities

- Have students think carefully about agriculture and food production using the [Parts, People, Interactions](#) thinking routine from Harvard's Project Zero.
- Visit the Agricultural Heritage Center in conjunction with one of these lessons from [Minnesota Agricultural in the Classroom](#), such as [Machines in Agriculture](#), [A Day Without Agriculture \(Grades 3-5\)](#), [Many Types of Farms](#), [Let's Raise a Barn](#), [My Farm Web \(Grades 3-5\)](#), [Energy's Journey from Farm to You](#), [Farming for Energy](#), [Growing Our State History \(Grades 3-5\)](#), [Machines and People](#), [That Was Then, This Is Now](#), [Pizza Time!](#), or [Drones in High-Tech Farming \(Grades 3-5\)](#).
- Scale this 9-12 [Growing a Nation Era 5a: Growing Technology](#) lesson plan from Illinois Agriculture in the Classroom for your students.
- Have students watch a video from The Henry Ford to learn more about historic agriculture, such as: [19th-Century Barn Architecture](#), [Using Our Restored 1880s-Era Johnston Reaper to Harvest Wheat](#), [History of Combines](#), [How Farmers Markets Brought Food to the Masses](#), [Historic Farm Equipment](#), [How the Tractor Revolutionized Farming](#), [How Farmers Make Hay](#), and [Women in Agriculture](#).

Related NCHS Objects

- [2012.032.0003.PC](#) - Postcard of Combines in the Field, c. 1980
- [2020.001.5666.PC](#) - Photograph of the Oliver farm equipment that Cassutt Farm Equipment Company sold, c. 1939
- [2020.001.2444.PC](#) - Photograph of 4-H Boy Plowing Field, c. 1943
- [2021.001.0745.PC](#) - Photograph of a man sitting on a two row planter being pulled by a two horse hitch, c. 1950



- [2021.001.1990.PC](#) - Photograph of a Dearborn-Wood Brothers corn picker inside an implement shop showroom, c. 1949
- [2021.001.2021.PC](#) - Photograph of Mrs. Lawrence Postma and Lauren Douglas Postma on the tractor, c. 1949
- [1970.031.0004.ED](#) - Framed oil painting of farmers in a field threshing, c. 1969
- [2009.040.0030.PC](#) - Photograph of Jens Jorgenson Cultivating, c. 1910
- [1981.014.0117.PC](#) - Photograph of Farm Scene, Reading, c. 1920-1940
- [1981.006.0004.ED](#) - Photograph of a farmer on a tractor plowing Larkin farm to the east of Ellsworth. This farmer in the Ellsworth area is using a Case tractor, circa 1930, and a three-bottom plow to prepare his field in Larkin Township. These smaller gasoline powered row crop tractors proved to be more versatile than their more unwieldy predecessors, the steam-engine tractors., c. 1940-1950.
- [2011.060.0651.PC](#) - Photograph of Keith Larson, Worthington Watches as he unloads corn from combine into wagon on his farm south of Worthington, c. 1991
- [2020.001.4501.PC](#) - Photograph of threshing on the Will Shanks Farm, c. 1947
- [2020.001.5754.PC](#) - Photograph of a tractor pulling a combine on the H. J. Peterson farm, c. 1939
- [2020.001.0964.PC](#) - Photograph of a pair of horses pulling a man and manure spreader, c. 1941
- [2020.001.5556.PC](#) - Photograph of William Grotjohn on a two-horse broadcast [seeder](#), c. 1939
- [2023.040.0004.PC](#) - Pen and ink print by Bob Artley called "Haying -1924", c. 1976
- [2012.001.0214.PC](#) - Drawing by Bob Artley of a threshing scene in the early 1900s, c. 1970-1980

Related MN Academic Standard Benchmarks

Social Studies

- 3.2.8.1 - Economics - Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.
- 3.4.21.1 - History - Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.
- 4.2.7.1 - Economics - Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.
- 4.2.11.1 - Economics - Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.
- 4.3.14.2 - Geography - Describe physical and human characteristics needed for different types of agricultural and energy production regions
- 4.3.16.1 - Geography - Explain how changes in climate and choices humans make impact environments from local to global scales.

English Language Arts

- 3.1.4.4 - Reading - Describe the relationship between a series of events, concepts or steps in a procedure, using language that pertains to time, sequence and cause/effect, in informational text.
- 4.1.4.4 - Reading - Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.
- 4.2.7.1 - Writing - Ask relevant questions to guide inquiry.
- 5.1.4.4 - Reading - Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.

Reflection Activities - Pages 17-18

Description

These pages encourage students to reflect on their visit to Pioneer Village. On page 17, students will reflect on the Essential Question: “What was life in the past like?” They will compare what they thought before their visit to what they know now, providing an informal assessment of their learning. On page 18, students will record things they saw, learned, and a remaining question they still have about the past.

Additional Learning Activities

- Use the questions students write on page 18 to generate guided research projects to find the answer.
- Have students write a reflection using the [I Used to Think... Now I Think.](#) prompts from Harvard’s Project Zero.

Related MN Academic Standard Benchmarks

English Language Arts

- 4.2.7.1 - Writing - Ask relevant questions to guide inquiry.
- 5.2.2.2 - Writing - Write to reflect how personal identity has developed over time.
- 5.2.7.1 - Writing - Formulate questions independently and in collaboration with peers to guide inquiry.

Picture This - Pages 19-20

Description

On these pages, students will draw what their town looks like today and what they think it might look like in the future.

Additional Learning Activities

- Ask students to compare and contrast their drawings with what they saw at Pioneer Village.
- Have students create informational booklets for their town of the future to explain how they think technology will continue to develop.
- Have students explore the [Standard Atlas of Nobles County Minnesota, 1914](#) and compare it to modern maps or Google Earth images of Nobles County.
- Have students analyze a map of Nobles County using the Analyze a Map resource ([Novice](#) or [Intermediate](#)) from the National Archives.

Related NCHS Objects

- [1975.025.0001.PC - Standard Atlas of Nobles County Minnesota, 1914](#)
- [2008.031.0055.PC - Plat Book Nobles County Minnesota, 1888](#)

Related MN Academic Standard Benchmarks

Social Studies

- 4.3.13.2 - Geography - Ask spatial questions and acquire geographic sources from different perspectives to answer them.
- 4.3.14.1 - Geography - Use maps and concepts of location to identify and describe political features (states/territories, major cities, capitals) and recognize the Indigenous land these places were built on.
- 5.3.16.1 - Geography - Describe how the choices people make have impacted a physical environment over time.

